Rutgers, The State University of New Jersey

Middle States Commission on Higher Education

Self-Study Report

January 2, 2018

Self-Study Report User Tips

General Tips:

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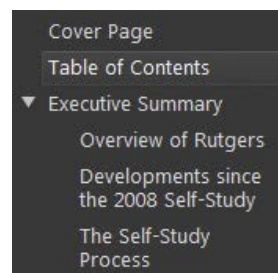
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Executive Summary

Overview of Rutgers, The State University of New Jersey

Rutgers University was founded as Queen's College in 1766 in New Brunswick, New Jersey—the eighth of the original nine colonial colleges—for the training of future ministers of the Dutch Reformed Church, and governed by a Board of Trustees. The college progressed through periods of growth and financial setbacks, and following the particular efforts of Revolutionary War hero and Board of Trustees member Colonel Henry Rutgers, the school was renamed "Rutgers College" in 1825. In 1864, it was designated the state's land-grant institution, and it assumed university status in 1924. By legislative act in 1945, Rutgers became the state university. In 1946, Rutgers University–Newark became a part of the University following a series of mergers of Newark-based educational institutions over three decades. Rutgers University–Camden joined the University in 1950 with the merger of the South Jersey Law School and the College of South Jersey into Rutgers. "*The Rutgers Act of 1956*" created the Board of Governors with responsibility for the operations of the University. The *New Jersey Medical and Health Sciences Education Restructuring Act of 2012*, dramatically increased the scope and mission of Rutgers by incorporating medical- and health-related academic programs and services into its core. The University integrated nearly all of the units of the former University of Medicine and Dentistry of New Jersey (UMDNJ) into Rutgers to create Rutgers Biomedical and Health Sciences (RBHS), which has locations across the state, and is aligned with Rutgers University–New Brunswick. Each of the four areas of the University (Rutgers–New Brunswick, Rutgers–Newark, Rutgers–Camden, and RBHS) is headed by a Chancellor who reports to the President.

Rutgers University has a unique two-board governance structure. The 15-member Board of Governors includes eight members elected by the New Jersey Senate, following nomination by the Governor, and seven members elected by the Board of Trustees. The President is an *ex officio* non-voting member of both governing boards. The Board of Trustees retains control of all properties, funds, and trusts vested in the University as of August 31, 1956, the effective date of *The Rutgers Act of 1956*, and preserves a fiduciary role in the operations of the University in its work with the Board of Governors, the President and the state. Additionally, the legislation in 2012 formed the Camden Board of Directors, and the Rowan University/Rutgers–Camden Board of Governors.

Today more than 69,000 students attend Rutgers University, pursuing over 150 undergraduate majors and more than 200 graduate programs and degrees. The University routinely ranks among the most diverse in the country. Rutgers employs over 8,000 full- and part-time faculty and nearly 15,000 full-and part-time staff members. Currently there are 30 schools and colleges at the University, some of which are on multiple campuses, and many of which have partnered to form interprofessional programs. Rutgers boasts over 500,000 living alumni across all 50 of the United States, the District of Columbia, in six U.S. territories, and on six continents.

Developments since the 2008 Self-Study

Over the past ten years, Rutgers has been through monumental changes that have resulted in a dramatically different institution from the one reviewed by the Middle States Commission on

Higher Education in 2008. For the prior Self-Study, the University utilized a Selected Topics Option I model, reviewing eight topics with a central focus on the recently-undertaken Transformation of Undergraduate Education. The first cohort of undergraduate students entering the University, following the initiation of the new undergraduate education structure, began to graduate in 2011. The undergraduate education programs continue to evolve, taking advantage of best practices, an experienced academic advisement program, and numerous changes at the University, which will all be reviewed in the current Self-Study.

On September 1, 2012, Robert L. Barchi became the 20th President of Rutgers University. One of his first tasks was to engage broad community participation in the development of A Strategic Plan for the New Rutgers. This initiative provided the direction for each of the Chancellors to develop correlative strategic plans for Rutgers–New Brunswick, Rutgers–Newark, Rutgers–Camden, and Rutgers Biomedical and Health Sciences. Each of these plans helped to guide the academic units and many departments in the development of their strategic plans. Rutgers 2030, the University's Physical Master Plan, envisions the physical developments across the University for 2015-30 incorporating the goals and visions of the strategic plans. Numerous construction projects are complete, are currently underway, or have been planned. Many of these projects received funding from the *Building Our Future Bond Act*, approved by New Jersey voters in 2012, enabling Rutgers to undertake a comprehensive capital construction program for the first time in many years. In addition, a recently completed University Transportation Master Plan (see the Plan's Executive Summary) details the ways that people will move across and within the campuses as the visions of these strategic plans are realized.

In 2013 the University's New Brunswick campus joined the Big Ten Athletic Conference and became a member of the Big Ten Academic Alliance (called at that time the Committee on Institutional Cooperation (CIC)). The resulting connection with world-class research institutions, the elevation of athletic competition, the sharing of best practices among leaders, involvement in a larger national media collaboration, and participatory financial gains have advanced the opportunities for Rutgers tremendously. The University's faculty immediately had access to important academic and research networks. The financial benefits will begin to be wholly realized beginning in 2021 when Rutgers becomes a full equity partner in the conference. In the interim, the growth of pride is palpable across the University with Rutgers' increased national visibility. Additionally, being in the Big Ten has increased applications for admission to Rutgers from out of state students.

With the addition of seven schools to the University in 2013, many adjustments have been made to integrate these units into Rutgers and implement other structural changes to expand program opportunities. These include the merger of the Rutgers School of Nursing and the College of Nursing, the merger of the School of Nursing at Stratford and the School of Nursing–Camden, the merger of the Rutgers School of Law–Newark and the Rutgers School of Law–Camden, the creation of Rutgers Health, Rutgers Health Network, and Rutgers Health Group, and the merger of the Graduate School–New Brunswick and the Graduate School of Biomedical Sciences to form the new School of Graduate Studies.

To facilitate the integration and the oversight of the other structural changes accompanying it, as well as the actualization of the strategic plans, a series of improvements in the technical and financial functioning of the University have been undertaken. These include the transitioning of budgeting functions from an "All Funds Budgeting" model to a "Responsibility Center Management" (RCM) model; the merging of legacy UMDNJ and legacy Rutgers payroll and human resource systems; revamping of the University's financial management and reporting systems; the institution of a new purchasing system; the review of business processes across the University; installation of new student service processes; and the installation of new University-wide technology systems to manage these process changes. The evolution to RCM presented each of the academic units and many research centers across the University with a transparent financial methodology for capturing all funding inflows and outflows for operations, providing greater control of, and demanding greater responsibility for, the management of particular aspects of the University's financial health. "Cornerstone" is the multi-year strategic project that is transforming the University's administrative and business processes and information systems. The Self-Study will review these changes, most specifically in the chapter on Standard VI - Planning, Resources, and Institutional Improvement.

It is worth noting up front, however, that the University has experienced a massive amount of change in a relatively short period of time. Some of these changes were mandated by the 2012 restructuring legislation, while others resulted from assessments conducted by the new administration or grew out of new strategic planning initiatives. The result has been a transformed institution and Rutgers is proud to have taken advantage of unparalleled opportunities for change and to have accomplished so much at an incredibly accelerated pace. At the same time, however, to have undertaken so many changes simultaneously has taken a toll on the University community. Institutional change is often difficult. While there have been some unequivocal successes, some of the transitions to new systems have been fraught with significant problems and some of these challenges remain. Rutgers acknowledges that there is more to be done before the transition can be declared complete. Rutgers' ultimate success will depend on the results of future assessments and improvements adopted in response to them.

Despite all the changes, the University's overall mission remains intact. Throughout the strategic planning process the members of the University reaffirmed Rutgers' mission:

- **providing for the instructional needs of New Jersey's citizens** through its undergraduate, graduate, and continuing education programs;
- **conducting the cutting-edge research** that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries; and
- **performing public service** in support of the needs of the citizens of the state and its local, county, and state governments.

The University has the following overarching goal: Rutgers aspires to be broadly recognized as among the nation's leading public universities: preeminent in research, excellent in teaching, and committed to community. In assessing performance in achieving this goal and fulfilling the Rutgers mission, members of the governing boards and senior leadership utilize the University Dashboard - Annual Academic Metrics, which are referred to as the "President's Metrics Matrix" and will be called that throughout the Self-Study Report, to measure performance against

Rutgers' own past as well as against its peers and aspirants. Numerous checks and balances are in place across the University to keep academic units and departments focused on assessment and the continual review of assessment measures and methodologies. These include, but are not limited to:

- The [Office of Institutional Research and Academic Planning](#) (OIRAP) which is where data are collected, maintained, curated, and reported to inform institutional planning, policy formation, and decision-making. OIRAP conducts benchmarking activities and uses data from many external data sources.
- As a central University resource, the [Center for Teaching Advancement & Assessment Research](#) (CTAAR) supports faculty in the areas of teaching, student assessment, and instructional technology. CTAAR also has responsibility for conducting the University-wide [Student Instructional Ratings System](#) (SIRS). These student ratings of instructors inform the teaching component of the faculty promotion review process, as well as provide student evaluations to instructors and departments.
- [Teaching and Learning with Technology](#) assists faculty and staff in the design of courses and materials with standards that ensure quality learning outcomes, and that produce sound methods of measuring those outcomes.
- The [Executive Council on Assessment](#) (ECA), which is the strategic planning body for academic and student services assessment in the University, provides guidance in the development and implementation of institutional assessment methods. The ECA oversees the work of the Assessment Council on Learning Outcomes, and the Assessment Council on the Student Experience, both described below.
- The [Assessment Council on Learning Outcomes](#) (ACLO) is charged with collecting and evaluating annual assessment reports from each academic unit in the University. These reports provide data and information that document schools' program-level learning outcome assessment plans and processes. A Narrative Response is prepared from the information gathered by the ACLO. This typically includes an assessment of progress made and specific suggestions and recommendations for the schools. The Associate Vice President for Academic Affairs, Teaching and Assessment Research shares the Narrative Response with the Dean, the Chancellor, and the Senior Vice President for Academic Affairs.
- The [Assessment Council on the Student Experience](#) (ACSE) oversees the assessment activities within each Chancellor's student and academic affairs departments, and the University-wide student services activities within the Libraries, the Office of Disability Services, and the Office of Veteran and Military Programs and Services.
- The University-wide [Committee on Academic Planning and Review](#) conducts evaluations of academic schools, programs, and research centers and institutes. The committee explores the efficient use of University resources supporting a particular disciplinary area, or considers how the contribution of related units taken together can be greater than the sum of individual contributions.
- The [Rutgers Center for Organizational Leadership](#) (OL) provides multiple programs, workshops, seminars, materials, and assistance to the Rutgers community (and to other higher education institutions). The Center's [programs in the](#) [area of organizational advancement](#) include training and support in strategic planning and project implementation, organizational assessment, outcomes measurement and

workplace climate analyses. OL's Excellence in Higher Education Program has been especially valuable in facilitating self-assessment and improvement activities across the University.

The Self-Study Process

Beginning in 2016 the University formed a Steering Committee and seven Working Groups to guide the creation of the Self-Study Report. The teams focused on the seven Standards for Accreditation as well as the 15 Requirements of Affiliation, utilizing a combination of students, faculty, staff, governing board members, senior leadership, and alumni. Each of the teams comprised individuals from across the Chancellor-led areas to guide the drafting of the Self-Study Report and the accumulation of additional information to augment the report. The draft of the Self-Study Report was distributed to the University community for review and commentary, and through subsequent presentations, forums, reviews, and online feedback the final version of the Self-Study Report was prepared.

The Self-Study Report Structure

The Self- Study Report is organized around the seven Standards for Accreditation, beginning with an Introduction; a chapter for each Standard, including University-identified suggestions for improvement; and a concluding chapter that accumulates all of the suggestions. The report includes links to pertinent information, as well as to Appendices, which all appear at the end of the document.

Self-Identified Suggestions in the Self-Study Report

The following items were identified by the members of the Steering Committee and Working Groups as items that the University should focus on as it progresses beyond the completion of this Self-Study Report. The suggestions are listed in the order in which they first appear in the Report.

1.   Conduct a full review of the University Strategic Plan to determine the degree to which goals have been achieved and to identify areas that still need to be addressed. (Standard I).

2.   Adopt a single University Code of Student Conduct across all of Rutgers. (Standard II)

3.   Assess the effectiveness of the transformational changes to the various administrative and student service systems to ensure that the goals of improved performance and increased analytic capabilities have been met. (Standards III, IV, and VI)

4.   Complete the work of the various instructional technology committees, including the Working Group on Learning Management Systems, and develop comprehensive implementation plans for transition, orientation, support, and needs for special assistance. (Standard III)

5.   Strengthen efforts to collect accurate data regarding the employment and educational outcomes of Rutgers graduates. (Standard IV)

6.   Renew the University's commitment to meeting ethical standards with transparency in its student athletic programs. (Standard IV)

7.   Complete the University-wide assessment of teaching and develop ways of augmenting the Student Instructional Rating System, both for purposes of faculty promotion review and the general improvement of teaching effectiveness. (Standard V)

8.   Assess the effectiveness of the new University assessment structure and the processes of assessment developed by the Assessment Council on Learning Outcomes and the Assessment Council on the Student Experience. (Standard V)

<u>Fulfillment of Standards of Accreditation and Requirements of Affiliation</u>

At the beginning of each of the chapters on the Standards of Accreditation, the Self-Study Report also documents the Requirements of Affiliation that are discussed within the chapter. The Self-Study Report confirms that when considered with the required Verification of Compliance document, Rutgers University fulfills all of the seven Standards for Accreditation and the fifteen Requirements of Affiliation.

<u>Introduction to the 2018 Self-Study Report</u>

Rutgers, The State University of New Jersey, is the nation's eighth oldest institution of higher education and one of nine colonial colleges established before the American Revolution. It is a leading national research university and the state of New Jersey's preeminent, comprehensive public institution of higher education. Nearly 69,000 students and almost 23,000 full- and part-time faculty and staff learn, work, and serve the public at Rutgers locations across New Jersey and around the world. In 2016 Rutgers reached its 250th year, a milestone anniversary commemorated in a year-long celebration that featured <u>hundreds of events</u>, including academic symposia and lectures, special art exhibits and performances, films, conferences, ceremonies, and other festivities across all Rutgers campuses.

Institutional Overview

History of Rutgers, The State University of New Jersey

Chartered in 1766 as the Dutch Reformed Church-affiliated "Queen's College," the school was renamed "Rutgers College" in 1825 in honor of Revolutionary War hero, Board of Trustees member, and benefactor Colonel Henry Rutgers. In 1864, Congress selected Rutgers as New Jersey's land-grant college, and federal legislation in 1887 and 1914 established the New Jersey Agricultural Experiment Station and county-based cooperative extension services at Rutgers. The University of Newark (now Rutgers University–Newark) became part of Rutgers in 1946, followed by the College of South Jersey (now Rutgers University–Camden) in 1950, giving Rutgers wide presence throughout the state. By 1956, state legislative acts had designated all of Rutgers' divisions as The State University of New Jersey, the state's comprehensive public research university. Rutgers University–New Brunswick was invited to join the Association of American Universities in 1989, establishing its place among the top 62 research universities in North America.

Over the past seven years the University has undergone tremendous change; some of this change originated with acts of the state legislature, while other change arose from Rutgers' own initiative. The current Rutgers could not have been envisioned at the time of the last Middle States Commission on Higher Education decennial review in 2008. The timeline on the next page depicts the multiple external and internal events and actions that Rutgers has addressed and implemented over the last several years. Collectively, they have resulted in a transformed institution, and have propelled the University to a new status as one of the country's preeminent public research institutions.

In January 2011, the release of the report of the New Jersey Higher Education Task Force, a group established by NJ Governor Chris Christie and chaired by former Governor Thomas Kean, provided an initial portent of great change for Rutgers with the recommendation to reunite the University with the Robert Wood Johnson Medical School (which was originally Rutgers Medical School from 1961-1971). While legislators, members of the Rutgers community, and citizens of the state reviewed and debated the many recommendations in the report, the University undertook the search for a new President following the announcement by Richard L. McCormick of his return to the faculty following the completion of his tenth year as

Figure A. Approximate Timeline of Events Having an Impact on Rutgers University 2011-2018

2011	2012	2013	2014	2015	2016	2017	2018	Future
Various Restructuring Plans proposed	❶ Preparation for integration	❷ Integration Implementation						→
		Prep Excellence in Research Admin	Excellence in Research Administration Implementation					→
	Search for new President ❸			RU 250th Annivers. Year				
		U-wide Strategic Plan development	University-wide Strategic Plan implementation					→
			Chancellor Plans devel.	Chancellor-level Strategic Plan Implementation				→
			School/Unit Plans development	School/Unit-level Strategic Plan Implementation				→
	❹ Rutgers 2030 Physical Master Plan development		Rutgers 2030 Physical Master Plan Implementation					→
			Transportation Master Plan development			Transport. Plan Implementation		→
	RCM design	RCM preparation	RCM Training Trial Run	RCM Full Implementation				→
		Migration of UMDNJ payroll system				Human Capital Management System Implementation		→
				Planning for Cornerstone projects	New procurement, expense management systems operational			→
				Student Information Services (SIS) Assessment		1st round SIS Implementation		→
	RU-NB joins CIC/BTAA	RU-NB joins Big 10 Athletic Conference						→
						Rutgers Health Begins Operations at all RBHS and Partner locations		→
							RWJBarnabas-RU partnership begins	→

❶ *New Jersey Medical and Health Sciences Education Restructuring Act of 2012* enacted
❷ Official Integration of Rutgers and UMDNJ begins
❸ Robert L. Barchi becomes Rutgers' 20th president, September 1, 2012
❹ *Building Our Future Bond Act* is approved by NJ voters

the University's 19th President. In spring 2012 the New Jersey state legislature proposed the merger of the Rutgers University–Camden campus with Rowan University in southern New Jersey. The proposal met with strong opposition from the Rutgers community, including the adoption of a resolution opposing the measure by the Rutgers University Senate. The Rutgers' Board of Trustees was especially vehement in expressing their opposition to the proposed Camden merger. The proposal also ignited strong opposition from Rutgers alumni, over 250,000 of whom reside in New Jersey. The legislation to merge Rutgers–Camden with Rowan University did not move forward and the resolve to keep Rutgers intact across the state was reaffirmed.

With the enactment of the *New Jersey Medical and Health Sciences Education Restructuring Act of 2012*, Rutgers became a fully comprehensive public university with the integration of most units of the University of Medicine and Dentistry of New Jersey (UMDNJ). This legislative act, effecting one of the largest and most complex mergers in the history of U.S. higher education, created a new academic health center and patient care division, dedicated to educating future medical professionals, providing clinical care, and conducting cutting-edge healthcare research. The integration of UMDNJ into Rutgers occurred officially in July 2013, but full implementation is ongoing. The Act mandated both new structures and new positions across the University. The merger of different business and budgeting processes and operating systems has proven quite challenging, but has provided Rutgers with the opportunity to initiate general upgrades of many of its administrative information systems and processes. In addition, a *Building Our Future Bond Act* was approved by New Jersey voters in 2012, enabling Rutgers to undertake a comprehensive capital construction program for the first time in many years.

Robert L. Barchi began serving as the 20th President of Rutgers University in September 2012. With the intersection of these transformative institutional changes, and in the context of the larger societal and budgetary forces reshaping higher education nationally, he launched a comprehensive strategic planning process in December 2012, the first such exercise at the University since the mid-1990s. After an 18-month University-wide process, the resulting plan identified a single straightforward goal — "Rutgers aspires to be broadly recognized as among the nation's leading public universities: preeminent in research, excellent in teaching, and committed to community." The resulting University Strategic Plan reaffirmed the University's mission and set the strategic direction for the University over the next five years. Subsequent chapters of the Self-Study Report discuss the Plan in detail, most notably in the chapters on Standard I – Mission and Goals and Standard VI – Planning, Resources, and Institutional Improvement.

In 2013, Rutgers University–New Brunswick was invited to join the Big Ten Athletic Conference and the Committee on Institutional Cooperation (CIC), now called the Big Ten Academic Alliance (BTAA). The BTAA is an academic consortium of 14 top-tier universities. It is instrumental in helping member institutions maintain balance in achieving excellence in both academics and athletics, and facilitates the sharing of best practices and participation in joint initiatives.

Academic Structure and Organization

Rutgers has evolved over its 250-year history from a small private college to a leading national public research university through the confluence of history, New Jersey's social, economic and political characteristics, and an educational environment different from that existing in many other states. Throughout this evolution, Rutgers remains a uniquely New Jersey institution that has transformed itself over the years to improve its educational offerings and its service to the citizens of the state. It has a presence throughout the state and operates its 30 academic units, and numerous centers, institutes, and departments with an organizational structure supported by broad centralized services to ensure that the University meets its tripartite mission of education, research, and service.

Rutgers is one university with three distinct operational locations in New Jersey — in Camden, Newark, and New Brunswick — each headed by a Chancellor and characterized by its own distinctive identity. With the creation of Rutgers Biomedical and Health Sciences (RBHS), the University now has a fourth unit that is also headed by its own Chancellor, yet, unlike other units, is not defined by its geography but by its statewide network of healthcare education and service. RBHS is aligned with the Rutgers–New Brunswick campus.

Figure B. Rutgers, The State University of New Jersey - One University with Three Principal Campuses
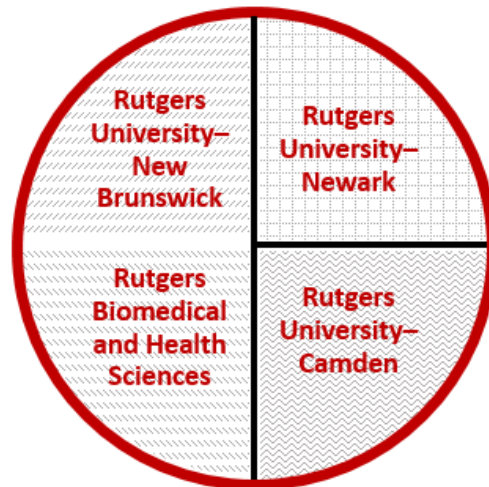
Rutgers University–New Brunswick is the land-grant unit of the University and its flagship campus. It is classified by the Carnegie Commission as a Doctoral University: Highest Research Activity, and is a member of the prestigious Association of American Universities. It is Rutgers' largest location. Located primarily in the central part of the state, Rutgers–New Brunswick consists of five interconnected campuses. It has an enrollment of almost 50,000 undergraduate and graduate/professional students, 4,000 full- and part-time faculty members and a total staff of approximately 6,000 employees. The 19 degree-granting schools affiliated with Rutgers–New Brunswick offer more than 150 undergraduate majors and over 200 graduate and professional degree programs. These include liberal arts and science programs, medical and health care

programs (under the aegis of RBHS), and professional school programs in the arts, engineering, education, business, professional psychology, employment relations, planning, social work, and communication. Rutgers–New Brunswick is home to over 175 research centers and institutes. In 2016 externally funded research grants and sponsored programs on the New Brunswick campus (including RBHS units) totaled just under $587 million. Rutgers–New Brunswick is also the home of the University's Division I Big 10 athletic teams.

Organizationally part of Rutgers University–New Brunswick, and collaborating University-wide, Rutgers Biomedical and Health Sciences is the academic health center of the University. RBHS includes seven of the 19 New Brunswick schools: two allopathic medical schools, a dental school, schools providing professional education in nursing, pharmacy, and health professions, and a school of public health. RBHS enrollments account for almost 14% (over 6,700 students) of New Brunswick's total campus enrollment. RBHS also includes a behavioral health network and five centers and institutes that focus on cancer treatment and research, neuroscience, advanced biotechnology and medicine, environmental and occupational health, and health care policy and aging research. In addition to the seven schools, RBHS has affiliated health care providers across New Jersey.

Rutgers University–Newark is an exceptionally diverse, urban institution, classified by the Carnegie Commission as a Doctoral University: Higher Research Activity. Located in downtown Newark, the campus identifies itself as also being *of* Newark — an anchor institution of its home city. Characterized by theoretical and applied research, with an emphasis on professional education and deep engagement with its surrounding community, Rutgers–Newark's seven degree-granting schools and colleges offer more than 40 undergraduate majors and more than 50 graduate and professional programs. In addition to a full array of liberal arts and sciences fields, Rutgers–Newark offers professional degrees in criminal justice, business, public administration and law (the Law Schools in Newark and Camden merged in 2015 into a single Rutgers Law School with two locations). Newark enrolls over 12,700 undergraduate and graduate students and employs almost 600 full-time faculty members and over 800 full-time staff. It is committed to research that has real world impacts, and to building strong public-private partnerships in one of the nation's most densely populated urban regions.

Rutgers University–Camden combines the benefits of an urban, regional public research university with the personalized experience of a small campus. While the Carnegie Commission places this southern New Jersey campus among "Master's Colleges and Universities: Larger Programs," its doctoral programs have been expanding in recent years. In addition to its research and teaching missions, it has developed a focus on providing its students with opportunities for civic engagement and experiential learning. Its six degree-granting colleges and schools offer 36 undergraduate majors and 29 graduate and professional programs (six at the doctoral level). Programs in the arts and sciences complement professional programs in business, nursing, and law. Camden enrolls over 6,800 undergraduate and graduate students and employs nearly 300 full-time faculty members and over 550 full-time staff. As a result of the *Restructuring Act of 2012*, Rutgers–Camden has a unique relationship with nearby Rowan University in the area of medical education delivery, overseen by a joint board established to help structure and offer future health sciences programs in southern New Jersey.

Rutgers maintains educational services in many other communities throughout the state. [The New Jersey Agricultural Experiment Station](#) (NJAES) is affiliated with Rutgers–New Brunswick's School of Environmental and Biological Sciences. It is a significant research and outreach arm of Rutgers, and with Rutgers Cooperative Extension (RCE) agents and specialists, delivers wide-ranging educational programs and services in all 21 counties of the state. In many ways, the NJAES and RCE constitute the public face of Rutgers throughout the state. [The Division of Continuing Studies](#) coordinates and supports continuing and distance education, including full degree and degree completion programs, and outreach across all units of the University. It maintains operations at 20 locations, coordinating 6,000 continuing education programs and thousands of credit and non-credit courses and programs, including 2,000 online courses, and enrolling over 200,000 students annually. In recent years Rutgers has also experienced tremendous growth in international activity coordinated by [Rutgers Global](#). Currently, Rutgers has more than 300 formal partnership [agreements](#) with higher education institutions and international organizations around the world, supporting study abroad programs for students, exchange programs for faculty and students, faculty and graduate student research collaborations, and transfer and other cooperative academic degree programs.

Rutgers' academic units work in close collaboration with University-wide operations headed by Senior Vice Presidents. These include administrative units for academic affairs, finance, human resources, information technology, general counsel, research and economic development, risk management and compliance, facilities and operations, development and alumni relations, and external affairs. The interaction between the Chancellors and the Vice Presidents provides for a responsive and malleable management operation that enables the University to meet its many responsibilities in delivering instructional, research and service activities efficiently and effectively.

In the period since Rutgers' submission of its 2013 [Periodic Review Report](#) and the [Complex Substantive Change Request](#) related to the integration of UMDNJ, multiple structural changes have taken place across the University. The [Rutgers College of Nursing–Newark and New Brunswick and the Rutgers School of Nursing merged](#) to become the Rutgers School of Nursing. Additionally, nursing programs and personnel on the Stratford Campus of the legacy UMDNJ School of Nursing merged into the [Rutgers School of Nursing–Camden](#). The [Rutgers University–Camden School of Law and the Rutgers University–Newark School of Law merged](#) to become a single Rutgers University [School of Law](#), with locations in Camden and Newark and headed by Co-Deans. The Graduate School–New Brunswick and the Graduate School of Biomedical Sciences merged to become a single [School of Graduate Studies](#) reporting jointly to the New Brunswick Chancellor and the Chancellor of RBHS. In late 2016, [Rutgers Health Group,](#) an integrated group practice uniting clinical faculty from across the University, was created as a nonprofit subsidiary corporation of Rutgers. A new [partnership](#) with RWJ Barnabas Health was announced on July 27, 2017, creating the state's largest academic health care system.

The Self-Study Process

As noted above, Rutgers is in a period of profound change. The recent integration of the majority of units of UMDNJ and the many activities and initiatives associated with the multiple strategic planning processes, as well as the energy and enthusiasm driving these changes, make this an extremely opportune time to engage in a comprehensive University-wide Self-Study. Adopting the comprehensive model for the Self-Study, and organizing the Steering Committee and Working Groups around the revised Middle States Standards for Accreditation, represents a significant departure from the 2008 Self-Study. In that review Rutgers followed the Special Topics model, choosing to focus on the transformation of undergraduate education. Conducting an institutional analysis of the magnitude proposed here provides an opportunity to examine Rutgers' overall performance and progress critically, and will help guide efforts toward achieving University goals and priorities.

Intended Outcomes of the Self-Study

The Self-Study process is intended to help Rutgers gauge its progress toward meeting its institutional goals and addressing its priorities in the context of ongoing planning and assessment processes. The anticipated outcomes of the Self-Study are:

- A compelling demonstration of how Rutgers currently meets all of the Middle States Standards of Accreditation and Requirements of Affiliation, resulting in the reaccreditation by the Middle States Commission on Higher Education;

- Reaffirmation that Rutgers' mission, goals, and priorities remain clear and appropriate in light of the multiple significant changes the University has experienced over the last several years;

- An institutional analysis that is closely aligned with the ongoing strategic planning activities and provides a transparent and realistic appraisal of the strengths and weaknesses of the University, including progress in meeting the institutional goals and priorities identified in the University Strategic Plan;

- An assessment of the status of Rutgers' integration with UMDNJ, indicating which functions and processes are fully integrated, which remain separate, and which are still in the process of transition;

- An examination of the quality and effectiveness of Rutgers' planning and assessment processes, methods, and measurements to ensure the focus on continuous improvement and to inform institutional decision-making and change; and

- A limited set of self-identified suggestions that can serve as the foundation for ongoing institutional improvement and for advancing progress toward meeting the goals and priorities identified in the University's Strategic Plan.

Organizational Structure of the Self-Study

For the 2018 review, Working Groups were established for each of the seven new Standards. Co-chairs of these Working Groups serve as members of the Steering Committee, along with selected other University leaders. The Working Groups include faculty, students, and administrators from across each of the three geographic locations and RBHS, and reflect the diversity and breadth of the University's various populations. Appendix A lists members of the Self-Study Steering Committee and Working Groups.

Recognizing that there is some overlap in the charges to the various Working Groups, coordination and consultation across the Working Groups sought to avoid duplication of effort and to identify linkages among related areas. The Steering Committee believes that this overlap has added to the rigor of the analysis. Appendix B presents the alignment of the Requirements of Affiliation with the Middle States Standards and indicates which chapters of the Self-Study demonstrate compliance with the Requirements of Affiliation.

The final Self-Study Report is organized into chapters addressing each of the seven Standards and related Requirements of Affiliation, with frequent references to the chapters on other Standards that discuss the same topic.

Self-Study Timeline

The timetable for the entire Self-Study Process and Evaluation Team visit and report is presented in Appendix C. A separate timetable detailing the Communication Plan with the Rutgers community appears as Appendix D.

Standard I – Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Rutgers University meets MSCHE Standard I with a defined mission and with institutional goals that are realistic, appropriate to higher education, and consistent with its responsibility as The State University of New Jersey. The University's goals focus on student learning and related outcomes, and institutional improvement, supported by administrative, educational, and student support programs and services. By direction of the Board of Governors as well as strategic planning processes such as those initiated in 2012, the University periodically assesses its mission and goals to ensure that they remain relevant and achievable. This chapter also details Rutgers' satisfaction of MSCHE Requirement of Affiliation 7, mission and goals; as well as its work involved with Requirements of Affiliation 8, systematic evaluation of all programs; 9, student learning programs; and 10, institutional planning.

Criterion 1 - *Clearly defined mission and goals*

President Robert Barchi joined the University in September 2012. One of his first priorities was to initiate an 18-month University-wide strategic planning process designed to provide a cohesive framework for Rutgers and to serve as a guide for the greatly expanded institution resulting from the integration of Rutgers with the majority of the units of the University of Medicine and Dentistry of New Jersey (UMDNJ).

The Plan, completed with broad community participation, entitled "A Strategic Plan for the New Rutgers," was approved by the Board of Governors and published in February 2014. It offers a comprehensive and candid assessment of Rutgers' current strengths and areas for improvement and identifies opportunities provided by new capital construction of facilities, by research and teaching collaborations with units in the newly formed Rutgers Biomedical and Health Sciences (RBHS), and by new collaborative opportunities created through Rutgers' membership in the Big Ten Academic Alliance.

As the state's premier comprehensive public research university, Rutgers has a clearly articulated threefold mission, publicly reaffirmed in the Plan:

- **providing for the instructional needs of New Jersey's citizens** through its undergraduate, graduate, and continuing education programs;
- **conducting the cutting-edge research** that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries; and
- **performing public service** in support of the needs of the citizens of the state and its local, county, and state governments.

The structure of the University's mission is particularly purposeful in that each component of the mission both underpins and strengthens the other two. Rutgers is

dedicated to learning that sets new levels of excellence; to ground-breaking research conducted by University faculty and undergraduate and graduate students across the arts, humanities, and sciences; and to providing public service and comprehensive clinical care that help individuals in New Jersey, nationally, and globally.

The Plan incorporates objective analysis, self-reflection, and input from internal and external stakeholders. As President Barchi notes in his introductory letter to the Plan, it includes the input of many members of the Rutgers community, gathered through numerous means, and then reviewed through multiple groups to define and refine the goals, strategic priorities, and aspirations of the University. "This is truly a plan written for Rutgers, by Rutgers."

Following this extensive planning process, the governing boards, and the wider Rutgers community, expressed a collective commitment to the University's mission, and endorsed a single, overarching goal: "**Rutgers aspires to be broadly recognized as among the nation's leading public universities: preeminent in research, excellent in teaching, and committed to community.**" Achievement of this goal depends on the articulation of an ambitious and realistic vision for the University and development of an accompanying University-wide strategy to improve Rutgers' standing and recognition as one of America's top universities. The vision requires identification of areas where Rutgers is excellent or has potential excellence, and a focus on those areas of strength that differentiate it from other universities. The Plan goes on to identify the University's specific strengths and weaknesses in comparison with peer institutions (see Page 27), as well as the "quality gaps" between Rutgers and its aspirational peers. It further articulates the steps that will be needed to close those gaps and meet long-term goals (see Page 33).

The balance of the Plan organizes strategies and initiatives along three dimensions: Strategic Priorities, those areas where focused attention can lead to excellence; Foundational Elements, which are prerequisites for success and must be in place across the University; and Integrating Themes, areas of academic strength and potential. Within this framework, each component of the Plan is tied to specific initiatives that are focused, realistic, appropriate to higher education, and consistent with the University's mission. Figure I.1 presents a graphic representation of the Plan and how its various elements relate to one another and to the overarching goal. Further information about each of the three dimensions and its components is in Appendix I.1.

The University's mission and goals, as illustrated below and spelled out in Appendix I.1, actively support scholarly inquiry and creative activity. The initial stages of the planning process included a critical self-assessment that identified the core values that define and distinguish Rutgers University. Among these core values are several that indicate a strong commitment to engage in academic inquiry and creative pursuits. These include values to "promote innovation to advance the frontiers of knowledge through creative endeavors that change the world," and to "use our academic vitality to cultivate a community distinguished by its intellectual rigor and committed to the pursuit of knowledge" (see Page 28). The Plan also includes initiatives that echo the focus on scholarship, e.g. with calls to "develop additional programs and mechanisms for the early and direct interaction of undergraduate students with our faculty, leading to active participation in

Figure I.1 Overview of the University Strategic Plan
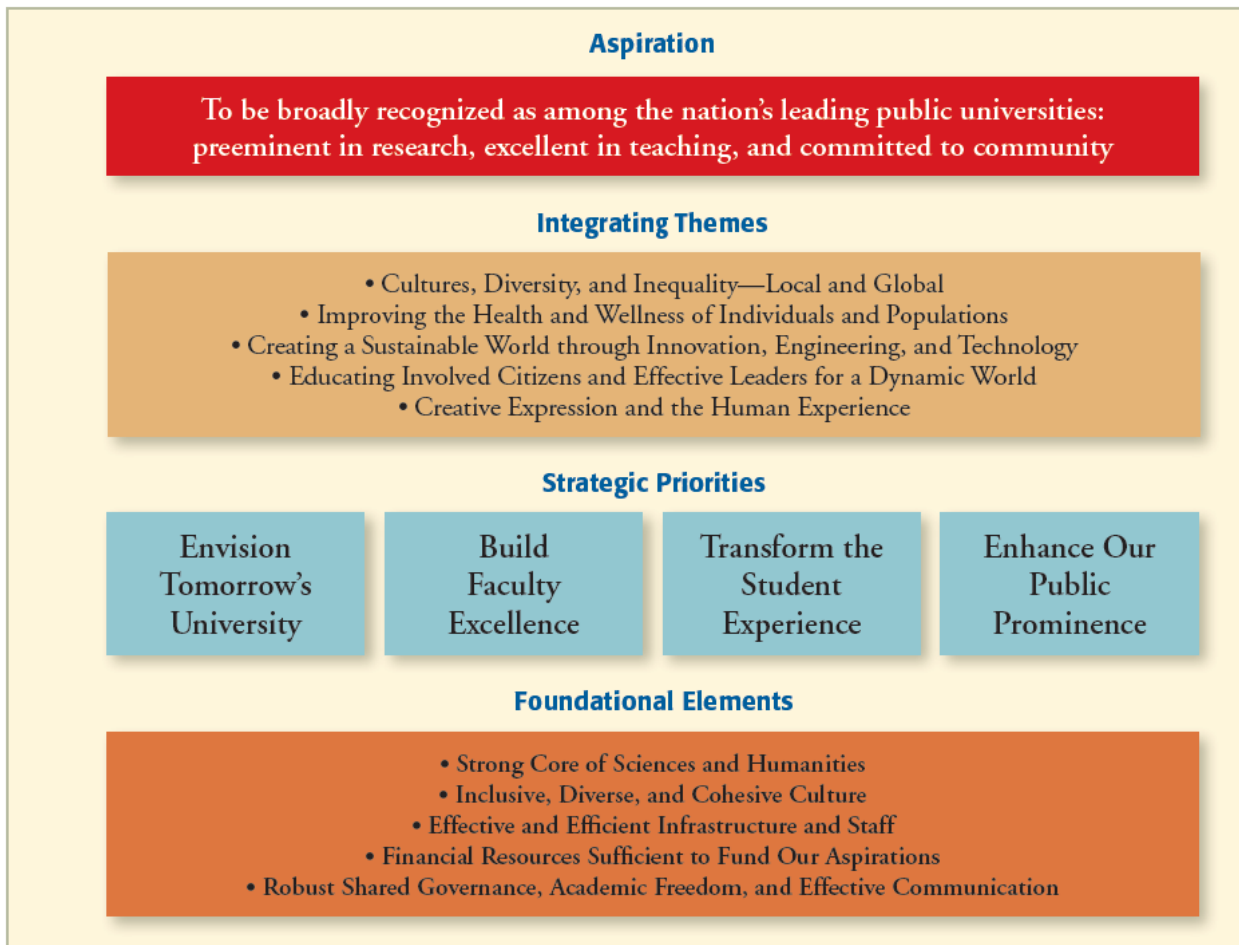
research and in the scholarly process" (see Page 40) and themes such as "Creating a Sustainable World through Innovation, Engineering, and Technology" and enhancing "Creative Expression and the Human Experience" (see Page 50).

With regular reporting to the University community, based on clearly communicated metrics, the University's mission and its progress towards achieving its goals are widely shared with internal and external stakeholders. These metrics are detailed in the University Dashboard - Annual Academic Metrics, which are referred to as the "President's Metrics Matrix," and will be called that throughout the Self-Study Report. Shortly after the Plan's adoption, the strategic planning website began posting implementation updates that provide information on specific initiatives undertaken and committees formed, including First 100 Days Initiatives. Also, the President's annual address to the University Senate in 2015, 2016, and 2017, gave detailed updates on specific initiatives and outcomes to date as well as plans to advance strategic planning goals. There are also regular email updates to the University community on the planning efforts, such as the one announcing receipt of the final report of the University-wide Committee on Academic Unit Organization, one of the key committees established to advance the University Strategic

Plan. The February 2017 [Summary of Progress on the University Strategic Plan](#) reports on some key accomplishments of Plan recommendations:

- Concerning faculty excellence, as of the end of the spring 2017 semester, 15 of 30 new Henry Rutgers Professorships for senior faculty and 14 of 25 Henry Rutgers Term Chairs for mid-career faculty have been filled or are in the search process. An additional five Professorships and five Chairs are proposed for 2017-18.
- The New Brunswick Honors College began admitting students in fall 2015, enrolling approximately 500 first-year students each year. At Newark, the new Honors Living-Learning Community enrolled its first cohort of students in fall 2015. The Honors College at Camden increased its enrollment to record numbers with 525 students in fall 2016 and for the first time included transfer students as members beginning in fall 2013, and rising sophomores in fall 2014.
- Two synchronous lecture halls, connecting cross-campus facilities, were created on the New Brunswick campus, offering 11 courses to 1,780 students during the spring 2017 semester. The lecture hall in the newly opened [Nursing and Science Building](#) in Camden has been developed as a synchronous lecture hall. The Rutgers Business School is developing a pair of synchronous digital classrooms to connect the facility at [1 Washington Park](#) in Newark with the location [on the Livingston Campus](#) at Rutgers–New Brunswick.
- A new emphasis on media relations resulted in a 43% increase in Rutgers news stories (from 503,000 to 880,000) between 2015 and 2016; 92% of these stories were positive or neutral.
- The first year of the diversity hiring program resulted in the addition of 25 new faculty members from underrepresented backgrounds, and an additional 30 in the second year.
- Two of the key Strategic Planning Committees, the Committee on the Near- and Long-Term Impact of Instructional Technology and the Committee on Academic Unit organization, have completed reports. The recommendations are currently under consideration.
- The Humanities Task Force, appointed in 2015, issued a [report](#) in fall 2016. In response, the University committed $10 million over five years to enable Rutgers' strongest humanities departments to expand faculty and doctoral student recruitment, and to allocate additional Henry Rutgers Term Chairs to attract and retain the best junior faculty to Rutgers' top-ranked humanities disciplines. By December 2017 five new faculty members were hired to join three humanities areas, including a Presidential Term Chair in English, as a result of the work of the Humanities Task Force. Additionally, beginning in fall 2016, the Rutgers University–Newark Masters in Fine Arts in Creative Writing Program began fully funding fourteen admitted full-time students, and fifteen were funded in fall 2017. Also as of fall 2017, the Master of Fine Arts in Creating Writing Program in Camden began offering all admitted full-time students full financial support, including tuition remission and a stipend, as a result of the Task Force's recommendation and strategic planning discretionary funding.

The full list of accomplishments suggests that Rutgers has made substantial progress in implementing the strategic priority areas and foundational elements recommended in the Plan. Periodic assessment of the Plan to determine the degree to which goals have been achieved and to identify areas that still need to be addressed will allow the University to track its progress and

make appropriate adjustments in accordance with the metrics identified for measuring success across all priorities and campuses.

Criterion 2 - *Realistic and appropriate institutional goals, consistent with mission*

Rutgers has developed realistic goals that are consistent with its mission and appropriate to its position as a Research Intensive AAU institution of higher education. As fully described in subsequent chapters of this report, the provision of resources for planning initiatives, coupled with rigorous, ongoing processes of assessment, reevaluation, and readjustment, is a critical hallmark of the University's planning process and is key to the realization of its goals.

President Barchi called on the four Chancellors to use the University Strategic Plan as a foundation for the development of respective strategic plans and the goals for each Chancellor area. In 2014, Rutgers University–Camden, Rutgers University–Newark, Rutgers University–New Brunswick, and Rutgers Biomedical and Health Sciences developed plans, following processes that deeply engaged faculty, staff, and students. Appendix I.2 provides summaries of the four plans, including strategic goals, information on plan development, and progress to date. The completed plans aligned with University-wide goals and articulated campus goals and frameworks to guide planning within individual academic and administrative units. Appendix I.3 displays the alignment between the University goals and the goals of each Chancellor-led area. As part of the institution-wide commitment to strategic planning, the University's schools and colleges also developed realistic, ambitious plans, aligned with campus and University strategic plans, goals, and priorities, which are further explored in the chapter on Standard VI – Planning, Resources, and Institutional Effectiveness. Links to selected school and college plans may be found here.

Criterion 3 - *Goals focus on student learning, related outcomes, and institutional improvement supported by administrative, educational, and student support programs and services*

The University Strategic Plan prioritizes student learning and student success. Specifically, the Plan states:

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

Contributing to student learning and success are: rigorous processes to develop, sustain, and systematically evaluate academic programs; strong support for hiring, retaining, and promoting faculty with demonstrated strengths in teaching, research, and service; effective improvements to enhance the student experience and post-graduate success; and institutional systems that effectively provide the infrastructure for effective learning environments. See the chapter on Standard IV – Support of the Student Experience for a comprehensive description of the

University's policies and programs in these areas and a description of how Rutgers fully meets Standard IV, Requirement of Affiliation 8 on the systematic evaluation of programs, and Requirement of Affiliation 10 on educational planning and student achievement.

Several initiatives have been undertaken to address issues related to administrative services for students, including a major review of the enrollment management process and the purchase and upcoming implementation of a new student information system. These are described in the chapters on Standard IV and Standard VI.

To ensure that its academic programs are effective, the University relies on a comprehensive system for the assessment of student learning and achievement. Under the purview of the Assessment Council on Learning Outcomes, each academic unit goes through a cyclical process of evaluation, prioritization, reflection, and reevaluation. These assessments evaluate academic programs and student accomplishment of learning goals consistent with the program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education. Each degree-granting school at the University is responsible for the quality of teaching and learning through assessments of student learning outcomes, courses, curricula, and programs within the context of the budgetary responsibilities now delegated to the schools. The chapter on Standard V – Educational Effectiveness Assessment describes this process and includes a description of the newly formed Assessment Council on the Student Experience (ACSE).

The University's commitment to the learning experience is also apparent in its efforts to provide students with sufficient and appropriate opportunities to learn about program and degree requirements and to develop academic plans to help them realize their goals. A wide range of information about learning opportunities is available at the many orientation programs offered to incoming first-time and transfer students, such as how to navigate the transition to college, how to make the most of the opportunities provided by Rutgers, and how to succeed as online students. Throughout their pursuits at the University, students have access to professional advising staff in the schools and units, who work closely with faculty to ensure the consistency and transparency of information delivered in advising sessions. These items are reviewed further in the chapter on Standard IV.

The University recognizes that faculty members are critically important in providing students with a high-quality learning experience. The University Strategic Plan calls for enhancing faculty excellence in research, teaching, and service through targeted recruitment, strong faculty support and development for faculty at all levels, and alignment of incentives to provide critical resources for scholarship and for programs that support student development. In FY2016, Rutgers faculty generated $637.9 million in grant income, more than twice the amount generated 10 years earlier. These funds help support learning opportunities for graduate and undergraduate students through participation in research. The chapter on Standard III – Design and Delivery of the Student Learning Experience includes a comprehensive discussion of programs to hire and retain excellent faculty, to evaluate faculty, and to encourage faculty innovation in scholarship.

The University's Committee on Academic Planning and Review (CAPR) is another mechanism for ensuring that the University supports programs that focus on student learning and related

outcomes and on institutional improvement. Through strategic reviews of schools, departments, centers, and institutes, CAPR helps enable the University to balance the efficient allocation of resources with optimization of outcomes for the respective units in all relevant areas of teaching, research, and service. The work of CAPR is covered in the chapter on Standard V.

Responsibility Center Management (RCM) also plays a significant role in ensuring institutional effectiveness, along with the suite of Cornerstone projects. These comprise a multi-year strategic initiative to transform administrative and student service systems and processes across the University. While there have been administrative issues with the initial roll-out of this system, once fully implemented, it is anticipated that the centralized system will help the University identify areas for improvement, initiate upgrades, and evaluate effectiveness. Rutgers' new Enterprise Resource Planning (ERP) platform is a University-wide efficient, effective, and responsive set of business practices and systems that are foundational elements in the University Strategic Plan. For more in-depth descriptions of the transformation of Rutgers' financial systems and the potential associated with the RCM model, see the chapter on Standard VI.

Criterion 4 - *Periodic assessment of mission and goals to ensure relevance and achievability*

The University Strategic Plan is a tangible demonstration of Rutgers' commitment to periodic review and assessment of its mission and goals. By identifying areas of strength on which to build and relative weaknesses to be addressed, it has become a guiding framework for University-wide as well as campus-based initiatives that have concrete and achievable goals.

The Plan establishes clear measures for accountability by articulating steps to increase quality as compared to aspirational peers in four areas: academic programs, faculty recruitment and support, student support, and infrastructure improvement. The Plan also identifies specific objective metrics for measuring progress, including financial indicators; operational indices; faculty performance measures; national position and prominence indicators; and student satisfaction, performance, and demographic measures.

President Barchi routinely reviews the President's Metrics Matrix with governing board members and senior Rutgers leadership. Academic metrics (enrollment and academic success statistics), diversity statistics, research indicators, health/clinic measures, and financial and operational metrics are closely monitored and continuously reassessed for improvement. This process provides a holistic view of institutional self-improvement for the President, the Board, and senior administrators, as well as a basis for regular reports to the University community.

The University also benchmarks with its peers and aspirants in different mission-critical areas. Sources include IPEDS, NSF, AAUDE, the Big Ten Academic Alliance, and the College Board for benchmarking and assessment of progress on student access and success, financial resources, diversity, research and technology transfer, and service. All of the Rutgers data are publicly available. In addition, the University uses the national Student Experience in the Research University (SERU) survey for gathering direct student feedback and insight into various indicators of student satisfaction and engagement. This process aligns with the suggestion in the 2008 Middle States decennial visit report that Rutgers consider using SERU and other available data and tools to assess the effectiveness of undergraduate learning.

The University Strategic Plan prioritizes "Measuring our Progress," by providing a framework of assessment tools and metrics to evaluate progress both qualitatively and quantitatively. These measurements emphasize transparency, ease of use, and accessibility while facilitating the ability to gather only the most relevant data. The University is setting specific targets and completion dates, and assigning accountability for improvement in each area. The President reports to the Board of Governors and the Board of Trustees on strategic plan progress in addition to other topics at each Board meeting. Also, the Chancellors provide annual updates to the Senior Vice President for Academic Affairs, highlighting accomplishments related to goals and priorities and assessing the implementation of campus-based strategic plans and initiatives.

Conclusion and Suggestion

In summary, the University's evidence-based, consultative strategic planning process has engaged the University community in an ongoing, productive dialogue about its mission and goals. Thoughtful campus-based, school-based, and institution-wide strategic plans for infrastructure and services stem from the development and implementation of the University's Strategic Plan. This process has reaffirmed the University's mission of teaching, research and public service while articulating and realizing ambitious new goals.

Self-Identified Suggestion Related to Standard I

Conduct periodic reviews of the University Strategic Plan to determine the degree to which goals have been achieved and to identify areas that still need to be addressed.

Primary Responsibility:	Office of the President and the Senior Vice President for Academic Affairs
Assessment:	Using the qualitative and quantitative metrics identified for measuring success across all priorities and campuses, periodic assessment of the Plan to determine achievements and identify remaining challenges allows the University to track its progress and make appropriate adjustments as needed.

Standard II – Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Rutgers maintains policies and offers programs to ensure and assess compliance with each of the specific criteria under this standard. Rutgers has an online policy library, in place for many years, with policies that guide planning and practices. Rutgers was one of the first universities to make substantial strides in diversifying its student body, continues to rank among the top universities in the country with respect to the enrollment of a diverse student population, and is recognized today for creating a welcoming environment for people of color, for women, for the LGBT community and for other underrepresented populations. The University Strategic Plan, supporting Rutgers' multiple missions, references many of the criteria for this standard and on Page 28 lists "integrity" as one of the University's core values.

Rutgers' size and decentralized structure make it challenging to ensure consistency in implementing policies and procedures across the entire University. Significant improvements have been made in this area over the past five years. The 2013 integration of Rutgers and most of the units of the former University of Medicine and Dentistry of New Jersey (UMDNJ) compounded this challenge but also created an opportunity for Rutgers to review its oversight and administration of issues related to ethics and compliance. Prior to the integration, the Rutgers Executive Vice President for Academic Affairs served as the Chief Ethics Officer and the compliance program was decentralized except for a single compliance officer housed in the Office of General Counsel. With the integration, Rutgers assumed a robust healthcare compliance and ethics program, which had evolved at UMDNJ over the previous decades. In light of emerging risks resulting from the integration of the healthcare clinical practices and the entry of the University into the Big Ten Athletic Conference, Rutgers established an Office of Enterprise Risk Management, Ethics and Compliance (now called University Ethics and Compliance) to ensure that senior leaders are apprised of emerging University-wide issues and can take steps to address them.

Evidence for meeting each criterion under Standard II follows.

Criterion 1 - *Academic Freedom, Freedom of Speech, and Intellectual Property*

Commitments to academic freedom, intellectual freedom, freedom of expression and respect for intellectual property rights are fundamental to the mission of Rutgers, and its policies, practices, and communications reinforce that commitment. Policy 60.5.1 - Academic Freedom sets forth Rutgers' commitment to academic freedom and standards of professional ethics and faculty conduct. The policy expressly incorporates the Statement on Professional Ethics that was adopted by the American Association of University Professors at its annual meeting in April 1966 and revised in June 1987. In addition to Policy 60.5.1, the collective agreement between Rutgers and AAUP-AFT, one of the faculty collective bargaining units, contains a provision that, "[t]he parties hereto recognize the principles of academic freedom as adopted by the University's

Board of Governors on January 13, 1967." Faculty who perceive violations of academic freedom can use the well-established contractual grievance procedure to complain about those violations.

Moreover, the University Senate, the advisory body that represents the entire community of faculty, students, staff, administrators, and alumni to the Rutgers President and Boards, regularly reviews the academic freedom policy. Since its establishment in the early 1950s, and under Policy 50.2.2 - University Senate – Duties and Powers, the University Senate, primarily through its Faculty and Personnel Affairs Committee, has advised the administration on issues relating to academic freedom and various changes have been implemented as a result of their review. The University Senate has issued two reports related to academic freedom in the past ten years, Report S-0901, and Report S-1016, and received a response from President Barchi, which resulted in modifications to the wording of the Academic Freedom policy. The faculty unions also monitor the University's commitment to academic freedom.

Freedom of speech is also core to Rutgers' mission and it is not uncommon in a large, diverse community for there to be tests to the limits of that freedom. Occasionally remarks delivered by faculty members, students or outside speakers invited to campus have been offensive to others in the Rutgers community. In February 2016, for instance, when Milo Yiannopoulus from Breitbart.com came to Rutgers–New Brunswick and made controversial remarks about free speech, he was greeted by protesters who shouted at the speaker and then walked out on the speech. President Barchi released a statement on free speech and academic freedom specifically in reaction to the Yiannopoulos event and other attacks on these rights.

The University respects the legal rights of copyright owners, whether or not they are employees of the University, and has a comprehensive set of policies regarding intellectual property rights. At the core of the University's mission is the encouragement of the dissemination of knowledge and the development of creative work that fulfills its educational, research and service missions. As a result of the integration, the University has two copyright policies, Policy 50.3.7 - Copyright Policy and Policy 50.3.15 - Legacy UMDNJ policies associated with Intellectual Property: Copyrights & Royalties. Both policies respect the faculty's ownership of traditional works of scholarship, and efforts are underway to reconcile these important issues. The Office of Research Commercialization, working closely with inventors, manages the prosecution and maintenance of the patents, works to find appropriate licensees and, where applicable, assists faculty in the creation of start-up or spin-off companies based on University intellectual property, reviewed in Policy 50.3.1 - Patent Policy, and Policy 50.3.14 - Legacy UMDNJ policies associated with Intellectual Property: Patents. The University is also developing a copyright commercialization program to encourage the development and commercialization of useful copyrightable works either owned by the University under its policies or assigned to it by faculty wishing to benefit from the support the technology transfer office can provide. The University provides guidance on fair use and other applicable copyright concepts to educate and provide advice on the proper use of copyrighted resources (see Policy 50.3.16 - Legacy UMDNJ policies associated with Intellectual Property: Educational Use of Copyrighted Work

Rutgers has a long-standing commitment to diversity and routinely receives a high national ranking as a diverse institution. Still, the University continues to identify areas for improving both the diversity of its students, faculty, and staff, as well as the diversity climate for all members of the Rutgers community. With "Inclusive, Diverse and Cohesive Culture" as one of the five Foundational Elements of the Plan, and "Cultures, Diversity and Inequality" as one of five Integrating Themes, diversity is at the center of the University Strategic Plan and is a core value of the University.

The University-wide Committee to Advance Our Common Purposes (CACP), founded in 1987, recognizes, promotes and builds capacity for University-wide community development that values diversity, equity and inclusion. Their current program, Dialogues Across Differences, brings together members of the Rutgers community in discussions that address differing perspectives on critical, sometimes controversial issues related to matters of inclusion, equity, and diversity, facilitated through the CACP Grants Program recipients.

At Rutgers–Newark, a Commission on Diversity and Transformation has identified four areas of initial focus and the Rutgers–Newark community is currently considering the preliminary recommendations from the Commission. In Camden, a faculty Committee on Institutional Equity and Diversity has been charged with conducting research on campus diversity, advocating for various diverse constituencies, acting as a resource for faculty hiring committees, and advising the Chancellor on ways to improve faculty diversity. A Diversity and Inclusion Council was formed at Rutgers–Camden in fall 2016 to gather all departments and individuals focused on diversity and inclusion initiatives. In addition to coordinating and proposing programming and training around these topics, the Council proposed creating an office of diversity and inclusion for students, to provide coordinated focus and a space for dialogue on these issues. The proposal was accepted by the Chancellor, and the office was created in fall 2017. At New Brunswick, the Task Force on Inclusion and Community Values, has released a final report that makes 42 individual recommendations in six thematic areas, which are currently under consideration.

A second New Brunswick diversity committee, the Committee on Enslaved and Disenfranchised Populations in Rutgers History, is a research-driven effort to trace the influence of disadvantaged and enslaved populations on Rutgers history. The committee presented its findings and recommendations to the University community on November 18, 2016 and published its collective work in a book entitled "*Scarlet and Black, Volume 1: Slavery and Dispossession in Rutgers History*." To date, several University buildings and open areas have been named in honor of former slaves and prominent African-Americans. More about the ongoing Scarlet and Black Project may be found on the project website.

The Office of Institutional Diversity and Inclusion (later renamed Office of Diversity and Inclusion (ODI)) was created at Rutgers–New Brunswick in 2013 and partners with other Rutgers offices and departments to create, promote, and implement University-wide policies that advance diversity and inclusion; support the efforts of schools and departments to recruit and retain diverse and culturally balanced faculties; provide students with resources and learning opportunities including community-based internships that prepare them to engage as contributing

members of a diverse society; and promote opportunities for faculty research and teaching that advance understanding of diversity, inclusion, equity, and access.

Additionally, having assessed the diversity of the faculty in light of the Strategic Plan, in 2015 President Barchi announced the creation of a University-wide initiative to enhance the diversity of the Rutgers faculty. The initiative includes a five-year plan to enhance the diversity of the faculty at all Rutgers locations, and involves an investment of nearly $22 million to recruit, retain, and mentor diverse faculty. It provides resources for departments to create diverse candidate pools for faculty recruitment, an annual Diversity and Inclusion Research Symposium and a Diversity and Inclusion Research Directory. Symposium participants were asked to evaluate their experiences. Among the recommendations were requests to create more opportunities to bring faculty, staff and graduate students together to exchange ideas and engage in further discussions on these topics. A series of mini-conversation programs is being planned and the annual symposium will continue.

To further support the hiring and retention of a diverse faculty, in 2016 the University launched The Faculty Development Program for Early Career Faculty Excellence (PECE), for faculty to come together based on common interests and common experiences, such as women in STEM, scholars of color, or academics focused on health care disparities. The program focuses on grant writing, promotion and tenure, and writing productivity. Other faculty development initiatives are discussed in the chapter on Standard III – Design and Delivery of the Student Experience.

Evaluation of the PECE and the other University-wide diversity initiatives is ongoing to assess the impact on faculty retention, promotion and hiring; outcome data at the five-year point will play a large role in determining whether the program should be renewed, modified, or eliminated. Annual Reports to the Board of Governors each October on "New Faculty Appointments" and on "Faculty Appointments, Promotions, and Reappointments to and within the Tenured Ranks" provide data by race, ethnicity and gender and over time will reflect whether or not the programs have been successful in increasing the number of diverse faculty Rutgers is able to attract and retain.

Both undergraduate and graduate students are expected to serve as responsible members of a community that works to affirm the inherent dignity, value, and uniqueness of all individuals, communities and perspectives, as exemplified in the New Brunswick Student Affairs Diversity and Inclusion Initiatives. At the same time, issues do arise that reflect biases and discriminatory beliefs held by some. Perhaps the most widely publicized and tragic incident involved the suicide of Rutgers first-year student Tyler Clementi in September 2010; the University reacted, and with the support of Clementi's parents and others, created the Tyler Clementi Center, which focuses on improving the climate of inclusion for students with diverse backgrounds and identities. As problems arise, diversity offices, cultural centers and counseling centers at New Brunswick, Newark, and Camden have proven to be invaluable resources.

The University regularly assesses various dimensions of its programmatic commitment to diversity. Indeed, such monitoring was listed as one of the initiatives in the University Strategic Plan (p. 44). The Office of Diversity and Inclusion prepared the 2015 Diversity Almanac, which provides a scaffolding of metrics by which the University can measure its progress across several

areas vital to the understanding of diversity, including student enrollment, faculty hiring, and faculty rank.

Further, the University Dashboard Indicators include data on undergraduate and graduate student race and ethnicity, including enrollment and graduation rates, as well as data on faculty by race, ethnicity and gender. These indicators are used by audiences both internal and external to the University. Particularly important, the President's Metrics Matrix is another set of measures which are regularly reviewed by members of the Rutgers governing boards and key administrators. These include diversity metrics for students, faculty, and staff. There are metrics for each Chancellor's area detailing the percentage of underrepresented minorities, with comparisons to peer institutions.

Monitoring of the diversity data in the context of the strategic planning process has led to several initiatives. For instance, ODI has developed programs to fill diversity gaps as evidenced in the faculty data. In response to these gaps, it provides guidance on best practices in the faculty hiring process for faculty orientation sessions and departmental and school search committees. The diversity hiring program approved in 2015 supported the addition of twenty-five new faculty members who are from underrepresented populations in 2015-16, and an additional 30 new faculty members from underrepresented populations hired in 2016-17. The Chancellors are continuing to work with their Deans to ensure diverse faculty candidate pools.

In addition to tracking the numbers of students by various demographic categories, the University also monitors the undergraduate student experience with diversity through the annual Student Experience in the Research University (SERU) survey, which contains numerous questions on diversity including issues of respect, curriculum, and climate. These data are fed back to student services and academic units for review and action if needed. Rutgers is also home to the Campus Climate survey on campus sexual violence, which was piloted by Rutgers at the request of the White House and Department of Justice as part of their efforts to address this issue at universities across the nation.

Criterion 3 - *Fair and Impartial Grievance Policies*

Rutgers maintains fair and impartial grievance policies and procedures that are available to all members of the University and meets this criterion.

Faculty and Staff

The majority of the University's non-student employees are participants in 26 bargaining units and therefore covered by specific contractual grievance procedures typically ending in resolution by a neutral third party. The remaining non-aligned employees utilize the grievance procedures outlined in University Policy 60.3.1 - Special Grievance Procedure for Specific University Staff Employees and Policy 60.4.4 - Problem Solving Procedure for Managerial, Professional, Supervisory, and Confidential (MPSC) Personnel.

Collective negotiations agreements and academic labor contracts contain grievance procedures that provide an avenue for covered employees to allege either a violation of the collective

agreement or University policies, practices and/or regulations. Staff may also grieve disciplinary actions. Additionally, faculty represented by either the American Association of University Professors-American Federation of Teachers (AAUP-AFT) or the American Association of University Professors-Biomedical and Health Sciences of New Jersey (AAUP-BHSNJ) have access to a grievance procedure to address claimed violations or misapplication of substantive and/or procedural criteria relative to evaluations for reappointment, promotion and/or tenure.

Grievance procedures for faculty and staff are tracked and subject to regular assessment. Most of these procedures are based on clear standards and involve independent representation for the grievant by union representatives, an opportunity for informal resolution followed up by resolution by third party neutrals through binding arbitration. In the past ten years there have been approximately 119 faculty grievances, of which twelve advanced to arbitration and a subsequent hearing. Both the University and the unions that are party to the grievance procedure review the functioning of the procedures in preparation for contract negotiations (generally a four-year cycle) and regularly negotiate improvements to the procedures. For example, a more informal option for appealing the denial of tenure was negotiated into the AAUP-AFT faculty contract several years ago, one that has been popular with both grievants and administrative personnel. Importantly, the grievance procedures themselves also provide feedback on the fair application of employment practices for unionized employees.

Students

Students have many avenues for pursuing different types of complaints. For instance, students who are subject to disciplinary proceedings receive due process under the University Code of Student Conduct. The right to grieve or appeal decisions imposed against students in legacy Rutgers units is set forth in the Code of Student Conduct and in policies and procedures developed by individual units, particularly where professional standards may require additional provisions, such as those at the School of Nursing. RBHS students' rights are outlined in the Students' Rights, Responsibilities and Disciplinary Procedures. These procedures are currently under review after the integration to ensure that students receive equitable and consistent treatment, while also accommodating the requirements of their intended professions.

On occasion, when a student appeals a grade, the University's nondiscrimination policy may become a factor in the adjudication of the complaint. If the student claims that the assignment of the grade was, in part or in full, attributable to discrimination, then the student is provided with a copy of Policy 60.1.12 - Policy Prohibiting Discrimination and Harassment. If a student asserts or complains that a grade or other academic decision was the result of discrimination, harassment or retaliation, such allegations are not reviewed as part of a school's grade grievance process, even if asserted at a later stage during a pending grade appeal. The Office of Employment Equity (OEE) is responsible for enforcing the University's policies prohibiting discrimination, harassment, and retaliation (including Policy 60.1.12 - Policy Prohibiting Discrimination and Harassment and Policy 60.1.28 - Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking, and Related Misconduct by Employees and Third Parties) which extend to adverse academic decisions, such as the issuance of a negative grade in an assignment or course. Therefore, if a student makes such a complaint or allegation, the student is referred to the OEE and the school administration advises the OEE directly about the complaint.

The school's action on the grade appeal is suspended until the OEE completes its investigation concerning the discrimination allegation. Additional information on the policies and procedures enforced by the OEE are available on its website.

In addition to the formal procedures established in the student codes of conduct, students may also seek redress through informal means, such as the Office of the Ombudsperson for Students, which offers assistance when students feel they have exhausted all other methods to resolve issues. The office serves all campuses, with a separate ombudsperson program operated at the unit level for RBHS. The Ombudsperson tracks issues and complaints in terms of both numbers and topic areas. This information is shared with respective campus student services offices and relevant academic units. An analysis of the school affiliation tracking information indicated that 87% of all visits to the Ombudsperson office were made by New Brunswick-affiliated students. As a result, beginning in fall 2017, the Chancellors are each appointing a campus Ombudsperson to increase awareness, utilization, access, and reporting for this essential function.

Students who are Graduate and Teaching Assistants are members of the AAUP-AFT, and follow the grievance procedures outlined in the collective agreement.

Other Compliance Complaints

In addition, University Ethics and Compliance (UEC) provides for an around-the-clock (24/7) compliance reporting hotline staffed and maintained by a third-party vendor which allows individuals to remain anonymous when reporting issues, if they choose. Reports made to the hotline are monitored and prioritized by a UEC case manager. Compliance and ethics reports are made by calling a toll-free phone number, by filing an online report, or in person by contacting a member of the UEC staff. Rutgers' pattern of complaints is similar to other higher education institutions, with nearly half of hotline reports related to workplace conduct and other human resources issues. In 2016-17 the hotline received more than 450 complaints and inquiries. An evaluation of the compliance hotline and its effectiveness is underway in concert with the larger unit assessment described under Criterion 9 below.

Criterion 4 - *Avoidance of Conflicts of Interest*

The Rutgers Board of Governors has adopted several policies regarding conflicts of interest, including Policy 50.1.12 - Conflicts of Interest Policy for Members of the Boards of Governors and Trustees, the Camden Board of Directors, and University Officers on potential conflicts for members of the governing boards, Policy 60.5.8 - Conflicts of Interest – Faculty on outside employment and activities of faculty and staff, Policy 20.1.11 - Administrative Policies, Procedures, and Services on the procurement process, and Policy 90.2.5 - Investigator Conflict of Interest on research investigator conflicts of interest. The University also publishes a general Code of Ethics that integrates the formal policies in an accessible format and publishes a Plain Language Guide to Conflicts of Interest that follows the New Jersey Conflicts of Interest Law (N.J.S.A. § 52:13D-12 *et seq.*).

Policy 50.1.12 - Conflicts of Interest Policy for Members of the Boards of Governors and Trustees, the Camden Board of Directors, and University Officers ensures that members of the

Board of Governors and Board of Trustees recuse themselves on any matters that may raise a conflict of interest or an appearance of conflict. The policy also establishes a requirement for filing of an annual Conflict of Interest form by members of the Board of Governors, the Board of Trustees, the Camden Board of Directors, and University officers. Criterion 2 of Standard VII – Governance, Leadership and Administration also discusses this matter.

In light of the Strategic Plan's emphasis on integrity as a core value, President Barchi tasked the University Ethics and Compliance office with developing a University-wide system to recognize potential problems and take the appropriate steps to safeguard the Rutgers community. In 2016, the Ethics Office launched Rutgers Ethics Armor as a proactive approach to help protect the integrity and reputation of Rutgers, its faculty, and its staff. Ethics Armor provides a centralized, automated system for conflicts of interest disclosures for faculty and staff, reinforcing the University's existing policies in a simple, straightforward process. The University Ethics and Compliance office is currently reviewing the compliance training program for RBHS employees and is exploring ways to tailor a similar program for all employees.

The Office of Research Regulatory Affairs (ORRA) manages Policy 90.2.5 - Investigator Conflict of Interest, the Rutgers University Investigator Conflict of Interest Policy. The policy requires that PIs and all investigators working on any University research projects, regardless of source of funding or lack thereof, disclose financial information that may reasonably be perceived to influence the design, conduct, and reporting of the work, in compliance with federal regulations. In 2015, the office implemented a new electronic conflict of interest web-based data management system (e-COI) to streamline the disclosure process and more effectively capture and retain information. The e-COI system includes detailed FAQs to guide users as to the nature and purpose of the required disclosures. In addition, ORRA oversees the broader integrity of the conduct of research at the University and administers the following functions: Human Subjects Protection Program (HSPP & IRBs); Institutional Animal Care and Use Committee (IACUCs); Export Control (EC); and Research Integrity (RI).

Criterion 5 - *Fairness of Hiring, Promotion, and Disciplinary Practices*

Rutgers University is committed to fostering and maintaining a diverse and welcoming workplace – an environment of excellence in which all individuals can participate to the full level of their capabilities, realize their aspirations and contribute to an ever-increasingly global society. Rutgers' faculty and staff collective bargaining units help to ensure that Rutgers fosters fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees.

With limited exceptions, the University requires that all appointments for full-time employment involve an open, competitive search in compliance with equal employment opportunity standards. To integrate the legacy UMDNJ and legacy Rutgers programs, over the last two years University Human Resources has implemented a new procedure to ensure uniformity of process to collect and analyze data. Today, through the online recruitment portal known as the Rutgers Onboarding and Classification System (ROCS) – through which all required position announcements must be posted – the diversity of the applicant pool is more easily reviewed by

the OEE (utilizing self-identification data submitted by applicants) during the applicant review phase of the hiring process.

The evaluations for faculty promotion utilize procedures that are promulgated by the University annually, with assessment of candidates' dossiers against empirical, articulated criteria to ensure fair and impartial decisions. A University-wide Promotion Review Committee (PRC) reviews the award of tenure and promotions to and within the tenured faculty ranks, and advises the President regarding the integrity of the unit review process and the adherence to University-wide standards of quality. Since December 2015, RBHS faculty reviews have been fully integrated into the Rutgers faculty promotion and tenure process.

Relevant collective bargaining agreements or University policies for those who are non-aligned (University Policy 60.4.9 - Performance Appraisal of Managerial, Professional, Supervisory, and Confidential (MPSC) Staff and University Policy 60.9.28 - Performance Evaluations) enumerate the fair procedures for performance appraisals of staff. Under these policies, staff members have formal appraisals at least annually. Policy 60.9.15 - Job Bidding and Promotion provides a process for job bidding and promotions for staff employees in legacy UMDNJ positions. The University also has promulgated policies that reflect its commitment to providing a safe working and learning environment that is free from discrimination, harassment, and retaliation. The University's OEE administers these policies, and investigates complaints of violations of the policies pursuant to its Complaint Process. The OEE receives the referral of complaints alleging a violation of Policy 60.1.12 - Policy Prohibiting Discrimination and Harassment, Policy 60.1.13 - Policy Prohibiting Workplace Violence; or Policy 60.1.16 - Conscientious Employee Protection Policy. The Office of Labor Relations also receives and reviews complaints alleging workplace conduct issues.

Criterion 6 - *Honesty and Truthfulness in Communications and Advertising*

The Office of University Communications and Marketing (UCM) advances Rutgers by promoting the University and by delivering information and outreach programs to internal and external constituencies. Through its policies, practices, and collaboration with departments across the University, the office promotes best practices to promote honesty and truthfulness in communications, advertising, and media relations. Concomitantly, the Office of University News and Media Relations (UNAMR) has the central responsibility for the coordination and dissemination of news and information from throughout the University. UNAMR is also the office responsible for the central University administration's official interaction with representatives of the news media. Policy 80.1.6 - Communication and Relations with the News Media promotes consistency and coordination in communications with the news media from all units at the University and maintenance of the high level of credibility the University enjoys in its dealings with the media. Policy 80.1.3 - Purchase of External Advertising also seeks to ensure accuracy in advertising purchased by Rutgers faculty, staff, and administrators to promote the University and its programs.

In 2016-17 an assessment of the Department of University Communications and Marketing was completed. As a result of this analysis, resources were redistributed to establish a separate

communications and marketing office to support both Rutgers–New Brunswick and RBHS that is comparable to the offices in existence at Rutgers–Newark, and Rutgers–Camden.

Criterion 7 - *Promoting Affordability, Accessibility, and Awareness of Education Costs*

In support of its core mission of providing access and embracing diversity, Rutgers is committed to supplying prospective and enrolled students with useful, timely and comprehensive information concerning cost, value, financing options and responsible borrowing, and many of these items are found on the Office of Institutional Research and Planning's Disclosures webpage. These issues are also reviewed in the chapter on Standard IV – Support of the Student Experience, under Criterion 1.

Information is readily available on the University Office of Financial Aid (OFA) website that details the expected cost of attendance for the various programs at the University. The OFA provides a brochure on its website and by email to prospective students entitled "Financing Your Education" that details the value of a Rutgers education. The document provides national averages and reviews Rutgers students' savings on student loan debt, student loan default rates, retention and graduation rates, and career path successes. This information is also available on the Office of Institutional Research & Academic Planning website. While there is a significant amount of information available, the OFA remains concerned over the increase in student borrowing in recent years; ensuring that students fully understand the financial obligations incurred when accepting loans is an institutional priority. Analysis of the Debt Profile for Rutgers Students in comparison with AAU, Big Ten, and Peer institutions details the variances between Rutgers locations, and across the comparison institutions. It is of note that while more Rutgers–New Brunswick first-year students must take on student loans compared with their peers in the Big Ten, their average debt upon graduation is slightly lower. Rutgers–Newark compares favorably with peer institutions on the percentage of graduates and first-year students with debt, while the student debt profile for students from Rutgers–Camden is slightly higher than students from peer institutions. The 2016 SERU survey revealed that 66% of students in New Brunswick were satisfied with the value of their education for the price they were paying, the same percentage as students at the University's AAU public institution peers. The comparable satisfaction rates are 68% for students in the RBHS schools, 74% for students in Newark, and 79% for students in Camden.

Rutgers students benefit from several long-standing state and federal programs designed to ensure accessibility and promote affordability. The New Jersey Educational Opportunity Fund program is a comprehensive state program created in 1968 to provide both financial assistance and support services to students who come from backgrounds of economic and educational disadvantage. The program supplements the NJ Tuition Aid Grant Program funding and offers first generation college students services such as special academic counseling, supplemental instruction and tutoring, and multiple events and opportunities to participate in programs that enhance student success in college. Rutgers has multiple distinct EOF programs operating at various schools within the University. The TRIO Student Support Services (SSS) is a federally-funded multi-part program with similar aims to help increase retention and graduation rates among low income and first-generation students by offering financial assistance and academic support services. Each Rutgers campus maintains its own program.

University-wide, the signature low-income financial aid program is the Rutgers Assistance Grant which offers over \$32M annually in need-based grants to students whose family incomes are below a certain threshold. Additionally, large numbers of students at each location are Pell Grant recipients. In combination, these programs deliver a significant amount of financial aid, and also provide academic support, community involvement, and a focus on success and completion.

In addition, each campus has designed its own programs to advance accessibility, affordability and student success. In New Brunswick the RU-1st Alliance was created to enhance access and support to self-identified first-generation college students, and the Paul Robeson Leadership Institute provides further opportunities for first-generation students to engage in special scholarly activities that might not otherwise be available to them. In Newark the RU–N to the TOP program is a financial aid program that provides eligible students with scholarship funds to cover any remaining costs for in-state tuition and mandatory fees after all federal, state, scholarship and grants funds have been applied. In Camden, the Bridging The Gap program similarly covers the balance of tuition and fees for eligible students after all other federal and state aid has been applied toward the term bill.

In December 2017, President Barchi announced that over 13,000 current student workers would receive an increase in their hourly pay from \$8.44 per hour to \$11 per hour. These increases will be provided by the President's Office and will assist students in meeting the cost of attending the University; in some cases the increase will eliminate the need for students to work at more than one job in order to cover their college costs.

Rutgers also tries to promote college affordability and opportunity in pre-college programs. Most notable is the Rutgers Future Scholars program aimed at identifying and preparing "academically ambitious" high school graduates from less-advantaged communities to be able to attend and graduate from a four-year institution of higher education. Fifty seventh graders from each of Rutgers' communities in Camden, Newark, New Brunswick, and Piscataway, and as well as 15 seventh graders from Rahway, NJ, were selected for the program. Since its inception in 2008, the program has accepted approximately 2,000 students. Recent statistics from across the program have recorded a 97% high school graduation rate with an average GPA of 3.37 on a 4-point scale and an over 80% attendance rate at post-secondary institutions. Members of the first cohort of Future Scholars received their undergraduate degrees in May of 2017.

Promoting affordability on an annual basis, each April the Rutgers Board of Governors conducts an Open Hearing, using a live videoconference across Rutgers locations, on the University's Tuition, Fees, and Housing and Dining Charges for the upcoming academic year. The hearing includes presentations on the various impacts on University revenue and expenses, the costs of attending Rutgers in comparison to peers, the availability and beneficence of financial aid, and a discussion of the University's reserve funds. Members of the Rutgers community have the opportunity to address the Board members on the impact that the cost of tuition, room and board, and fees have on students' ability to attend the University. The Board members utilize this feedback in setting the new Tuition, Fees, and Housing and Dining Charges following the confirmation of the state funding appropriation in July.

Criterion 8 - *Compliance with Applicable Law and Commission Requirements*

In addition to the inherent assessment function that the Verification of Compliance Process serves for the ethics and integrity of Rutgers, peer reviewers selected by MSCHE will conduct an off-campus evaluation of the Verification of Compliance Report.

The Office of Institutional Research and Academic Planning (OIRAP) gathers, analyzes, and utilizes data to inform institutional planning, policy development, and decision-making. Its website maintains and reports data on numerous University assessments, accreditation statuses, facts, rankings, reports, graduation and retention rates, and survey results.

Program websites include licensure exam pass rates for the following: Allied Dental Education, Law, Robert Wood Johnson Medical School, New Jersey Medical School, Occupational Therapy Assistant, Pharmacy, Physical Therapy-North, Physical Therapy-Blackwood, Physician Assistant Program, Rehabilitation Counseling. Pass rates for the Rutgers School of Dental Medicine (see page 8) and Teacher Education Licensure Examinations are also available.

Rutgers is in compliance with all of the Commission's Requirements of Affiliation and policies and reports all substantive changes to the Commission on a timely basis. Appendix B of the Introduction to this Self-Study Report provides details about where compliance with each Requirement of Affiliation is demonstrated.

Criterion 9 - *Ethics and Integrity Assessment*

The general assessment that took place in preparation for the integration presented the University with an opportunity to establish a strong ethics and compliance oversight culture, including the creation of the Office of Enterprise Risk Management, Ethics and Compliance (now called University Ethics and Compliance) in 2013. Encouraged by peer best practices, and an external review recommendation, the office began unifying compliance functions across the University. This proved to be a monumental task, requiring the unwinding, combining, and reconfiguring of decades of operations. These processes moved forward through a series of management changes in the department and in August 2016, Dr. Timothy Fournier was appointed as the new Senior Vice President and Chief Enterprise Risk Management, Ethics, and Compliance Officer. Bringing extensive higher education, risk mitigation, and compliance assessment experience with him, Dr. Fournier has begun a complete realignment of the department to provide the University with the risk management, ethics and compliance foundation to move Rutgers forward in this area. During Academic Year 2017-18, an ADA Compliance Coordinator will join the staff of the office.

The office is reviewing and revamping all applicable University policies, and its directors are assessing all compliance functions and requirements across the University. The alignment of the department's responsibilities with those of the Office of General Counsel, Audit and Advisory Services, the Board of Governors Committee on Audit and Committee on Intercollegiate Athletics, Office of Information Technology, Public Safety, the Division of Intercollegiate Athletics and Athletics Departments, Research Compliance, Healthcare Compliance, and the Open Public Meeting and Open Public Records requirements, are being reviewed to both

strengthen and streamline operations, and to eliminate the silos of functionality of the past. An external review of the functions of the office is projected for initiation in the next fiscal year.

The risk management, ethics, and compliance landscape is continually changing and expanding, and Rutgers is poised to grow these functions as the University undertakes an aggressive development plan to be at the forefront of best practice in this field.

Conclusion and Suggestion

There is ample evidence that Rutgers meets all components of Standard II. There remain some challenges resulting from the integration where the University can improve, especially with respect to assimilating the policies of the legacy institutions. The University is engaged in continual assessment and improvement at multiple levels in these areas to continue to implement the full integration of Rutgers and UMDNJ.

Self-Identified Suggestion Related to Standard II

Adopt a single University Code of Student Conduct across all of Rutgers.

Primary Responsibility:	Chief Student Affairs Officers under each Chancellor
Assessment:	Engage in University-wide conversations with students and student affairs officials to adopt a revised University-wide Code of Student Conduct, applicable across all units and schools. Once adopted, carefully evaluate implementation to identify problems and determine success.

Standard III – Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

The University meets the criteria for Standard III, and the following pages detail the items germane to Standard III as well as Requirements of Affiliation 8, the systematic evaluation of all programs; 9, student learning programs; 10, institutional planning tied to educational goals and student achievement; and Requirement 15, core faculty to assure the continuity and coherence of educational offerings.

Criterion 1 - *Robust and Coherent Educational Programs*

Rutgers is a comprehensive public research university with an extensive array of degree and certificate offerings; see Appendix III.1 for a list of the degrees and certificates currently offered by the University. These degrees encompass more than 150 undergraduate majors, and over 200 discrete graduate and professional programs and tracks. Prospective undergraduate students can explore academic pursuits at Rutgers through the Undergraduate Admissions website, which details majors, minors, and other academic interest area programs across all University locations. In addition, the University offers more than 60 certificate programs in a wide range of academic fields and professional endeavors, such as Educational Leadership, Healthcare Administration, and Non-Profit Management.

Degree offerings include 31 fully online programs, 15 of which are listed on the Division of Continuing Studies website, and 16 offered by the School of Health Professions, for a total of seven at the undergraduate level and 24 at the graduate level. The University offers a total of 41 degree programs at various off-campus locations, including seven community colleges in New Jersey, Joint Base McGuire-Dix-Lakehurst, four correctional facilities in the state, and other in-state and out-of-state sites. Appendix III.2 provides descriptions of Rutgers' major off-campus locations that offer 50% or more of at least one Rutgers degree program.

Rutgers Continuing Education coordinates and supports continuing and distance education and outreach across all units of the University. These include full degree and degree completion programs as well as the many non-degree and credit-bearing certificate and certification programs for today's changing workforce. The University has an extensive outreach and continuing education program enrolling over 200,000 students annually. These programs vary widely in length, content, and mode of delivery. Programs and certificates run from two hours to two years in duration. Most continuing education programs originate from and have academic oversight by an academic department within a school. Others are aligned with national accrediting body standards and use University and industry experts for content development. Continuing education courses, programs and certificates follow a clear and concise model of learning objectives and, in most cases, competency based education. The programs are designed with rigor to deliver coherent student learning experiences and promote synthesis of learning. Non-credit students have a variety of tools to assist them in their academic pursuits.

All units of the University engage in a rigorous process to develop and implement new degree programs as well as to assess and revise existing programs. Credit courses and degree programs are held to the same standards, irrespective of modality or locale of delivery. The initiative for curricular innovation lies with the faculty of the department or unit that teaches and administers the program. The general process for new academic program review and approval is summarized in Appendix III.3.

In New Brunswick, the Provost initiated a new review process in 2016 designed to minimize duplication of effort and address potential conflicts, overlaps and impacts that one school's offerings may have with those of another school. Proposals for new or significantly modified courses, programs, majors, minors, certificates, and nomenclature changes are now reviewed by the Undergraduate Academic Affairs Leadership Council for undergraduate matters or the Professional Graduate Degree Committee for graduate-level professional programs in advance of being taken to the unit faculty for approval. Area Committees within the School of Graduate Studies review new academic offerings within Master of Arts, Master of Science, and Ph.D. programs as well as graduate programs in the Biomedical Sciences. Members of these committees review new curricular offerings to identify impacts or raise objections before the new offering is permitted to go forward. In most cases, the units are able to reach agreement to either withdraw a given item or to modify it slightly. In cases where agreement cannot be reached, the item may be referred to the Chancellor's Committee on Academic Program Coordination (CCAPC). The CCAPC considers the matter fully and makes a recommendation for resolution to the Chancellor, who then makes the final determination about whether the item will move forward in the review process. Figure III.1 on the next page illustrates this process.

Criterion 2 - *Student Learning Designed, Delivered and Assessed by Sufficient, Qualified, Supported Faculty*

One of the University's best avenues for providing students with a high-quality learning experience is to ensure the quality of its faculty. In the case of tenured/tenure track and full-time non-tenure track faculty, the University follows a rigorous process of recruitment, as specified in its Academic Appointments Manual. Candidates are carefully evaluated and interviewed before an appointment is made to ensure qualifications for the positions offered and performance expectations. Part-time faculty members are recruited through an open application process and hired following review by program coordinators and chairs. As of 2016-17, the number of faculty overall were 2,496 tenured and tenure-track faculty and 2,412 full-time non-tenure track faculty (of whom 1,233 are at assistant professor, associate professor, or professor ranks). The 2016-17 student to full-time faculty ratio was 13 to 1 at New Brunswick, 11 to 1 at Newark, and 10 to 1 at Camden. The percentage of undergraduate courses offered with a class size of 29 or fewer is 62% at New Brunswick, 58% at Newark, and 67% at Camden.

Following appointment, faculty members are reviewed regularly, based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures. The review process, as it applies to tenured and tenure track faculty members, is outlined in the University's Academic Reappointments and Promotions for Tenured and Tenure Track Faculty document. Details and

**FIGURE III.1 RUTGERS UNIVERSITY–NEW BRUNSWICK
NEW ACADEMIC OFFERINGS REVIEW PROCESS**
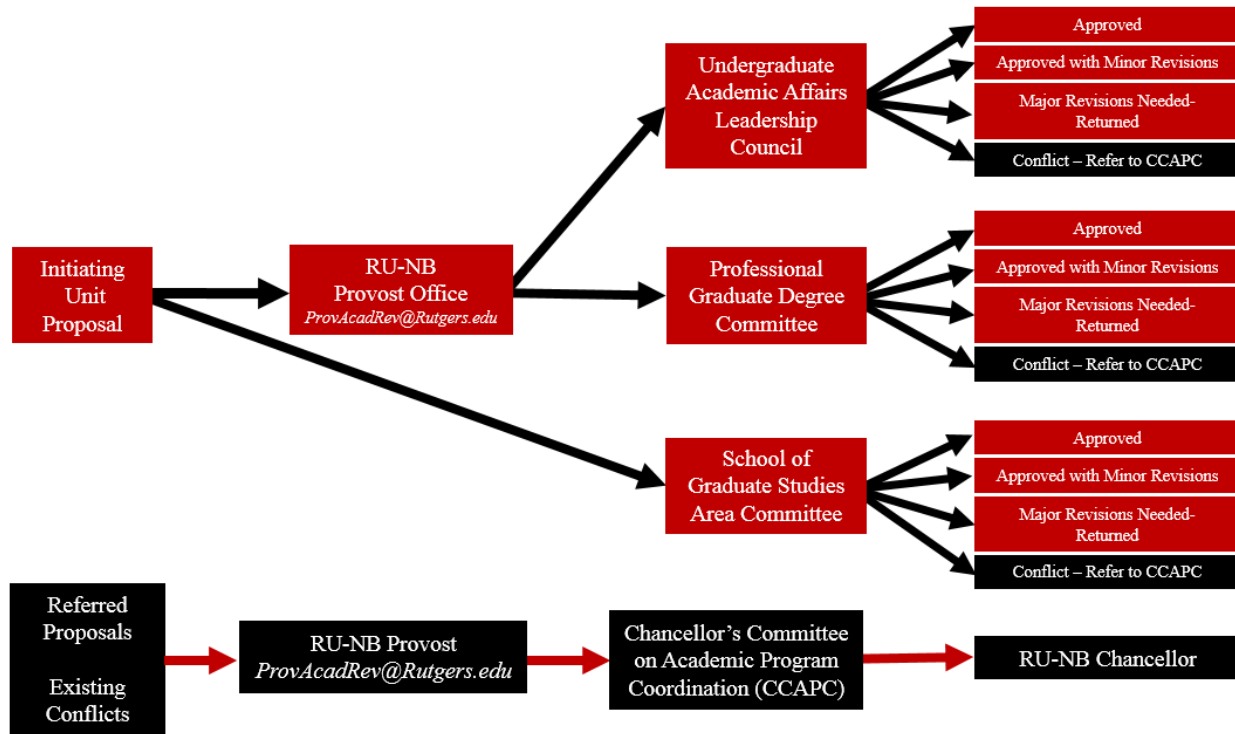
terms for all teaching appointments are governed by the University's agreements with AAUP-AFT and AAUP-BHSNJ and several additional University policies. In addition to reviews associated with hiring, reappointment, and promotion, the University conducts periodic reviews of tenured faculty over the course of their careers. Reports summarizing the actions taken in response to the Promotion Review Committee's recommendations are presented to the Board of Governors each October for the previous Academic Year's new faculty appointments and promotions to and within the tenured ranks.

Rutgers faculty members enjoy ample opportunities, resources, and support for professional growth and innovation. The University provides direct research funding for many faculty members, including competitive start-up packages, individual research accounts in many units, and professional staff support to secure outside funding. The Office of Research and Sponsored Programs supports work with human and animal subjects, and also serves as a central clearinghouse for grant administration. Internal competitive sources of funds, including Research Council grants, provide further support, especially for junior faculty; competitive funding is also available to part-time lecturers for professional development. Many units have offices and/or associate deans for research to support the research activities of faculty, and numerous centers and institutes exist to support faculty research and outreach.

In fall 2014, in alignment with the University's Strategic Planning goal regarding preeminence in research, Rutgers launched an Excellence in Research Administration initiative that evaluated research administration functions across all of Rutgers. This effort included responsibilities that fall under the purview of the Office of Research and Economic Development (ORED) (e.g., grant submissions, corporate contracts, institutional review boards, etc.) and Grant and Contract Accounting (GCA) (e.g., post award, effort reporting, etc.). Additionally, to streamline operations, increase accountability for research administration, and provide enhanced access to research data for all stakeholders, Rutgers implemented an online Research Administration and Proposal Submission System (RAPSS). The Excellence in Research Administration initiative is separate from the implementation of RAPSS, but the two initiatives are closely aligned. The interface of the new University-wide financial management system, Cornerstone (discussed in the chapter on Standard VI - Planning, Resources and Institutional Improvement), with the RAPSS system has been problematic and requires additional software development of the Cornerstone product to accept award set up data from the RAPSS system. The RAPSS system is in the final stage of implementation for continuing awards during FY18 and an assessment of the efficiency and effectiveness of the system will be initiated once it has been fully operational for a three year period.

Research is fundamental to Rutgers achieving its mission. Conducting cutting-edge, discovery-based research is the defining characteristic of a comprehensive research university. Further, the commercialization of some of that research through the transfer of new technology to industry is also a vital part of the University's contribution to the economic development of New Jersey and the nation. Federal and state agencies, corporations, and foundations sponsor Rutgers research. This funding supports faculty research directly and also provides research experiences for undergraduates, support for graduate assistants and postdoctoral researchers, and contributes to state-of-the-art equipment and facilities across the University. One measure of the quality of the Rutgers faculty is the recognition received from external granting agencies; in 2016, for example, faculty generated $637.9 million in grant and sponsored program awards, which has more than doubled since 2007 ($309.7 m). A listing of recent faculty grants appears on the Office of Research and Economic Development website.

To assist new faculty and postdoctoral researchers in pursuing grant funding, the Office of Research and Economic Development sponsors a Preparation for Research Excellence Program (PREP) in support of new faculty professional development. Through five monthly workshops, the program introduces new faculty and postdocs to the many different research resources available at Rutgers, and provides guidance and advice aimed at improving their chances of securing research funding to support their work.

Following the assessment data gleaned from postdocs, their faculty mentors, and senior administrators, the Senior Vice President for Academic Affairs created an Office of Postdoctoral Affairs. The new office supports the work of postdoctoral researchers through professional development programs, networking, and knowledge sharing opportunities. With over 650 postdoctoral participants across the entire University, along with their faculty mentors, this group utilizes various methods to expand their abilities and advance their careers, while enhancing the University's research capabilities.

Faculty members also have access to multiple forms of instructional support. In the area of Instructional Technology, support includes training on more than 70 different technologies; online pedagogy training for faculty; a 24/7/365 Help Desk for faculty, students, and staff; Instructional Design Services across a multitude of Learning Management Systems; IT support; and Multimedia Support. As a result of a major university-wide "Realignment of Instructional Technology Resources," these support services merged in 2017 to form a new staff unit--Teaching and Learning with Technology--which operates under the Division of Continuing Studies. Consisting of 40 FTE's, Teaching and Learning with Technology unites three formerly separate organizations: the Office of Instructional & Research Technology; the Center for Online & Hybrid Learning and Instructional Technologies; and Rutgers Instructional Technology & eLearning Solutions. Moreover, as a central University resource, the Center for Teaching Advancement & Assessment Research supports faculty in the areas of teaching, student assessment, and instructional technology. University and unit media and communication offices provide additional support to assist faculty with the dissemination of their ideas.

Many faculty development initiatives are aligned with the campus strategic plans. Rutgers–Newark, for example, established the P3 Collaboratory for Pedagogy, Professional Development and Publicly-Engaged Scholarship, a unit that addresses strategic planning priorities that are at the intersection of scholarship and pedagogy. One initiative launched under this faculty development center is the Teaching Excellence for Student Success program developed in collaboration with the Association of College and University Educators. The program offers faculty and graduate students online modules in five content areas: designing effective courses and classes; establishing a productive classroom environment; using active learning techniques; promoting higher order thinking; and assessing to inform instruction and stimulate learning. Cohorts of participants view the modules independently, experiment with the presented techniques, and then come together in-person to discuss their experiences and refine their approaches.

In New Brunswick, the Faculty Leading Change (FLC) program has focused on faculty mentoring and faculty diversity. FLC is a group of 10-15 female faculty members formed each academic year to engage in transdisciplinary peer learning related to student success and faculty excellence. The FLC report for the 2015-16 program details the assessment of a successful faculty mentoring program, and FLC is currently developing a webpage for Faculty Mentoring Resources and a Faculty and Chair Mentoring Handbook, to be launched in 2018.

A second mentoring project, the Rutgers Connection Network, helps to facilitate faculty participation in effective and collaborative mentoring partnerships with faculty beyond their departments and acts as a catalyst for cross-disciplinary connections across the University. Funded by the Rutgers–New Brunswick Chancellor's strategic planning funds on a pilot basis in 2015-16, the program has now been expanded by the Senior Vice President for Academic Affairs to include faculty University-wide.

Another faculty development program originating in Rutgers–New Brunswick in 2008 and now being extended University-wide is the Objective Analysis of Self and Institution Seminar (OASIS). OASIS is a leadership and professional development program designed to accelerate

the career development and advancement of academic women. Through a combination of workshops, networking, mentoring, and individual coaching, the program's intent is to increase retention of academic women and prepare them for leadership positions, particularly in underrepresented areas such as the STEM fields. An assessment of recent participants in the program augments an earlier report on the first five years of the program's existence, and provides guidelines for the continued growth of the program and incorporation of best practices into other faculty support programs.

For Teaching Assistants in New Brunswick, the TA Project and the Rutgers Academy for the Scholarship of Teaching and Learning provide graduate student instructors with the opportunity to develop their teaching philosophy, consider pedagogy appropriate for their discipline and create approaches to manage various classroom challenges. These initiatives are designed to enhance the quality of instruction in New Brunswick by strengthening the educational experience provided by graduate students.

The Faculty Development Program for Early Career Faculty Excellence (PECE) is a New Brunswick program for new faculty members, designed to support Rutgers' mission to recruit, retain, and advance a diverse faculty. It is a cohort-based program with approximately 20 early career faculty participating over a three-year period. It will support three cohorts over its initial five-years of funding. Faculty members interact based on discipline or other common interests or experiences. More information about this program is provided under Criterion 2 of Standard II – Ethics and Integrity.

The Faculty Development webpage of the Office of the Senior Vice President for Academic Affairs details numerous University-wide programs. These faculty development programs are being evaluated during the current year to assess effectiveness and identify aspects of the programs that could be strengthened or improved. Faculty retention, promotion, and productivity are key indicators of success.

The Center for Organizational Leadership (OL) was created in 1993 to serve as a resource for Rutgers, and the higher education community in general, and most recently, to the membership of the Big Ten Academic Alliance. OL coordinates programs and consultations in two areas: organization advancement (including strategic planning, organizational assessment and outcomes measurement, workplace climate, communication design, and change planning and implementation), and academic and administrative leadership development (providing design, presentation, and coordination of programs for all participant levels). The OL Annual Report reviews the highlights of the center's work over the most recent academic year, a review of the programs offered and resources developed during the year, and the plans for the future. The Rutgers Academic Leadership Program (RUALP) has been a major success in its first two years of existence, and the PreDoctoral Leadership Development Institute (PLDI) is a national model in providing graduate students with exposure to the intricacies of academic administration and the opportunity to research personal interests in the field.

Rutgers faculty members are the recipients of numerous academic awards and honors, another marker of faculty excellence, as is the election to membership in the National Academies. Rutgers currently has 23 faculty members who are members of the National Academy of

Sciences, seven faculty members in the National Academy of Engineering, and eight faculty members in the National Academy of Medicine. Also, 28 Rutgers faculty members are members of the American Academy of Arts and Sciences. The numbers of Academy members at Rutgers is comparatively small in relation to the University's size and to the number of Academy members at the best colleges and universities in the country. Increasing the number of Rutgers faculty members elected to the National Academies would do much to raise Rutgers' national profile, and contribute to the strategic planning priorities of building faculty excellence and enhancing the University's public prominence. In 2016, the Rutgers–New Brunswick Provost convened a group of distinguished faculty members to identify factors associated with Academy membership. Based on this work, the Senior Vice President for Academic Affairs is currently exploring strategies to increase the numbers of Rutgers faculty nominated for membership to these prestigious bodies.

As part of the implementation of the University Strategic Plan, in 2014 President Barchi established two new faculty excellence programs to recruit and retain preeminent scholars to Rutgers. The first is the Henry Rutgers Professorships, designed to attract 30 senior scholars in disciplines related to strategic planning priorities over a five-year period. The second is the Henry Rutgers Term Chairs program, which provides funding to recruit and retain outstanding faculty who are entering the middle phase of their careers, targeting newly tenured faculty with a strong potential for future development; this program hopes to attract 25 such faculty members over the five-year period. As of 2016-17, the University has filled 15 Henry Rutgers Professorships and 14 Henry Rutgers Term Chairs across the University, with an additional five Professorships and five Term Chairs proposed for 2017-18.

Criterion 3 - *Clear and Accessible Academic Program Descriptions and Requirements*

The University's commitment to the learning experience is apparent in its efforts to provide students with sufficient and appropriate opportunities to learn about program and degree requirements and to plan their courses of study. A wide range of information about learning opportunities is available at the many orientation programs offered to incoming first-time and transfer students at New Brunswick, Newark, and Camden. Topics include how to navigate the transition to college, how to make the most of the opportunities provided by Rutgers, and how to succeed as online students. Throughout their careers, students have access to professional advising staff in the schools and units, who work closely with faculty to ensure the consistency and transparency of information delivered in advising sessions. The Rutgers catalogs serve as the primary source for degree and major requirements, as well as academic policies and procedures, and there are multiple online resources to help students review their progress, as described below.

Most catalogs are available in a searchable online format, and are typically updated on a two-year cycle. Through Degree Navigator, students can see the individual requirements for their programs of study, and view their particular progress, and the potential of possible alternatives. Using the University's online Course Schedule Planner, students are able to construct prospective schedules for the coming semester with consideration to credit load, class time, and class location, preventing schedule conflicts.

Departmental websites allow for more specialized and detailed information about different programs of study to be shared with students. The Rutgers University–New Brunswick English Department, for example, boasts a comprehensive department page, including material on undergraduate and graduate courses and programs of study, as well as a detailed account of the Writing Program. The site also provides a wealth of information about certificate programs and departmental honors. Contact information for departmental faculty and staff is also readily available for students on the website to simplify connections. Similar information is available on most departmental webpages.

While the University invests substantial time and effort in providing clear and accurate information about academic programs to both prospective and current students, many students still encounter a disconcerting level of complexity when navigating Rutgers' systems and campuses. Newer students, in particular, can be overwhelmed by the multiple platforms providing information about scheduling, course content and expectations, and graduation requirements for majors. The multiplicity of systems currently in use requires students to navigate between sites and across platforms that can be difficult to reconcile. At the suggestion of current students, to improve the efficiency of the navigation process and make the systems more student-friendly, efforts are underway to create dedicated informational webpages for first-year and transfer students.

Criterion 4 - *Sufficiently Supported Learning Opportunities*

The University nurtures the learning environment in multiple offices, centers, and services dedicated to ensuring the success of students and academic programs. Resources include the learning support provided by the Libraries, the instructional technology infrastructure and its impact on education and the multiple academic support programs offered by the campuses. These latter programs include initiatives to help students make a successful transition to college, efforts to provide academic support to students who need assistance with coursework, opportunities for students to engage more fully with faculty in research or through other out-of-class opportunities, and services that help students prepare for the next phase of their lives, whether that be employment or continued education. All of these programs are designed to help students succeed academically and to maximize college experiences.

Academic Support and Enhancement Programs

For students who receive financial assistance through the Educational Opportunity Fund (EOF), there are a number of academic support programs available, such as the Summer Institute, to assist with the academic, social, and emotional transition from high school to college. Programs include Academic Counseling to assist in utilizing the many resources of the University, Academic Programming, including conferences and workshops to assist progress through programs, and EOF Courses to strengthen skills in preparation for graduate school entrance examinations. EOF programs at Rutgers vary by campus and school, but all share some common elements of academic and financial support (see, for example, the program components of the School of Arts and Sciences EOF program, the largest in the state of New Jersey). As noted under the chapter on Standard II – Ethics and Integrity, various federal and state grant-funded programs provide additional support for access and diversity. These include the initiatives

administered under the TRiO programs and located at all Rutgers campus locations, e.g. Student Support Services, Upward Bound, Upward Bound-Math Science, and the Ronald E. McNair Post-Baccalaureate Achievement Program. The Garden State Louis Stokes Alliance for Minority Participation is another important element of the University's effort to promote access and diversity. This program is an alliance of nine colleges and universities, led by Rutgers–Newark and including Rutgers–New Brunswick. Its initial focus has been to increase the number of underrepresented minority students who graduate with degrees in Science, Technology, Engineering and Mathematics (STEM). The program provides both academic and financial support, as well as social support and networking opportunities.

In addition to the academic advising offered by schools, departments, and programs, the University provides multiple opportunities for intensive direct support of students relating to their academic work. In New Brunswick, for example, Learning Centers provide tutoring, study groups, in-class support through the Learning Assistant Program, writing coaching, and academic coaching. In addition, the Centers provide training for academic peer leaders across campus. Over 47% of students use the Learning Centers to supplement studies, primarily in the STEM disciplines, but also to develop better writing skills and discipline-based learning strategies. The Office of STEM Education within the School of Arts and Sciences is another example of support focused on improving the quality of core education in STEM. (This office is discussed more fully in the chapter on Standard V – Educational Effectiveness Assessment.) A Math and Science Learning Center within this SAS office combines direct academic support for undergraduates in math and science with public outreach programs for K-12 students and teachers.

Following the Transformation of Undergraduate Education initiative, first-year students in New Brunswick are provided the opportunity to work with faculty in small settings through the Byrne Seminar Program. The program offers students a glimpse into the excitement of original research as faculty members share their curiosity and intellectual passion for their fields of inquiry. Sections offered and enrollments have grown steadily since the program was launched, with a small decrease in 2016-17 due to budget reductions, and a reduced incoming class size. In comparison to the general University population, participants in the program have higher GPA scores, better retention and graduation rates, and shorter time to degree completion.

Rutgers–New Brunswick students also have opportunities to engage directly with faculty on a wide range of research projects, with financial and mentoring support provided by the Aresty Undergraduate Research Center. This Center sponsors several structured programs to match students with research opportunities. Through the mentoring led by Aresty Peer Instructors, the Center helps students master basic research skills and learn about the process of scholarly inquiry. An annual Undergraduate Research Symposium celebrates everything that student researchers and their faculty mentors have achieved over the year. In 2016 the Center moved from distributing a stipend to participants to providing credits based on the particular research that is being accomplished. While there was a reduction in the number of applicants, the Center was able to fill 370 research positions, equivalent to the previous year. The goal for the 2018-19 academic year is to add 50 more research opportunities.

In New Brunswick, the Office of Undergraduate Academic Affairs has the mandate to coordinate and develop programs to support the University's academic mission. The following are several areas of activity that deserve special mention. Rutgers has one of the most diverse student bodies in the nation, and the entire University community takes pride in its efforts to be an inclusive institution that mirrors the population of the state. In New Brunswick about 30% of the student population is Pell eligible. Through the official access programs, the University is able to reach out to nearly a third of these students, leaving roughly two-thirds who could benefit from additional advising and support. Over the last year, the Office of Undergraduate Academic Affairs in New Brunswick created RU-1st, a program for first-generation, low-income students whose family income is slightly higher than the program requirements based on the state guidelines for EOF. This program is a campus-wide alliance with a committee charged to discuss issues and best practices, develop high impact experiences, and to assist with training and professional development for members of the Rutgers community, particularly those who provide academic advising. RU-1st aims to increase visibility of resources and services available across the campus based on students' needs. The committee makes recommendations to Deans, the Chancellor and others as needs arise. As a contribution to RU-1st, Undergraduate Academic Affairs funds the Paul Robeson Leadership Institute, which is modeled after the EOF program, and provides a summer bridge experience and advising support for eligible students in the first-generation population. The goal of RU-1st is to model a series of best practices to encourage schools and programs to create academic support activities to improve graduation rates among first-generation, low income or minority students. The long-standing Program in American Language Studies at the School of Arts and Sciences in New Brunswick provides high quality English language instruction to non-native English speakers for academic, professional, business, and social/acculturation purposes, across the year.

At Rutgers–Newark, the Office of Academic Services links students, faculty, and staff with the academic resources available to assist students. Advisors provide counseling to keep students on track for timely graduation and effective scheduling of courses. The Academic Foundations Center provides academic opportunities, resources, and support programs for underrepresented students, and the Rutgers Learning Center provides tutoring, academic coaching, workshops, and supplemental instruction in a range of subjects. The Writing Center offers writing tutoring and writing workshops to all undergraduate students. For over 30 years the Program in American Language Studies has been assisting English as a Second Language students at Rutgers–Newark increase their competency in the English language and expand their appreciation for American culture. Over 3,000 students from more than 70 countries have received assistance.

At Rutgers–Camden, the Office of New Student Programs assists students upon enrollment, and the Office of Academic Advisement keeps students on track to graduate promptly, or to navigate a change in focus. The campus's emphasis on experiential learning enables students to have hands-on opportunities to explore career possibilities and apply what they are learning in the classroom. Internships, participation in the Civic Scholars Program, undertaking student research, and the prospects for global learning in the Learning Abroad Program, are just a few of the ways that help to expand the classroom beyond the facilities at Rutgers–Camden. The Arts and Sciences Dean's Office provides additional support for student research in the form of small research grants to students and travel support to students presenting research findings at professional conferences. The English as a Second Language program in Camden has been

providing assistance for over 50 years to undergraduate and graduate students who need to improve their English language skills.

The chapter on Standard IV – Support of the Student Experience presents a further discussion of academic support programs and services.

<u>Honors Programs</u>

In response to the directives of the University Strategic Plan, Rutgers has made significant strides in improving its Honors Programs. The Honors College at New Brunswick, established in 2014, is structured around an interdisciplinary community of students learning from peers and faculty from Arts and Sciences, Engineering, Environmental and Biological Sciences, Business, the Fine and Performing Arts, and Pharmacy, as well as Douglass Residential College for women. The new state-of-the-art Honors College building facilitates collaboration with fellow students and one-on-one discussions with live-in faculty. The facility includes high-tech seminar rooms, an Innovation Lab, and multiple student lounges and study areas.

Its effectiveness will be assessed in four key areas: academic (by means of Student Instructional Ratings Forms, project analyses and presentations, pre-and-post surveys, and curricular review); advising (by tracking of GPA, completion rates, retention rates, entry and exit surveys, and adviser meetings); professional development (using evidence derived from internship placements, research engagements, and service learning commitments); and student affairs (with reference to programming of events and provision of leadership opportunities). Analysis of data collected from the first two cohorts of the Honors College is currently underway.

Additionally, there are Honors programs within the School of Arts and Sciences, the School of Engineering, the School of Environmental and Biological Sciences, Ernest Mario School of Pharmacy, the School of Nursing, and the Rutgers Business School through the application for admission to the School of Arts and Sciences. Additionally there is the Mathematics Honors Track and Computer Science Honors Track within the School of Arts and Sciences, the Biomedical Engineering Honors Academy within the School of Engineering, and the Journalism and Media Studies Honors Program within the School of Communication & Information, as well as numerous departmental honors for high-achieving students.

At Rutgers–Newark the Honors Living-Learning Community (HLLC) began in 2016 and engages students with a desire to make a difference in their communities. Students experience an innovative curriculum, centered on themes of "local citizenship in a global world." A new, state-of-the-art residential facility, designed specifically to support the HLLC's innovative academic offerings and extracurricular activities, is planned to open in 2018. Additionally, there is the Accounting Honors Program of the Rutgers Business School,

The Honors College at Rutgers–Camden, established in 1997, provides students with opportunities including participating in research projects, holding internships, studying abroad, and engaging in interdisciplinary study. The Honors College has a staff of three professional advisors, who guide students through academic and extracurricular requirements, and assure that graduates are well prepared to enter graduate school or professional life. A recent assessment

report details enrollment growth, academic support, program expansion, and student success. There are also several Honors and Leadership Programs across the campus.

The Libraries

Rutgers University Libraries are the intellectual center of the University—serving all members of the University community, supporting all disciplines, and playing a key role in advancing student learning and faculty research. The Libraries are among the top 25 research university libraries in America according to the Association for Research Libraries (ARL) expenditure index. The staff comprises 70 Faculty Librarians and 13 Staff Librarians, 191 support staff, and 69 student assistants (FTE).

Table III.1 Rutgers University Libraries Fiscal Year 2015-16 Usage

Tally	Category
3,000,000	Visitors
23	Integrated Libraries, Centers, and Labs
2,065	Courses Taught
30,218	Students Attending Courses
47,971	Reference Questions
7,630	"Ask A Librarian" Chats

Group study rooms and quiet spaces provide areas for learning, computer labs and equipment augment resources, and the facilities are designed to promote accessibility. The Libraries balance students' desire for 24/7 operations with assessments of utilization and resources, and this year, in response to student feedback, hours of operation have been extended to weekends at Camden, overnights during exam periods at Newark, and 24/5 hours at New Brunswick. The University Libraries will continue to monitor usage to determine if changes are necessary.

The Libraries host Office of Information Technology computing labs and provide access to multimedia and graphic design hardware and software through the Sharon A. Fordham Multimedia Lab at the Douglass Library, the Booth Ferris Multimedia Collaboration Rooms at Dana Library, and DVD/VHS viewing stations at Robeson Library. The Dana Library is currently home to the largest computer lab at Rutgers–Newark, while the computer lab at Rutgers–Camden resides in Robeson Library. Many of the libraries also loan out technology like iPads, DVD players, and laptops.

Subject area faculty librarians act as liaisons to University departments and schools, offering tailored disciplinary instruction, in-person and online reference support, and reference guides for traditional, hybrid, online, and off-site courses. In Camden, for example, library instruction is mandatory for all students in English 101 and English 102. To further support student success, the Libraries generate modules for Learning Management Systems to link to relevant library information.

In response to user feedback, the Libraries are significantly expanding electronic collections, particularly in medical and clinical databases, streaming media, and STEM discipline e-books and journals. The Libraries augment their ever expanding collections with resource sharing

services like Interlibrary Loan, UBorrow, and E-ZBorrow. The Libraries stopped the practice of charging users for Interlibrary Loan fees and extended the Pennsylvania Academic Library Consortium, Inc. (PALCI) reciprocal borrowing agreement to all Rutgers students, to increase the usefulness of these services. The Libraries address textbook affordability by providing access to course materials via online, print, and streaming course reserves and, at the request of President Barchi, are piloting an open and affordable textbook program with the intent of lowering student expenses.

The Libraries are involved in extensive strategic planning. More than 6,400 students and faculty completed A LibQUAL+ survey conducted in spring 2016, providing feedback on information control, quality of service, and the physical spaces and amenities the Libraries offer. Also, the Libraries participated in two master space planning initiatives—one for Newark and one solely for the Libraries—that highlight the need for additional seating to accommodate a growing student population.

Instructional Technology

Five Learning Management Systems (LMSs) are currently in use across the University, resulting in the concern that many students are required to utilize multiple systems within their program of study. In January 2017, the Senior Vice President for Academic Affairs and the Senior Vice President and Chief Information Officer convened a working group to study the LMS structure. The group, comprising faculty, students, instructional designers, and IT personnel, is considering how to adopt one system and develop a comprehensive implementation plan that will facilitate the transition, orientation, placement of appropriate support personnel, and considerations for localized needs for specialized assistance.

Additionally, a Committee on Near- and Long-Term Impact of Instructional Technology was formed in 2014 as part of the University Strategic Plan implementation to study the University's educational technology infrastructure. The interim report, issued in April 2015, details the data that were collected, analyzed and assessed during the first phase. The second phase of the project is being undertaken in alignment with strategic planning activities and will present a final report.

Updating and expanding digital classrooms continues to be a priority in keeping with the Strategic Plan. The ability of faculty to teach students at dual locations facilitated the merger of the Rutgers Law Schools in Camden and Newark in 2015. This cutting-edge classroom design enabled an expansion of course offerings at both campuses and heralded new capabilities for the University to transform the student experience. The 2016 Annual Report from Digital Classrooms Services describes Rutgers' progress and challenges in providing all Rutgers students the opportunity to learn in state-of-the-art, technology-enhanced instructional spaces. In spring 2017 two synchronous lecture halls opened on the Busch and Cook/Douglass campuses of Rutgers–New Brunswick enabling professors to provide instruction simultaneously in two locations, while the students see all of the individuals participating in the course, as well as the instructor. The lecture halls utilize a cost-effective audio/video solution to foster interaction and active learning while reducing travel between campuses. Work continues to complete the systematic upgrade of the University's classroom inventory.

The chapter on Standard IV – Support of the Student Experience, where policies and processes for student success are discussed under Criterion 1, includes additional ways that Rutgers University supports student learning opportunities.

Criterion 5 - *Comprehensive Undergraduate General Education*

The general education programs for students in the arts and sciences differ across the New Brunswick, Newark, and Camden campuses, and reflect their distinct missions and student populations. In New Brunswick, students in the School of Arts and Sciences, the School of Environmental and Biological Sciences, and the Rutgers Business School follow the Rutgers–New Brunswick Core Curriculum. The remaining undergraduate professional schools in New Brunswick —the School of Engineering, the Mason Gross School of the Arts, and the Ernest Mario School of Pharmacy – have general education requirements tailored to meet the particular academic needs of their students and to comply with professional accreditation standards. The School of Nursing has different general education requirements for its program in Newark and its program in New Brunswick. The majority of Bachelor's degree programs within the School of Health Professions require students to complete their general education studies at other Rutgers University schools or partner institutions of higher education.

Although the specific requirements differ, all Rutgers undergraduate general education programs are designed to expose students to a variety of academic disciplines and prepare them to make well-reasoned judgments outside of as well as within their academic fields. The arts and sciences programs in New Brunswick, Newark, and Camden require all students, regardless of field of study, to do coursework in humanities, social sciences, and the natural sciences. The professional schools, as well, require students to take courses outside their particular fields of study.

In keeping with the Strategic Plan, the general education programs seek to expand students' cultural and global awareness and cultural sensitivity. The Camden arts and sciences program requires students to take three credits in "Diversity or Global Studies." Rutgers–Newark's arts and sciences program has as a learning goal "an understanding of intercultural relations." The Rutgers–New Brunswick Core Curriculum specifies 21st Century challenge goals for students that include being able to "analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the world," and "analyze issues of social justice across local and global contexts." Rutgers University also seeks to promote cultural and global awareness through study abroad experiences. Currently, the fraction of students participating in study abroad programs at Rutgers is smaller than that at most other peer institutions. Rutgers Global is working to increase student participation in study abroad programs by increasing student awareness of study abroad opportunities through social media campaigns, peer-to-peer mentoring, and linkages with other programs on campus; making study abroad programs more affordable through reducing costs and providing scholarships; and collaborating with academic departments and programs to map study abroad courses to degree requirements.

Rutgers designs general education programs so that students acquire and demonstrate essential skills in oral and written communication, scientific and quantitative reasoning, and critical analysis and reasoning. Students across the University are required to take courses in basic English composition, and most programs require students to take one or two additional writing-

intensive courses. For instance, the arts and sciences programs at Camden and Newark require students to take a two-course sequence in basic composition. In Camden, students are further required to take a course designated as "writing-intensive." The New Brunswick Core Curriculum requires students to take three writing-intensive courses: expository writing, a course emphasizing writing with revision, and a course aimed at teaching the mode of communication appropriate to a particular academic discipline or area of inquiry. Likewise, all programs require students to take courses in the natural sciences and quantitative reasoning. The arts and sciences programs give students a wide range of options for meeting these requirements to accommodate different academic interests as well as variation in high school preparation. Many of the professional programs, however, identify the courses in scientific and quantitative analysis that students must take. Critical analysis and reasoning are emphasized throughout the general education curricula rather than being embodied in specific requirements. For instance, Newark has an explicit learning objective for students of "critical and creative thinking" achieved through the required coursework in basic writing skills, social sciences, history and literature, arts and media, and other liberal arts. The Rutgers–New Brunswick Core Curriculum identifies critical analysis as a key element in its learning goals for the natural sciences, social and historical analysis, arts and humanities, writing and communication, and information technology and research.

A variety of courses and programs throughout the University address technological competency and information literacy. The Rutgers–New Brunswick Core Curriculum, for example, has explicit learning goals in information technology and research. These goals include the use of current technologies to access information, the critical analysis of information from traditional and emergent technologies, and the understanding of the principles that underlie information systems.

The general education programs at Rutgers also include the study of values, ethics, and diverse perspectives. As with critical analysis and reasoning, these learning objectives are emphasized throughout the curricula. In addition to the intercultural relations goal noted above, the Newark arts and sciences curriculum has learning goals in diversity and the "ability to address major questions of our time," which is "the ability to employ research, moral reasoning and informed analysis to address defining social, political, cultural and scientific questions of their time in contemporary and historical perspectives." The requirements for courses in history and literature, social science, and other liberal arts enable students to achieve these goals. The Rutgers–New Brunswick Core Curriculum includes ethics and diversity of perspective as goals for its requirements for 21st Century challenges, natural sciences, social and historical analysis, and arts and humanities.

In New Brunswick, the School of Arts and Sciences assessed its Core Curriculum in 2016. The recommendations made in the Report of the SAS Core Evaluation Committee are currently under consideration by the Core Requirements Committee of the School of Arts and Sciences. This evaluation is discussed further in the chapter on Standard V, under Criterion 2. Additionally, the Chancellor's Task Force on a Language Requirement submitted their report in spring 2017, and its set of interconnected initiatives concerning the study of languages other than English is currently under review. In Camden, a new general education curriculum went into effect in fall 2016, and the Camden College of Arts and Sciences Faculty Senate is reviewing comprehensive

learning goals that include both General Education and departmental curricula. The Faculty of Arts and Sciences in Newark, with the cooperation of faculty from all of the Newark schools, has redesigned its general education requirements to prepare students to pursue a wide range of professional activities as well as graduate training. A central feature of the Newark Core Curriculum is the second concentration, which ensures that students develop substantial expertise in two areas of study, at least one of which will be in the liberal arts and sciences.

Criterion 6 - *Wide-ranging Graduate-level Educational Programs*

As a major public research university and a member of the AAU, Rutgers is invested heavily in graduate and professional education. The University offers more than 200 graduate and professional programs and tracks across the academic units. Rutgers presents opportunities for the development of research and scholarship, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula. First-time graduate students, professionals, and adults returning to school pursue master's degrees, doctoral degrees, professional credit, certificates, or non-degree study. The funding models for graduate and professional education vary considerably from unit to unit. Each of the schools offers specific information on aid, fellowships, assistantships, and scholarships. The Graduate School–Newark (GS–N), Graduate School–Camden (GS–C) and the Graduate School–New Brunswick (GS–NB) (which merged in July 2017 with the RBHS Graduate School of Biomedical Sciences (GSBS) to form the School of Graduate Studies (SGS)), as well as other organizations at Rutgers, provide a wealth of professional development workshops, courses, and resources to supplement graduate students' and postdocs' academic and scholarly endeavors while at Rutgers.

The University's graduate programs aspire to excellence and require a unified, integrated and robust infrastructure that will support the education and training of future scholars, break down traditional silos, and enhance opportunities for interdisciplinary training. The SGS was established to remove historical structural obstacles, facilitate interactions and training opportunities within and across disciplines, and foster stronger collaborations across the faculty. SGS also provides opportunities to optimize and synergize operations that existed in the two schools, with the intent of creating a single infrastructure that enhances graduate education and support similar to models found at the University's AAU and Big Ten peer institutions. The creation of the SGS was the first step towards harmonizing common processes and procedures across the various disciplines. The SGS will work closely with GS–N and GS–C to assure that graduate students across Rutgers have access to the best in training, technology, and research infrastructure within their discipline, while providing professional development opportunities for cross-disciplinary training. The creation of RBHS generated a significant change in the structure and organization of the administrative units responsible for graduate programs, and resulted in the plan to create the unified graduate school for RBHS and Rutgers–New Brunswick. The integration of biomedical and health science units into Rutgers has provided an unprecedented opportunity to create a comprehensive infrastructure to support graduate training in the biomedical sciences, life sciences, physical sciences, engineering, social sciences, and humanities.

This effort will be enhanced by the newly established RBHS Office of Interprofessional Programs, with a mandate to facilitate the development, implementation and evaluation of

interprofessional educational, clinical and research programs within and between the schools, clinical units and institutes that comprise RBHS and across the University. The range of health professions students educated at RBHS allows for the development of innovative interprofessional learning opportunities that provide students from a wide range of disciplines to learn about, from, and with each other. This will ultimately improve the health outcomes of patients as these Rutgers graduates work in high-functioning, collaborative teams. The programs utilize small and large case-based sessions, student-run clinics, community-based clinics and simulated case-based learning to provide real world situations for skill development and education.

The graduate units provide multiple professional development opportunities to assist graduate students in preparing for their careers. One example of a career-development program that is available to all Rutgers students/postdocs within the biomedical/life sciences is iJOBS, an initiative funded by the National Institutes of Health for the biomedical fields. Similar programs are found for other graduate education fields at the University. The Teaching Assistant Project (TAP) in New Brunswick prepares TAs for the professoriate and the PreDoctoral Leadership Development Institute helps to prepare PhDs to assume leadership roles during their careers.

Graduate student financial support is available in three general categories: merit-based aid such as fellowships, assistantships, and scholarships; need-based grants and employment; and non-need based loans – federal and private. Many graduate students have appointments as Teaching (TA) or Graduate Assistants (GA) to help them not only learn the skills of their disciplines but to offset the expenses of their studies. TAs and GAs at Rutgers are part of the AAUP-AFT collective bargaining unit.

Criterion 7 - *Third-party Providers of Student Learning Opportunities*

Rutgers does not use third-party vendors to create curriculum or provide other student learning opportunities.

Criterion 8 - *Assessment of the Effectiveness of Student Learning Opportunities*

Periodic assessment is fundamental to Rutgers University's efforts to ensure that it is fulfilling its mission and achieving its goals in the critical areas of teaching and learning. In 2016 the New Brunswick Office of Undergraduate Academic Affairs (UAA) created a Working Group to enhance student learning, outcomes assessment, and support best practices in assessment within the division. The group's final assessment report details five recommendations for changes to support comprehensive assessment measurements and analysis across all departments. Further information on this is included in the chapter on Standard IV, under Criterion 6. The University's broader educational effectiveness assessment is described in detail in the chapter on Standard V, including details on the Assessment Council on Learning Outcomes, and the newly created Assessment Council on the Student Experience.

Educational effectiveness is closely tied to the effectiveness of University teaching, and Rutgers has long been involved in the assessment of teaching. The Center for Teaching Advancement and Assessment Research (CTAAR) began in 1992 as the Teaching Excellence Center (TEC) at

New Brunswick, with companion TEC's at Newark and Camden. CTAAR has been the institutional leader on teaching the Rutgers community about the importance of assessing student learning outcomes, and provides workshops and seminars on issues related to assessment, information technology, and teaching to faculty groups, individual schools, Teaching Assistants, Part-time Lecturers and administrators. This is also reviewed in the chapter on Standard V, under Criterion 2.

Conclusion and Suggestions

Rutgers University provides learners with a wide range of programs both in the classroom and online, designed and delivered by a faculty supported with numerous programs to expand pedagogical capabilities. Research is key to the University achieving its mission. There are abundant resources in place to assist faculty in sourcing funding for their aspirations, and including undergraduate and graduate students in their work. Rutgers has infused funding into multiple areas to nurture and expand underrepresented faculty diversity and to support all faculty in achieving peer recognition of their outstanding work.

To assist students in achieving their educational goals, the University has expanded academic advising and programs to support learning taking place across Rutgers, beginning before students enroll and continuing after the completion of their current studies. Rutgers is fortunate to have one of the most diverse student populations in the country, and to operate in one of the most diverse states in the nation. The University strives to develop an inclusive environment for learning, and attract the highest academic achievers in New Jersey as well as those who have the aptitude for academic greatness but may have not yet received the best opportunities.

Self-Identified Suggestions Related to Standard III

Assess the effectiveness of the recent changes to the research administration functions, including the new Excellence in Research and the online Research Administration and Proposal Submission System (RAPSS), to ensure that the goals of improved performance and increased analytic capabilities have been met.

Primary Responsibility:	Office of Research and Economic Development
Assessment:	Assessments should occur after full implementation has been completed, and the new systems have been in operation for a period of three years.

Complete the work of the various instructional technology committees, including the Working Group on Learning Management Systems, and develop comprehensive implementation plans for transition, orientation, support and needs for special assistance.

Primary Responsibility:	Office of the Senior Vice President for Academic Affairs and the Senior Vice President and Chief Information Officer
Assessment:	Design a regular evaluation process to ensure that instructional technology operates efficiently and remains state-of-the-art.

Standard IV – Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

This chapter will review how Rutgers meets Standard IV and fulfills Requirements of Affiliation 8, the evaluation of programs and the documentation of program success; 9, student learning programs; and 10, the planning for student achievement of educational goals, learning, and institutional assessment.

The discussion of these topics all connect with the [University Strategic Plan](#), which identified transforming the student experience through the delivery of "efficient, student-centered academic and career services and counseling, and improving the infrastructure that has the greatest impact on [students'] daily lives."

Criterion 1 - *Policies and Processes for Student Success*

Provision of Information on Expenses and Financial Aid

In support of its core values of providing access and embracing diversity, Rutgers is committed to providing prospective and enrolled students with useful, timely and comprehensive [information](#) concerning cost, value, financing options and responsible borrowing. The [Office of Financial Aid](#) (OFA) provides applicants with information on current costs both in the [Rutgers Net Price Calculator](#) and on the [Student Accounting Services](#) website. The information is regularly updated and newly admitted and continuing students are notified to access the information both by the OFA at the time of student aid offers, and by Student Accounting Services when the information is updated. In 2016, with the help of the Office of Information Technology (OIT) resources, the OFA redesigned its website to enhance its mobile compatibility and to combine the previous separate websites for legacy Rutgers students and RBHS students. A new dedicated Communications Manager within OFA has promoted an increase in social media interactions and website usage.

A Check-In kiosk at OFA locations collects information from arriving students then tabulates data related to student service, including the number of visits, wait time, frequently asked questions, common topics, etc. Users select the reason for visit, facilitating efficient staff response, as well as the transmittal of all current student financial aid data at the moment of contact, which has resulted in many [improvements](#).

OFA continues to explore options using outside vendors ([SALT](#), [iGrad](#), [FACTS](#)) to expand the University's financial literacy portfolio and ensure that Rutgers students have the knowledge needed to make informed financial decisions. This is especially important since Rutgers students on all campuses [qualify](#) for as much or more financial aid as students at peer institutions. A workshop series called "Life After Debt" is conducted in partnership with [Student Support](#)

Services and campus partners in New Brunswick. Also, all campuses require first-year and transfer students to complete a series of online modules including Transit-Financial Wellness Training, to boost students' financial literacy. Nevertheless, there still is concern over the increase in student borrowing in recent years, and the OFA continues to explore ways of ensuring that students fully understand the financial obligations incurred when accepting loan options. OFA continues to keep financial literacy in the forefront and to develop programs to help all students understand the principles of debt management and financial planning.

In keeping with standards promulgated by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the OFA website describes different types of aid, such as scholarships, grants, loans, and work study to provide students with the tools needed to understand the aid offered and its resultant financial obligations. For prospective undergraduates, information is readily available online regarding scholarships, loans, and repayment logistics. Similarly, for graduate students there are multiple sources of information to help guide enrollment decisions including financial aid, as well as the many school and graduate program sites that enumerate merit-based funding opportunities; see, for example, websites for Rutgers Business School, and the School of Communication and Information. For all students, Policy 10.3.2 - Student Residency For Tuition Purposes provides comprehensive information about student residency status and the appeals processes.

As reviewed in the chapter on Standard II – Ethics and Integrity, the University has developed numerous programs across all locations to ensure accessibility and promote affordability. Rutgers also offers multiple financial aid and educationally supportive programs that are designed to assist socio-economically disadvantaged students. These programs include the New Jersey Educational Opportunity Fund, a state funded program, the University-wide Rutgers Future Scholars Program, which generates extraordinary outcomes; the Bridging the Gap Program in Camden; and RU–N to the TOP in Newark.

Preparation for Collegiate Work

All campuses have procedures to administer placement tests for new undergraduate students in Math, English and the foreign languages. Rutgers–New Brunswick and Rutgers–Camden offer online testing and at Rutgers–Newark placement testing is administered through the College of Arts and Sciences.

Across the University, there are learning centers, transitional support services, individualized and group tutoring centers in particular academic areas for undergraduates and specialized courses for graduate students, as well as courses for those who need to enhance writing skills, all referenced in Appendix IV.1. Student Support Services, offered on all campuses, provide individualized tutoring, academic coaching, and peer mentorship for low-income and first-generation students. At Rutgers–New Brunswick, the office of Student Access and Educational Equity (SAEE) provides transitional support for incoming students through the coordination of multiple offices and programs. Educational Opportunity Fund (EOF) students on all campuses have opportunities to improve writing and math placement through participation in the EOF Summer Institutes (see for example the SAS EOF Summer Institute). Additionally, the federal TRIO grant programs on all campuses, including the Upward Bound and Upward Bound Math-Science programs, which have been at Rutgers-New Brunswick for 50 years, assist in preparing

students in local communities for college level work, helping them with graduating from high school and entry to college. The long-standing Learning Assistant Programs in New Brunswick and Newark employ academically successful undergraduate students to work directly with undergraduate students in specific courses to facilitate student learning and help students master course material.

Orientation, Advisement, and Counseling

With the goal of facilitating students' adjustment to Rutgers and enhancing the likelihood of persistence to the degree, all undergraduate and graduate units, in conjunction with Student Affairs, provide orientation programs at New Brunswick, Newark, and Camden. Given the breadth of Rutgers offerings, these orientations are delivered at varying times and in multiple formats. Most undergraduates, for example, participate in a summer orientation; orientations for RBHS students and the School of Graduate Studies convene in August, and the School of Health Professions provides an online option. Rutgers Global also provides a week-long orientation that helps new international students become acquainted with Rutgers expectations and the norms of being a student in the United States. In Newark, the Office of International Student and Scholar Services assists over 1,500 international students, scholars and dependents in having a productive experience at the University. The office provides support in cultural and social adjustment, expertise on compliance with immigration laws and regulations, and assists academic departments in the international programs.

In preparation for enrollment, incoming first-year and transfer students are advised and encouraged to participate in Academic Planning and Advising (APA). Each school has a designated advising office, and Rutgers has made a priority of providing greater personalization in the advisement process. Many schools and units have supplemented faculty advising with a cohort of professional advisors who work with students on graduation and course planning, academic probation issues, policies, goal setting and successful degree progression and completion. These professional advisors follow the standards set by the National Academic Advising Association (NACADA). RBHS schools provide academic support to meet the specific accreditation standards of each particular discipline.

In 2015 the Rutgers–New Brunswick Chancellor formed a Task Force on the First-Year Experience to review the coordination of services for new students, from first impressions through first-year success. The final report proposed new approaches for easing the transition from high school to college and identified current practices to be continued, strengthened, expanded or omitted. The Task Force recommendations are currently under consideration in the New Brunswick Chancellor's office.

As a result of an initiative by the Rutgers–Newark Chancellor, in 2017 the SOAR (Student Orientation Advisement and Registration) Program was launched, which combines course advisement, registration, and an introduction to campus life into a single program for all first year students and a pilot group of new transfers. The program will be further tailored and widely expanded to new transfer students in 2018.

Rutgers–New Brunswick and Rutgers–Newark began utilizing the Student Success Collaborative (SSC) campus platform system in fall 2016 and Rutgers–Camden launched its platform in spring

2017. SSC is a toolbox for academic and other student advisors that leverages a "predictive analytics" engine to make a meaningful predictive evaluation of the attrition risk and opportunity for success of current students based on coursework in a particular major program and gives advisors the ability to intervene in a timely manner. The platform relies on ten years of secure data on Rutgers' undergraduate student academic performance information. This data-driven approach to advising also provides a means of referring students to appropriate support offices and notifies advisors when students utilize these.

Once the system is fully implemented, the use of key indicators of its effectiveness will be the success of targeted outreach campaigns, and the change in risk ratings for student populations. Ultimately, the best assessment of effectiveness will be provided by retention and graduation rates. Additional advising resources are included in Appendix IV.2. Identifying the specific enrollment points where students would most benefit from targeted academic support helps ensure academic success and improve the overall educational experience.

In partnership with academic advising, the Deans of Students at New Brunswick, and Camden, as well as advisors within individual academic units, provide a comprehensive case management approach to guide students to the right professional staff for assistance. The staff have the appropriate academic credentials and licenses to serve Rutgers and its students with distinction. Critically important, the Student Health and Counseling personnel at New Brunswick, Newark, Camden, and RBHS provide wide-ranging services to undergraduate and graduate students in a coordinated fashion.

Comprehensive medical, mental health, psychiatric, alcohol/drug/nicotine counseling, and health promotion/outreach services are available to students. Some services are location-dependent and provided in cooperation with local area hospitals and medical professionals. All health services providers use electronic medical records to assist with referrals for students; each department/unit has reached or exceeded quality assurance standards and all health centers have been reaccredited by the Accreditation Association for Ambulatory Health Care (AAAHC) or American College Health Association (ACHA).

In fall 2012 services for Rutgers students with disabilities were assessed. Based on the results, the services for students with disabilities were consolidated into one University-wide Office of Disability Services and a 3-year strategic plan (2013-15) was developed. Other recommendations included: increase staffing to match peer institutions; improve student supports and services; enrich outreach and training related to disability awareness and initiatives; improve accessibility for web and other information technologies; conduct facility condition assessments of buildings throughout the University and develop a priority list of improvement plans and funding for facility accessibility; create councils and groups to address disability initiatives throughout the University; and transition to a completely web-based tracking and request system. Following this reorganization the response times to student requests have been reduced by half, surveys of students utilizing ODS services have been undertaken in 2015 and 2016, and strategic planning is underway. Employers with an interest in hiring students with disabilities are featured at career fairs, and ongoing programming includes invited speakers and student run events.

Given the size of the Rutgers student population, academic requirements, procedures and support services are governed and provided via the student's academic unit of registration. While

administered and staffed according to the size and mission of the unit, all academic requirements and policies are available in the appropriate catalog as well as in the graduate program handbooks, (e.g., the graduate program in Anthropology). The School of Arts and Sciences has Advising Centers located on Busch, College Avenue, Cook, Douglass, and Livingston campuses. In Newark, the College of Arts and Sciences and University College assign students to specific advisors and all academic units have an office of academic advisement. The Camden campus has a centralized Office of Academic Advising for Arts and Sciences, undeclared, pre-business, and pre-engineering students. Each of the other schools on the campus has its own academic advisement office. All units in RBHS handle academic advisement independently. Specific initiatives in this area are discussed in the chapter on Standard III - Design and Delivery of the Student Experience.

The Academic Support Services for Student Athletes (ASSSA) staff monitors degree progress and provides academic mentoring for Rutgers–New Brunswick Division I student-athletes. In the 2016 national Graduation Success Rate (GSR) report for NCAA Division I, four Rutgers teams posted perfect scores of 100, and the remaining 16 teams scored above 80. Rutgers Athletics posted an overall score of 86, its eighth consecutive year with a score of 84 or above. At Rutgers–Newark, the Athletics Department will soon launch a program in cooperation with the Newark Career Development Center that will bring former student-athletes who are now successful alumni back to campus to provide advice and support to current students, similar to the work of the ASSSA staff in New Brunswick.

Student Achievement

Primary among the standard student performance indicators for academic and other support programs are student retention and graduation rates. First-year retention rates of first-time, full-time degree-seeking undergraduate students vary by campus; the most recent figures indicate an 82% retention rate in Camden, an 86% rate in Newark, and a 92% rate in New Brunswick, including RBHS. These figures are comparable with the first-year retention rates found at peer institutions, and all have held steady or shown improvement in recent years. Rutgers graduation rates compare favorably for the most part with the graduation rates at peer institutions, and the University continues to strive to close the gap on this important measure of academic success. More detailed information about how each Rutgers location compares to its identified peer institutions may be found on the College Scorecards for Rutgers–Newark, Rutgers–New Brunswick, and Rutgers–Camden. Rutgers' underrepresented minority students attain graduation rates that approach or exceed similar student groups at peer institutions.

Career Services offices throughout the University maintain statistics on employment and graduate school attendance for New Brunswick, Newark, and Camden graduates. The New Brunswick University Career Services (UCS) office's strategic plan, Vision 2020, focuses on three pillars of excellence: (1) Preparing Students for Career Success (2) Engaging With and Exploring the World-of-Work, and (3) Fostering Employer Relationships. Post-graduation outcomes show that the overall placement rate of Rutgers–New Brunswick graduating students in 2016 has increased to 86%, up from 79% in 2014. The percentage of graduating students reporting that UCS recruiting services contributed to post-graduation employment success increased by 20 points overall (including a 30-point increase among School of Arts and Sciences graduates). With the implementation of a new career cluster approach to transform the

perception that Career Services is simply a provider of general information about the labor market, the Office now works to provide students with more detailed industry-specific knowledge that can translate more directly into employment opportunities.

In RBHS schools, career planning is discipline-specific. At the medical and dental schools students are 'matched' to career opportunities upon graduation via accreditors; the other RBHS schools use University Career Services to support students and graduates. The National Medical School Match Rate is 94%, and in 2017 the Rutgers New Jersey Medical School had a match rate of 98%, and the Robert Wood Johnson Medical School had a match rate of 95%. The National Dental School Match Rate is 67%, and in 2017 the Rutgers School of Dental Medicine had a match rate of 90%.

The Career Development Center in Newark is committed to helping students make connections between academic experiences and desired career paths, as evidenced by the outcomes. In 2016-17, the Newark Chancellor's Office funded a review of Career Development to determine proper resourcing levels and identify best practices. Also, Rutgers–Newark has partnered with the Braven organization to make Braven's Career Accelerator program available to undergraduates; its report provides end of the year results for AY 2015-16.

The Rutgers–Camden Career Center was evaluated in 2011 and found to follow many best practices regarding outreach, use of technology, comprehensive array of services, and staff qualifications. The Chancellor initiated an Experiential Learning Task Force in 2015 to raise the profile of experiential learning across the campus, resulting in the creation of an Experiential Learning Advisory Council to coordinate, and expand experiential learning opportunities for students; and the creation of an Internship Task Force to coordinate and increase internship opportunities for students. The Council developed an Action Plan to document the desired outcomes and objectives of coordinated experiential learning initiatives across the campus. Rutgers–Camden partners with Campus Philly, a non-profit regional organization that acts as an internship accelerator for the region.

Developing more comprehensive University-wide monitoring systems to identify students' post-Rutgers activities is a University priority.

The John J. Heldrich Center for Workforce Development at Rutgers has tracked the wages of Rutgers graduates employed within New Jersey for cohorts of graduates from 1999 through 2012, and presents wages in the second and fifth years after graduation from Rutgers–Camden, Rutgers–Newark, and Rutgers–New Brunswick. Data on graduates enrolled in New Jersey institutions of higher education by field of study are also available for cohorts of graduates in the second and fifth year after graduation, showing the percentage of graduates who have continued on to graduate study at a New Jersey institution of higher education. These post-graduate enrollment data are presented separately for Rutgers–Camden, Rutgers–Newark, and Rutgers–New Brunswick. Both sets of Heldrich data apply only to graduates who remain in New Jersey after graduation, but even with that limitation, they portray graduates' salary growth from year two to year five and also show relatively high levels of participation in post-baccalaureate education.

Transfer Student Data are reported separately for each Chancellor's area. The University is a member of NJ Transfer, a program to facilitate the transfer of associate degree holders from NJ's 19 community colleges to one of the state's 25 participating four-year colleges and universities. A Comprehensive State-wide Transfer Agreement based on 2008 NJ legislative action details eligibility requirements and curricular distribution requirements which enable qualified candidates to effect a seamless transfer of 60 credits and the completion of all lower division general education requirements. A user-friendly website provides college-specific course-by-course equivalency information and recommended transfer programs for individual baccalaureate majors. Course information is regularly updated by all participating institutions. The State of New Jersey Office of the Secretary of Higher Education prepares Annual reports on the transfer of credit under the NJ Statewide Transfer process.

RBHS units have minimal transfer activity given the cohort-based nature of its highly structured curricula. For those programs that do admit transfers at the School of Health Professions, School of Nursing, and School of Public Health, policies are promulgated to assist students with maximizing prior credits earned.

Transfer students comprise almost half of Rutgers–Newark's typical fall cohorts. The institution has been particularly supportive in this area being recognized by the 2016 Phi Theta Kappa Transfer Honor Roll, which highlights excellence and success in community college transfer practices. There are also specific policy pages for information about transferring into the Rutgers Business School and the School of Public Affairs and Administration. At Rutgers–Camden, the opening of the Office of New Student Programs in 2011 incorporated all new student assistance programs, including services to transfer students, into one operation. More than half the Rutgers–Camden fall 2016 incoming class members were transfer students.

In New Brunswick, the recent Report of the Task Force on Transfer Students documents the assessment of current practices and provides direction for the improvement of services to transfer students. Responding to two of the most important recommendations, Rutgers–New Brunswick created a "Chancellor-Level Standing Committee" to coordinate policies and programming, and is developing a centralized website for transfer students that will be a repository for clear and consistent policies that cover all schools and programs at Rutgers–New Brunswick. The report calls for administrators to provide "speedy transcript evaluation." At the graduate level, each academic unit establishes transfer credit limits and the specific discipline reviews individual requests for course credits. There are numerous academic agreements between Rutgers and other educational institutions for cooperative academic offerings and to facilitate the transfer of credits in the completion of degrees.

The individual academic units govern experiential learning credit opportunities. In New Brunswick the Chancellor charged a Task Force to Enhance Experiential Education for Undergraduate Students to study experiential education programs. Their final report recommends that all New Brunswick undergraduates participate in high-quality experiential education experiences and that the funding needed to support this expansion be provided. The specific recommendations are currently under review in the Chancellor's office. Also, the New Brunswick Office of Student Affairs offers a Leadership and Experiential Learning program.

As noted above, experiential learning was identified as an important area of focus in the Rutgers–Camden Strategic Plan. An Experiential Learning Task Force was established to review and assess experiential education on the Camden campus, including course offerings that include experiential learning, and opportunities for students to participate in undergraduate research, internships, learning abroad, and civic engagement. The Task Force will make recommendations for increasing or improving those educational efforts.

Rutgers–Newark is a member of the New Jersey Prior Learning Assessment Network (NJ Plan), a consortium of New Jersey Colleges and Universities. The program provides an assessment process designed to allow students to earn college credit for the college-level knowledge acquired outside the classroom without the need to take courses to acquire competencies already mastered. The Rutgers Business School–Newark and New Brunswick provides a robust Experiential Learning Program for teams of undergraduate business students who work with small businesses in northern and central New Jersey using a problem solving approach.

Additionally, in some Rutgers schools, students can earn credits for prior learning by other methods, including the College-Level Examination Program (CLEP), the Thomas Edison Credit-by-Examination Program (TECEP), or by portfolio assessment. Some schools consider transcripts from the Army, Navy, and Marine Corps based on the American Council on Education recommendations and the college academic approval process. The Air Force also has an accredited community college that documents experiential credits.

Criterion 3 - *Student Information and Records*

All policies, procedures, and practices on the secure maintenance and appropriate release of student information comply with FERPA and are continuously monitored. Multiple layers of accountability and oversight include work conducted by the Office of the Registrar, Records Management, and University Ethics and Compliance. These offices work together to assess and oversee practices, including conducting audits of practices and protocols. In addition to the guidance provided by academic deans' offices, the Records Management Office assists departments with developing Records Retention and Disposal Schedules and a formal policy, Policy 30.4.5 - Records Management is in the Policy Library. Several departments receive annual training regarding FERPA and record retention requirements to augment the frequent dissemination of policy requirements. The Office of Information Technology's Information Protection and Security Department also facilitates the strategic coordination of all information security activities, including the security of student records. It sets a common vision, strategy, principles, and practices, which includes deployment of effective security solutions and incident reporting that help deter the activities of unauthorized persons.

Rutgers Health Services has repository and records policies that comply with HIPPA requirements and RBHS recently digitized all of its paper records dating from 1960-1998 to codify materials storage practices and to meet current standards for records management. During the period of this Self-Study, the University is considering creating a FERPA release form repository that will be centrally maintained and accessible by the various departments that access such data.

In fall 2015, Rutgers partnered with Deloitte Consulting to conduct a comprehensive assessment of enrollment management (admissions, financial aid, and registrar) and student account functions across the University, with the goal of improving the student experience, student services, and compliance. Disparate enrollment and other student services (e.g., ID cards, parking, e-mail, transportation, and recreation services) were given special attention. Deloitte provided recommendations on ways that Rutgers can improve the student experience and improve business processes. Rutgers is now working to create a "best-fit" operational model for enrollment management and student accounting, based on the Deloitte assessment. The new design will likely include realignment of roles and responsibilities to ensure sufficient separation of duties, and the identification of policies and procedures for revision to improve compliance, technology integration, service levels, and service delivery to students.

Criterion 4 - *Student Life, Athletic, and Other Extracurricular Activities*

The organization of Student Affairs has undergone a significant transition since the last Middle States decennial visit. The position of one University-wide Vice President for Student Affairs transitioned into student affairs units reporting to Vice Chancellors in New Brunswick, Newark, and Camden. While each Student Affairs program is designed to meet the specific needs of students on that campus, all the offices and programs share the same vision and follow the professional standards established by the Council for the Advancement of Standards in Higher Education (CAS).

Student Governance

Across all campuses, students have myriad opportunities to engage in leadership programs and participate in organizational and institutional governance. The Rutgers University Student Assembly (RUSA) in New Brunswick, the Student Governing Association in Newark, and the Student Government Association in Camden represent students' interests in governance matters on their respective campuses. The Graduate Student Association represents graduate students at Rutgers–New Brunswick. Teaching Assistants (TAs) and Graduate Assistants (GAs) across Rutgers University are unionized, with representation by the Rutgers Council of AAUP Chapters, American Association of University Professors-American Federation of Teachers, AFL-CIO.

Residential Students

As one of the largest university-based housing programs in the world (18,653 spaces), Student Affairs offices focus on ensuring that the facilities, programs, and student support efforts are in alignment with the University's Strategic Plan at Rutgers–New Brunswick, Rutgers–Newark, and Rutgers–Camden. Residence Life for RBHS students offers a range of different programs to meet the needs and interests of students in different geographic locations and in different stages of life, including the non-traditional age of many of the students. Committed to enhancing the curricular offerings in the classroom, Residence Life also works in collaboration with faculty and decanal units in the development of living-learning programs in New Brunswick, Newark, and, thematic residential floors at Camden. At least 25% of the Rutgers on-campus population participates in Living-Learning Communities. Rutgers Alcohol & Other Drug Assistance

Program (ADAP) has long been the nation's leader in assisting recovering students in residence, facilitating outstanding achievements.

Given its vast residential population, the Residence Hall Association (RHA) in New Brunswick fosters many opportunities for student participation. As the largest on-campus organization, RHA serves as an advocate and represents all residents when conferring with Dining, Facilities, RU-tv, Transportation, and Parking, and other institutional offices.

Student Diversity and Inclusion

Rutgers is committed to facilitating student development and success, especially by fostering a diverse and inclusive community. For example, Rutgers–Newark hosts the Newark LGBTQ and Intercultural Resource Center, Rutgers–New Brunswick supervises several Cultural Centers and Rutgers–Camden has many cultural opportunities. Rutgers Global works collaboratively across the University on efforts to extend the University's global reach. The chapters on Standard II, in Criterion 2; Standard III, in Criterion 4; and Standard IV, in Criterion 1 review other aspects of establishing a climate of diversity and inclusion.

The Office of Veteran and Military Programs and Services (OVMPS) provides support to student-veterans, and their families, across the University, and Rutgers has received accolades for being a military-friendly campus, Best for Vets, and a Purple Heart University. Following the development of a strategic plan in April 2016, staffing and resources were expanded, based on an approximately 125% increase in the population of student-veterans. Improved policies, processes, and procedures were adopted. The University has a U.S. Department of Veterans Affairs employee on site four days per week to ensure that student-veterans receive entitled benefits. The U.S. Department of Veterans Affairs conducted a recent audit of the OVMPS, and no changes were requested. Rutgers is also home to three ROTC programs: Army ROTC, Air Force ROTC, and Navy ROTC, which also provides commissioning for the U.S. Marines.

Athletics

New Brunswick has NCAA Division I athletics programs while Newark and Camden are in Division III. Collectively, nearly 1,200 student-athletes participate in the programs. Rutgers is committed to administering Athletics programs with integrity and in accordance with NCAA policies.

Since the last MSCHE Decennial visit in 2008, the Periodic Review Report on May 31, 2012, and the June 13, 2013 letter from the University to MSCHE in response to a request for details on recent developments within the Rutgers–New Brunswick men's basketball program, the University has tackled issues regarding NCAA compliance. These issues include disciplinary infractions by student-athletes, and the ultimate removal of several coaches and the Director of Intercollegiate Athletics. Recently Rutgers was under review by the NCAA for potential rules violations involving the former head football coach and his communication with a member of the faculty on behalf of one of his student-athletes, violations in the prospective student-athlete host/hostess program, and inconsistencies in the administration of the Department of Athletics' drug testing procedures and policies. An NCAA hearing on these recent items took place on

July 14, 2017, and the NCAA Public Infractions Decision was issued in September 2017. The University has cooperated fully with these investigations, including self-discovery and self-reporting of several items.

On July 22, 2013, an independent review of the events preceding the dismissal of the former Rutgers–New Brunswick head men's basketball coach was released, with recommendations from the report considered in the development of the new University Ethics and Compliance office, initiated in 2014. The chapter on Standard II - Ethics and Integrity, includes further discussion of this office. A new Director of Intercollegiate Athletics joined the University in 2015, and a number of coaches have been replaced. In response to the recent NCAA review a website was created to be an information clearinghouse on the status of the proceedings, which were concluded with the NCAA decision released on September 22, 2017.

On July 1, 2013, Rutgers–New Brunswick joined the Big Ten Athletic Conference and the Big Ten Academic Alliance. In 2021 the University will begin to receive the full financial benefit of joining the conference, and the Division I athletics program at Rutgers–New Brunswick is projected to be independent of financial support from the University by then. While the period of transition from the Big East, and subsequent American Athletic Conference to the Big Ten has not been free of turmoil, the University expects that the new leadership combined with a new financial model will provide outstanding opportunities for the student-athletes participating in the 9 men's and 13 women's programs.

Student-athletes' academic progress rate (APR) is an important measure of the Division of Intercollegiate Athletics' off-field and -court success. For the 2014-15 APR report, Rutgers–New Brunswick had nine teams in the top 30 percent of their respective sport, including four teams which had perfect multi-year APR's. Additionally, in 2015, the student-athlete grade point average exceeded the overall student grade point average, both for the semester and cumulatively. In the most recent Graduation Success Rate (GSR), for the 2006-09 cohorts, all but one Rutgers program had a GSR that equaled or exceeded the federal rate.

Varsity athletic programs at Newark include seven men's sports and seven women's sports, and Camden supports nine men's varsity athletic teams and ten women's teams. Both programs provide student athletes with an opportunity to participate in athletic competitions and to represent the University.

In addition to varsity athletic programs, Rutgers University offers comprehensive club sports, intramural and recreation programs at New Brunswick, Newark, and Camden, with an emphasis on student fitness and wellness.

Other Extracurricular Activities

In New Brunswick there are over 450 student organizations and clubs with a full calendar of events and programs, and multiple opportunities for leadership development and experiential learning. It is home to 36 general and social fraternities and nine national sororities, 26 culturally-based Greek-lettered sororities and fraternities, and 14 professional fraternities and sororities. The Fraternity and Sorority Affairs website includes a Standards & Accountability

webpage that includes all of the policies, chapter performance statistics, and chapter conduct status details.

In Newark, over 150 student organizations provide opportunities and events for participation in areas of current interest as well as the chance to explore something new. The postings on the Student Life website suggest that there is always something to do across the Newark campus throughout the semesters. The Camden Student Activities website directs students to the myriad clubs and organizations, Greek life, and community service opportunities that are available on the Camden campus.

All campuses promote civic engagement programs, sometimes funded by challenge grants from the campus Student Affairs Offices, such as the Dance Marathon at Rutgers–New Brunswick, the Tunnel of Oppression program at Rutgers–Camden and the annual Community Engagement Day at Rutgers–Newark.

Criterion 5 - *Utilization of Third-Party Providers*

Rutgers' use of third-party service providers is minimal. Enrollment Management has contracted with a third-party vendor to answer phones and address questions for the Financial Aid and Student Accounting offices during high-volume periods. However, there have been challenges with the vendor. Enrollment Management is making use of the findings from the Deloitte study to evaluate options, which may include either contracting with a new provider or bringing the operations back in-house to create a one-stop shop model.

The Counseling Center at Rutgers–Newark contracted with Therapist Assisted Online (TAO) to provide counseling services starting in the fall 2016 semester. Through the procurement process careful vetting of TAO took place, assessment processes will be implemented once it has been in operation for a full year. Rutgers–Newark Health Services utilizes Citra Health Solutions to manage the Rutgers–Newark 24-hour nurse line during nights and weekends when Health Services is closed. Utilization Review and Accreditation Commission assessment takes place every two years.

Since August 2016, Newark has contracted with a new food service provider, Gourmet Dining Services (GDS). Rutgers–Newark Dining Services conducted two surveys at the beginning of spring 2017 in an effort to gauge community reaction to the new dining partner, assess progress, and offer feedback to improve offerings. In addition, every customer who uses GDS catering services for an event on campus is asked to complete a satisfaction survey.

Criterion 6 - *Assessment of Programs Supporting the Student Experience*

The assessment of the student experience and student support services has been a high priority since the 1990s. Multiple metrics are used to gauge student satisfaction, academic performance, demographic data, student awards and competitive scholarships, graduation rates, retention rates, demographic and academic profiles of incoming classes. Assessment of effectiveness takes different forms at the RBHS schools due to the specialized nature of the accrediting requirements of the programs. Rutgers is currently implementing the Student Experience Improvement

Initiative (SEII) as part of the Strategic Plan's priority to "transform the student experience." The objective of SEII is to create one-stop gateways at each Rutgers campus providing students access to all university services necessary for their success from their initial application to the University through their post-graduation accomplishments. The project is being phased in over several years.

The Campus Climate Assessment on Sexual Violence project, entitled #iSPEAK, began in 2014 when the White House Task Force to Protect Students from Sexual Assault invited Rutgers–New Brunswick to pilot a campus climate survey tool on sexual assault. The School of Social Work adapted the survey from materials developed by the Department of Justice's Office on Violence Against Women, and they delivered their results in August, 2015. The project has since received national attention by colleges and universities. The results of #iSPEAK inspired the ongoing End Sexual Violence campaign, and there is also a related project underway at Rutgers–Camden.

Rutgers–New Brunswick participated in a national survey assessing institutional climate and campus practices during the fall 2016 and spring 2017 semesters through participation in the national Diverse Learning Environment survey. The results of the survey will be made available once the data have been analyzed.

The Office of Institutional Research conducts a robust survey program that includes participation in nationally and University developed survey instruments. These survey activities are part of the University's commitment to institutional assessment and effectiveness, and to sustaining a culture of evidence and institutional improvement based on the findings. The number of independent survey projects across the University that involve Rutgers students has increased rapidly in recent years, and there is concern that the number of surveys is burdensome and contributing to a general decrease in survey response rates, particularly with the Rutgers' student population.

In keeping with the tenets of the University's Strategic Plan, significant efforts have been directed to revitalizing assessment efforts in the newly integrated organization. Academic units' assessments of curricular learning goals and student performance are discussed fully under Standard V – Educational Effectiveness Assessment. Other units, particularly those that directly serve students, have also established assessment committees and activities that evaluate programmatic goals and identify paths for improvement.

Several departments, including Career Services, Dean of Students, Disability Services, Academic Advising, and Enrollment Management have hired third party/external consultants to review, analyze, and to consider best practices for and make recommendations to the University for reorganizations, changes in service delivery, staffing levels and budget. These external reviews have been particularly helpful.

In January 2015 the Division of Student Affairs in New Brunswick began a division-wide strategic planning process to align its goals with the recently released University Strategic Plan. The resulting Student Affairs Strategic Plan outlines its new mission, vision and core values to be undertaken in the 2016-20 timeframe. One key recommendation related to Student Affairs' organizational development was the need to "cultivate an evidence-based and outcomes-driven culture that leverages data to inform decisions and practice." In line with that recommendation,

the unit developed a [Rutgers–New Brunswick Student Affairs Assessment Plan](#) and hired a Director of Student Affairs Research and Assessment in 2016. A new Council to monitor and coordinate the assessment of initiatives to improve the student experience University-wide is described under Standard V.

The Rutgers–New Brunswick [Office of Undergraduate Academic Affairs](#) (UAA) was charged in 2016 with creating a Working Group to enhance student learning, outcomes assessment, and support best practices in assessment within the division, which included a survey of assessment practices across the eleven departments of the office. The survey revealed that one-third of the departments have defined metrics to determine the successful use of resources, and nearly all are undertaking regular assessment measurements and comparisons with other universities and departments. The final [assessment report](#) details five recommendations for changes to support comprehensive assessment measurements and analysis across all departments.

1. Establishment of an Outcomes and Assessment Office headed by a Director of Outcomes and Assessment;
2. Support for full-time outcomes and assessment staff within large UAA Departments;
3. The formal creation of a permanent Outcomes and Assessment committee within UAA;
4. Creation of a UAA Assessment Support Fund to provide financial assistance for departments on a competitive basis; and
5. Support for development of a divisional strategic plan, learning outcomes, and annual reporting process.

The report notes that the [Office of Instructional and Research Technology](#) provides valuable assessment resources to the University community, and the goal of these additional assessment resources are to provide further support at the unit and departmental levels to utilize the gathered information to further identify ways for improvement or to maximize resource usage. Crucial analysis of why some departments are not currently utilizing available resources, and whether particular programs and resources have an actual impact on student persistence, retention, and success will be undertaken as a result of the groups' work. The goal of these recommendations is to engage all UAA units in a cycle of assessment, analysis of data, reflection, discussion, and innovative action, and then continued assessment, thus "closing the loop" on assessment.

In 2015 Rutgers–Newark created an Office of Institutional Effectiveness. This unit focuses on promoting a data-rich environment for better decision-making processes and more outcome-driven assessments. The office has partnered with several Rutgers–Newark offices and units to improve access to reliable information, and to create and maintain reports and other data products that are needed to improve effectiveness and efficiency of student support programs. These products include an RU–Newark Factbook, Key Performance Indicators, periodic enrollment reports, and recruitment targets. The office also provides support to academic and administrative units on projects and initiatives related to the strategic goals.

As a result of the assessment conducted in the development of the Rutgers–Camden Strategic Plan, priority was given to redesigning [Orientation](#) for all new students to ensure that there is a smooth transition from initial application through the first days in the classroom. The Strategic Plan includes a commitment to increasing the number and proficiency of academic advisors, the development of opportunities for professional staff to provide greater assistance to students in

career services and preparation for post-graduate opportunities, and the delivery of staff development programs to help enhance the student experience. Rutgers–Camden hired its own institutional research director in 2012; this office now has three staff members.

Following the Strategic Plan assessments by the schools of Rutgers Biomedical and Health Sciences, efforts are underway to increase the numbers of underrepresented minority groups, as identified in the Strategic Plan, along with numerous other developments currently in progress. Assessment at RBHS schools is decentralized and customized to each School's programs, students, and accreditation requirements. All schools conduct graduation exit surveys or interviews to gain student input. Each also has periodic meetings throughout the academic year for administration to gain feedback from students. Appendix IV.3 presents school-specific assessments of student support initiatives within RBHS.

While all departments may not have a full-time professional dedicated to Research and Assessment, all campuses have a structure for conducting periodic assessment of student support initiatives.

Conclusion and Suggestions

Rutgers successfully meets the Standard IV criteria through services that admit, engage, develop, and graduate students. Commitment to improving and assessing the student experience for all students includes a multitude of initiatives. Major undertakings include the review of the enrollment management process, and the purchase and implementation of a new student information system at the University.

The University consistently receives rankings as one of the most diverse higher education institutions in the nation, an important and valued asset of the institutional character which is the direct result of intentional endeavors to make Rutgers a place that offers academic excellence in a highly supportive environment. University-wide recruitment provides access to students, including those who may not meet all the traditional admissions measures. Programs seek out these students and offer financial aid, bridge programs, and innovative admission opportunities, which are sustained by a robust support network of academic advising, student engagement opportunities, health, wellness and athletic initiatives that allow the vast majority of Rutgers' students to succeed. The theme *Educating Involved Citizens and Effective Leaders for a Dynamic World* in the University Strategic Plan particularly exemplifies the University's priority to transform the student experience.

The University will continue to review and improve services to support students across the academic units in their pursuit of success at Rutgers and beyond.

Self-Identified Suggestions Related to Standard IV

Strengthen efforts to collect accurate data regarding employment and educational outcomes of Rutgers graduates.

Primary Responsibility: The Office of Institutional Research and Academic Planning

Assessment: OIRAP will work with the appropriate offices across the University to gather this information and disseminate statistics to the appropriate academic and student service offices.

Assess the effectiveness of the changes to the enrollment management (admissions, financial aid, and registrar) and student accounting functions across the University to ensure that the goals of improved performance and increased analytic capabilities have been met.

Primary Responsibility: Offices of the Senior Vice President for Academic Affairs (through the Offices of Enrollment Management and Institutional Research) and the Senior Vice President and Chief Information Officer

Assessment: Assessments should occur after full implementation has been completed, and the new systems have been in operation for a period of three years.

Renew the University's commitment to meeting ethical standards with transparency in its student athletic programs.

Primary Responsibility: Director of Intercollegiate Athletics in New Brunswick

Assessment: Full compliance with NCAA recommendations and standards going forward and the adoption of procedures that ensure ongoing compliance.

Standard V – Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with the program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Educational assessment has been an institutional commitment at Rutgers for many years. The University's assessment programs are aligned with strategic planning priorities to help inform planning and program development across the disciplines. In the response to the 2013 Periodic Review Report (PRR), the MSCHE evaluation team report praised Rutgers' assessment structure and results, indicating that "Rutgers has developed a very robust and systematic outcomes assessment process, which ensures that all units are included." Since that time the University has revamped certain aspects of the procedures and appointed new assessment committees to meet the dynamic needs of the institution.

This chapter examines Standard V, Educational Effectiveness Assessment and demonstrates that Rutgers University meets Standard V, and also provides evidence that Rutgers meets Requirements of Affiliation 8, the systematic evaluation of educational and other programs; 9, learning programs characterized by rigor, coherence and appropriate assessment of student achievement; and 10, institutional planning. The discussions under Standards III – Design and Delivery of the Student Experience, and IV – Support of the Student Experience, also help to demonstrate compliance with Requirements 8, 9, and 10. Rutgers has mechanisms for ensuring that the University provides a rigorous educational experience for students at all levels, in keeping with the institution's mission, and that academic programs are consonant with Rutgers' goals while furthering student achievement. The chapter provides information on how the University develops and assesses student learning goals and outcomes and gives examples of specific assessment tools utilized across various academic units. Further, it demonstrates the curricular and other changes that units have made as a result of information gleaned from assessment efforts.

Criterion 1 - *Clearly Stated Educational Goals*

Rutgers is a highly complex and diverse institution, with academic programs in a wide array of professions and disciplines. The general framework for assessing Rutgers' educational effectiveness reflects the University's fundamental principle that the responsibility for student learning and achievement rests foremost and most appropriately with the schools and colleges, which must be able to demonstrate that students have met educational goals consistent with the academic programs of study and degree levels. The Executive Council on Assessment (ECA) is the institution-wide entity that, while recognizing the distinctive learning goals of each of the degree-granting decanal units, oversees educational assessment processes and ensures that a common standard is applied to the University's learning assessment initiatives. The ECA respects the diversity of disciplines and different approaches to learning and assessment, while providing general guidance and institutional expectations related to assessment. This structure has worked exceptionally well for developing and implementing learning outcome assessment plans across the academic units, including in schools that also must meet the requirements of specialized professional accrediting associations.
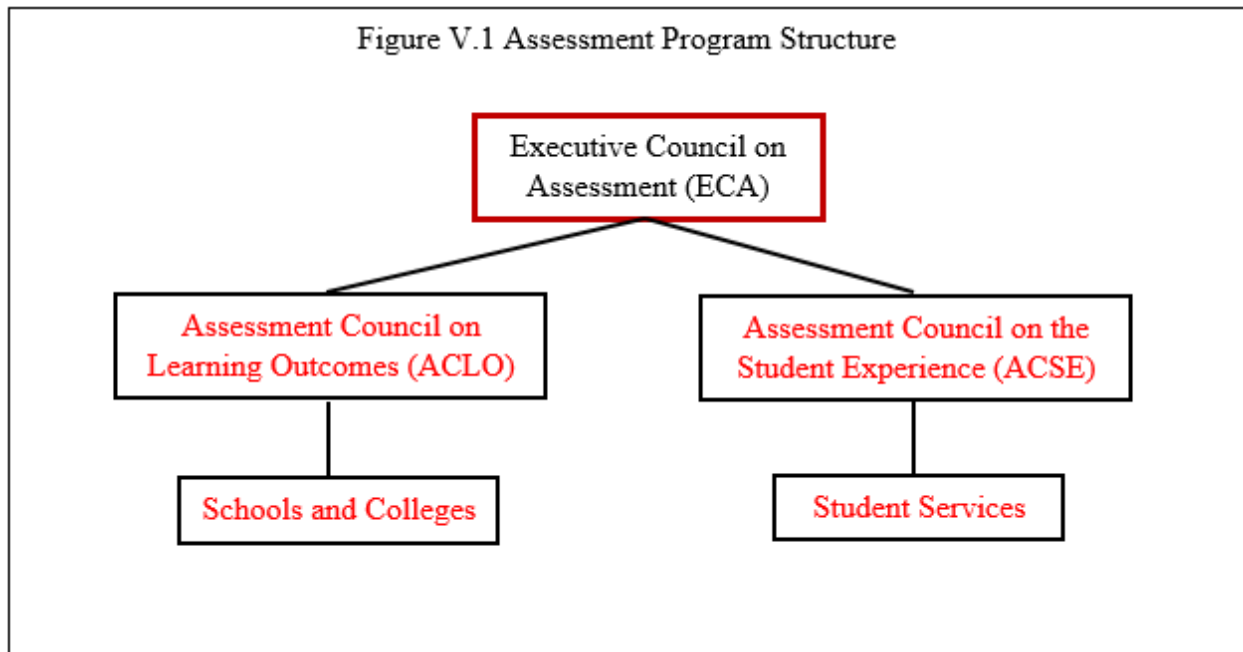
Rutgers' educational assessment process begins with a dedicated and comprehensive effort to define learning goals at the school, program, and course levels, to codify the interrelationships among those goals, and to develop measures to assess learning goal achievement. All Rutgers colleges and schools have clearly stated learning goals and most have posted these goals onto websites for ease of accessibility. Appendix V.1 contains links to examples of school and program-level learning goals. The different formats utilized by the various schools reflect the University's commitment to allowing schools to organize and present learning goals in ways most appropriate to specific disciplines and any professional association or accreditation agency expectations.

Beyond school and program-level learning goals, there is a significant institutional commitment to having course learning goals that are consistent with school and program goals, and an expectation that course learning goals appear on course syllabi. Syllabi may indicate how a particular course contributes to program or departmental goals, and/or may contain learning goals which are course-specific. The Center for Teaching and Assessment Research as well as several individual schools have developed syllabus templates for faculty to use in developing syllabi (see for example, CTAAR Syllabus Design Page, the SAS Sample Syllabus, the SEBS Syllabus Template). The assessment process further requires the online posting of course syllabi. Posting course syllabi is an ongoing process, as courses are developed and modified and as instructors change. All units have made a good effort to meet this expectation and as of the 2016 review of programs, all but a few units met this ECA standard or are making reasonable progress toward it. Some schools have made very good progress in developing course level learning goals but have yet to post these syllabi online; others have posted syllabi for the majority of courses, but the syllabi do not reflect the course-level learning goals. Examples of posted course syllabi appear in Appendix V.2. While Rutgers has made excellent progress in getting all schools and programs to develop learning goals, extending learning goals to the course level and having syllabi that reflect those goals posted on program websites are areas that require ongoing attention.

Criterion 2 - *Organized and Systematic Assessments*

As displayed in Figure V.1, Rutgers' primary means of assessing educational effectiveness is the long-standing annual program assessment process. In 2017 this process was reorganized to incorporate a broader cross section of student learning outcomes, as presented in Figure V.1. The existing Executive Council on Assessment (ECA) was broadened to take responsibility for strategic planning and more general institutional assessment practices University-wide. Chaired by the Senior Vice President for Academic Affairs, the reconstituted ECA's charge includes assessment of student progress and student success, the evaluation of teaching effectiveness, and assessment of the impact of technological and administrative initiatives on the academic enterprise. The ECA also has oversight responsibility of two subsidiary Councils, the Assessment Council on Learning Outcomes, and the Assessment Council on the Student Experience. The Assessment Council on Learning Outcomes (ACLO) was appointed to take on the ECA's former role of coordinating and reviewing the program assessment practices of the academic units. The newly appointed Assessment Council on the Student Experience (ACSE) was charged with overseeing the assessment activities within each Chancellor's student and academic affairs departments, and the University-wide student services activities within the

Libraries, the Office of Disability Services, and the Office of Veteran and Military Programs and Services. Appendix V.3 presents the current membership of all three Councils.

Figure V.1 Assessment Program Structure

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                    ┌─────────────────────────┐
                    │  Executive Council on   │
                    │    Assessment (ECA)     │
                    └─────────────────────────┘
                       /                    \
        ┌──────────────────────┐   ┌──────────────────────┐
        │ Assessment Council on│   │Assessment Council on the│
        │Learning Outcomes (ACLO)│ │ Student Experience (ACSE)│
        └──────────────────────┘   └──────────────────────┘
                   │                           │
        ┌──────────────────────┐   ┌──────────────────────┐
        │  Schools and Colleges│   │   Student Services    │
        └──────────────────────┘   └──────────────────────┘
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The Assessment Council on Learning Outcomes (ACLO), chaired by the Associate Vice President for Academic Affairs, Teaching and Assessment Research, is charged with collecting annual assessment reports from each academic unit in the University. These reports provide data and information that document schools' program-level learning outcome assessment plans and processes. Each of the schools has its own structure and process for developing and following-up on assessment activities. Often educational assessment is the province of a combined assessment and curriculum oversight committee within the school and/or department or the domain of a program director or a director of undergraduate studies. Appendix V.4 provides links to some school assessment structures and processes.

At the inception of the annual process, the SVPAA and the Associate Vice President for Academic Affairs, Teaching and Assessment Research, write to each academic Dean reminding them of the annual assessment report and providing them with a reporting rubric, called an "Assessment Checklist," that enumerates the standards that will be used to assess reports. There are currently three different Assessment Checklists that schools may be asked to use depending on the extent to which previous reports provided the information sought and the progress achieved in creating a sustainable, coherent, and informative assessment process. (See further discussion of the Assessment Checklist under Criterion 5.) The Assessment Checklist also assists academic units in planning and developing assessment measures as they design syllabi and curricula and make changes to their academic offerings. Beyond providing these templates, staff members from the Center for Teaching Advancement and Assessment Research are available to meet with units to help them consider and refine assessment programs.

To meet the institutional expectation of assessment for all academic programs, every academic unit submits an annual assessment report to the ACLO. Each report is then assigned to a two-

person review team consisting of ACLO members. Each team prepares a written report that reviews and assesses the unit report based on the standards outlined in the Assessment Checklist. The reports are submitted to the chair of the ACLO who reviews them and prepares a final Narrative Response for the Dean of the academic unit as well as the Senior Vice President for Academic Affairs.

The Narrative Responses typically include an assessment of progress made and specific suggestions and recommendations for the schools. In the following year's annual assessment report, the school is then expected to address those suggestions and recommendations and discuss the changes made (including changes to assessment procedures). If there are questions or concerns as a result of the findings of the two-person review team, the ACLO chair meets with the unit leader who developed the report to ask questions and secure report clarifications.

In evaluating the annual assessment reports, the ACLO follows a carefully designed collegial and collaborative process. The University constructed the process with collegiality and encouragement, not with stridency, and that approach has worked well. For example, in the Narrative Responses, the ACLO rates the progress the schools have made by three levels of performance: "Meets Current ECA Standards," "Making Reasonable Progress," and "At the Early Stages of the Process." Table V.1 indicates the number of units at each performance level on each of the learning outcome standards for AY2016-17. In addition, Figure V.2 presents the distribution of student enrollment across the three summative ratings, suggesting that the highest concentrations of students are in the units that either meet current standards or are making good progress toward them.

Table V.1 Number of Academic Units* at Each Level of Progress in Meeting Learning Outcome Assessment Standards, AY 2016-17

Standards	Assessments		
	Meets Current ECA Standards	Making Reasonable Progress	At Early Stages of the Process
Summative Evaluation	**10**	**12**	**4**
Assessment Checklist I: Standard (N=14)			
Learning goals	6	6	2
Syllabi	4	8	2
Assessment Plan Structure and Process	4	7	3
Assessment Tools and Measures	4	6	4
Benchmarks/Standards	4	7	3
Assessment Implementation/Results	3	8	3
Closing the Loop Activities	2	6	6
Updating/Maintaining Learning Goals	2	7	5

Standards	Assessments		
Assessment Checklist II: Updates/Implementations(N=6)			
Updated Learning Goals	2	3	1
Assessment Plan Structure and Process	2	1	3
Assessment Tools and Measures	1	5	0
Benchmarks/Standards	1	3	2
Assessment Implementation/Results	1	3	2
Response to Assessment Results	1	4	1
Assessment Checklist III: Implementations/Challenges(N=1)			
Updating Assessment Plan/Process		1	
Assessment Tools/ Measures		1	
Benchmarks/Standards		1	
Examples of Successful Assessments		1	
Assessment Implementation/Results		1	
Most Significant Challenge		1	
*Two Question Report**(N=5)*	Yes	No	
Did the School adequately describe their efforts in facing their most significant challenge?	5		
Did the School adequately address the comments in last year's Narrative Response?	5		

Source of Data: Center for Teaching Advancement and Assessment Research
*Units include: Edward J. Bloustein School of Planning and Public Policy, Ernest Mario School of Pharmacy, Faculty of Arts and Sciences–Newark/University College, Graduate School of Applied and Professional Psychology, Graduate School of Education, Graduate School–Newark, Mason Gross School of the Arts, New Jersey Medical School, Robert Wood Johnson Medical School, Rutgers Business School–Newark and New Brunswick, Rutgers Law School, Rutgers School of Business–Camden, Rutgers School of Dental Medicine, Rutgers School of Nursing–Camden, School of Arts and Sciences (includes two reports, one on the core curriculum and one on major programs), School of Communication and Information, School of Criminal Justice, School of Engineering, School of Environmental and Biological Sciences, School of Graduate Studies, School of Health Professions, School of Management and Labor Relations, School of Nursing (Newark and New Brunswick), School of Public Health, and School of Social Work. School of Public Affairs and Administration's report was submitted too late to be included in this table due to their transition to a new administration and their professional accreditation visit occurring during 2016-17. The Faculty of Arts and Sciences–Camden (includes University College–Camden and the Graduate School–Camden) did not report in 2016-17.
**Reports deemed unnecessary, given the high quality of previous years' submissions; two questions asked and answered.

Figure V.2 Fall 2016 Enrollment By Learning Outcome Standards

- Meets ECA Standards
- Making Reasonable Progress
- At Early Stages of Process
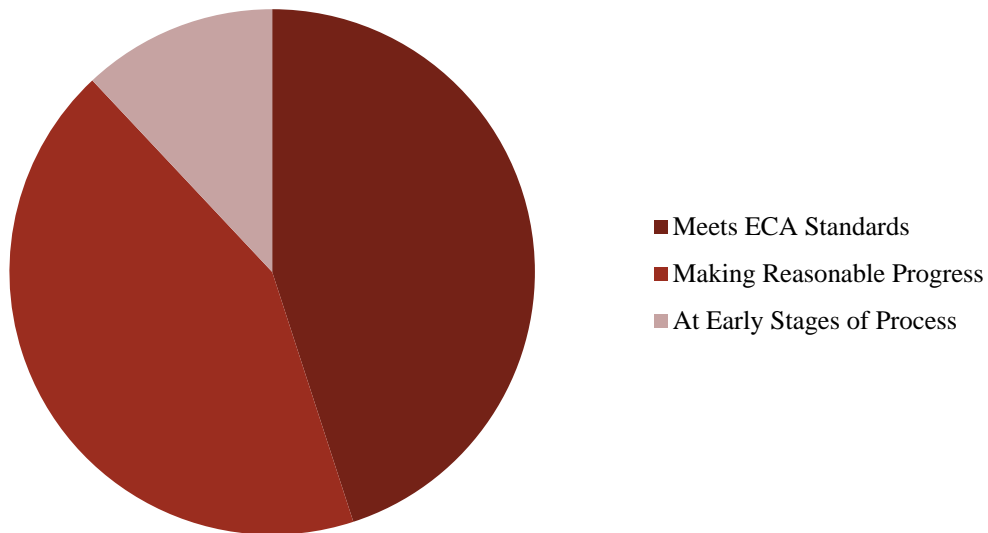
The SVPAA subsequently communicates the findings of the unit assessment reviews to the Chancellors. Also, the ACLO Chair shares selected annual assessment reports with Deans, as needed, to disseminate best practices. The Chair also meets with the associate deans who are responsible for submitting the annual learning outcome assessment reports to discuss the quality of the reports and to suggest ideas for change and development of assessment practices. This approach has led to increased cooperation and collaboration and has allowed us to disseminate good assessment practices from one unit to another. This multiple layer of review and feedback ensures that efforts are verified and that accountability measures are in place.

As a case in point, over the past seven years the ECA has been fortunate to work in concert with the leadership of the School of Arts and Sciences (SAS), which has developed a culture of assessment across the disciplines. SAS created a sustainable and coherent system of assessment for the core curriculum and all academic programs within the school. SAS's leadership was critically important because it provided a strong benchmark example for all other units to show that evidence-based learning outcomes assessment, with deep faculty involvement and a well-designed set of procedures, could be put into place even in the most complex and largest school in the University. The ECA often uses SAS as an example to illustrate the accomplishment of meaningful evidence-based assessment to other units. This provides a benchmarking mechanism for dissemination of good practices throughout the institution.

The New Brunswick Core Curriculum serves as the general education component for all undergraduates within the School of Arts and Sciences, the School of Environmental and Biological Sciences, and Rutgers Business School–New Brunswick. Its course assessment takes place on a three-year rotating cycle (online courses are evaluated every year), and is conducted under the auspices of a Core Requirements Committee. In the 2016-17 cycle, the Committee

reviewed the assessments of 428 core courses, with combined enrollments exceeding 61,000 students. More than half of the course assessments reviewed included plans to make changes to improve student learning or to improve how student learning was being measured. Reports that contain plans for course modification have grown over time; in 2011 fewer than one-quarter of the assessment reports included such modification plans. The 2016-17 Core Curriculum Assessment Report provides the types of revisions to Core Curriculum courses that were reported, as well as numerous examples of "closing the loop" activities that demonstrate that revisions adopted in response to previous assessments resulted in improved student achievement of learning goals.

As noted above, the New Brunswick Core Curriculum also underwent an external evaluation by an elected faculty committee in 2016, which suggested ways to revise and refine the Core Curriculum and its administration to reduce confusion and make it more transparent to faculty and students. The Core Requirements committee has acted on some of the evaluation committee's recommendations, and proposals to combine learning goals, eliminate redundant goals, and change the wording of certain goals were approved by the faculty in May 2017. Deliberations on student requirements, in particular on the addition of diversity and language requirements for all New Brunswick students, are ongoing.

The assessment process for the New Brunswick Core Curriculum provides one strong example of how a large and complex general education curriculum is regularly assessed. The ECA expects that all units across the University have operational and effective assessment programs in place. Given the numerous changes that affect programs, including leadership transitions and curricular modifications, the ECA recognizes that assessment practices are dynamic. For example, units may change assessment procedures when new Deans arrive. Others modify assessment plans when specialized accrediting bodies alter expectations (affecting many of the professional programs). Occasionally, because of these modifications units fail to submit an assessment plan in a given year. Still, regardless of transitions, all units are expected to participate fully in developing, implementing, and assessing learning outcome assessment plans. Overall, there has been good compliance with the annual assessment report requirement.

Rutgers' 2013 Periodic Review Report (PRR) was completed just months before the integration with UMDNJ was implemented. The response to the PRR explicitly indicated, "We expect that the assessment program will be fully adopted by the newly integrated units." The ECA worked expeditiously to integrate the RBHS units into the learning assessment reporting structure and was 100% successful in this endeavor. All RBHS units submit assessment reports annually. Further, it is worth noting that the RBHS units' assessment plans constitute some of Rutgers' strongest and most fully-developed assessment structures and processes. This achievement is representative of the culture of assessment characterizing health science education, and the result of the sustained and concerted effort of those assigned responsibility for assessment within the RBHS schools. The ECA has been a leader in the integration of RBHS into Rutgers' existing structures, and has become an important model for other administrative offices in the institution as units consider the blending of functions and building on the strengths of the two legacy Universities. The ECA has continued to develop its processes over the past ten years in learning outcome assessment, now expanded and enhanced by the input and participation of the RBHS

units, and to promote and extend the culture of evidence-based assessment throughout the University.

The work of the Assessment Council on the Student Experience (ACSE) began during summer 2017 with the creation of a template to begin collecting current assessment practices within the Student Affairs offices of each campus, and other student service units. A presentation to the members of the Council on the assessment activities of the New Brunswick Office of Student Affairs reviewed current best practices and began the process of developing a program of annual assessment review for each location. The current plan is for this process to be similar to the work of the ACLO in its annual evaluation of assessment processes at each of the academic units.

Other Educational Effectiveness Assessments

In addition to the processes overseen by the ECA, there are many other committees, programs, and activities at the University that fall into the category of assessing educational effectiveness. Some examples of those activities follow.

The University-wide Committee on Academic Planning and Review (CAPR) is another critical component of University educational planning and assessment. This group of distinguished senior faculty from disciplines in the arts and sciences and various professional fields reports directly to the President and Senior Vice President for Academic Affairs. The group plays an important advisory role in academic policy development and in conducting evaluations of academic schools, programs, and research centers and institutes from across the University. These reviews examine how University resources can most effectively support a specific disciplinary area or, in the case of cluster reviews, to consider how the contribution of related units taken together can be greater than the sum of individual contributions. Recent reports from CAPR include an advisory report on Centers and Institutes, evaluations of the Center of Alcohol Studies, the Institute for Women's Leadership, and the Center for Advanced Biotechnology and Medicine, and a cluster review of the modern language and literature programs at Rutgers–New Brunswick. CAPR also regularly reviews and assesses its mission, with the latest update conducted in 2016. CAPR is currently conducting an evaluation of the School of Environmental and Biological Sciences, and a review of the Division of Continuing Studies is in the planning process. A full list of reports and activities undertaken by CAPR over the last several years appears in Appendix V.5.

The University periodically conducts surveys of students to gather information on the student learning experience. The Student Experience in the Research University (SERU) survey is regularly administered by the Office of Institutional Research and Planning. The data gleaned from the studies are disseminated to the schools and used in planning and development activities. The National Survey of Student Engagement (NSSE) has been conducted less frequently, but is still used on a regular basis. The data from these surveys have been the focus of Academic Leadership sessions for Department Chairs and Deans to discuss the implications of the data. The full list of national and locally-developed surveys conducted by the Office of Institutional Research and Planning suggests a robust research effort focused on quality improvement. Many of the analyses performed by OIRAP have University-wide or campus-wide implications (such as the report on Why Students Leave Rutgers Before Graduating) or allow specific schools to see

how their students compare with Rutgers students as a whole or on a particular campus (e.g., see the school-specific report for the Newark College of Arts and Sciences).

With the introduction of Qualtrics and other vendor provided survey products, Rutgers, like many of its peer institutions, has seen an exponential increase in the number of surveys that faculty, students, and staff are asked to complete. A recent examination of this phenomenon suggested that the Rutgers community generated as many as 1700 surveys in 2016. Such a proliferation of surveys undoubtedly produces some high level of "survey fatigue" and has a direct impact on the participation rates in the surveys the University depends on to collect student experience and assessment data. The Executive Council on Assessment has recently taken this item up for review, and will be collecting and analyzing data in order to make recommendations about how to address the issues such survey proliferation creates as well as the impact on and compliance with the University's Institutional Review Board (IRB) policies related to research on human subjects.

Educational effectiveness is closely tied to the effectiveness of University teaching, and Rutgers has long been involved in the assessment of teaching. The Center for Teaching Advancement and Assessment Research (CTAAR) began in 1992 as the Teaching Excellence Center (TEC) at Rutgers–New Brunswick, with companion TEC's at Rutgers–Newark and Rutgers–Camden. CTAAR, in conjunction with the ECA, supports teaching and learning at Rutgers through workshops and services in many areas: pedagogy and faculty development, assessment programs, instructional technologies, classroom technologies, and faculty and staff information technologies. CTAAR has been the institutional leader on teaching the Rutgers community about the importance of assessing student learning outcomes. Each year, CTAAR presents a full array of workshops and seminars on issues related to assessment, information technology, and teaching to faculty groups, individual schools, Teaching Assistants, Part-time Lecturers and administrators.

The Teaching Center at Rutgers–Camden has evolved into the Teaching Matters and Assessment Center (TMAC). Each semester, TMAC hosts multiple workshops on best practices in assessment, including the development and integration of learning goals into all programs and courses. TMAC also has produced a series of instructional guides and an annual assessment handbook. In particular, TMAC has worked closely with the General Education committee to ensure that the new General Education curriculum (applicable to all undergraduate schools at Rutgers–Camden beginning fall 2017) observes appropriate and sustainable assessment practices.

Another significant activity in the evaluation of teaching is the University-wide Student Instructional Ratings System (SIRS), conducted by CTAAR. In addition, many of the RBHS Schools have their own student evaluation systems. These student ratings of instructors are one factor used to inform the teaching component of the faculty promotion review process, as well as provide student evaluations to instructors and departments. (Appendix V.6 provides a full description of the SIRS Process.)

The Division of Continuing Studies, which oversees non-credit course offerings across the University, conducts its own student course evaluations. These evaluations include a rigorous

assessment of the instructors; non-credit courses are self-supporting and are not ordinarily taught by faculty members, so if the evaluations are not superior, the instructor is not hired to teach the course again. There are expected learning outcomes and learning objectives developed for each course, and these must be rigorously achieved or the courses will not be considered successful. In addition, an exhaustive survey process is undertaken to identify exactly what the students want to learn, and, when pertinent, what the job market demands. It is consumer-oriented, and therefore courses change regularly. When applicable, curriculum is rigorously updated based on changes to the specific focus of the course, and changes in a particular industry or field. Not all continuing studies courses are related to jobs or industry; some are for personal fulfillment. The Osher Lifelong Learning Institute at Rutgers University (OLLI-RU), for example, is purely for individuals who seek the learning experience.

In 2016, the Rutgers–New Brunswick Chancellor's office created a Task Force on the Evaluation of Teaching jointly with the New Brunswick Faculty Council. The Task Force Report reviewed methods currently being used at Rutgers–New Brunswick for the evaluation of teaching for promotion and tenure. The Report includes recommendations for improvement of the current student ratings survey and an expansion of assessment methods for teaching. Following this Report, the SVPAA established the University-wide Task Force on Teaching Evaluation, which considered the recommendations in the University Senate and the New Brunswick Faculty Council Reports, as well as others. Appendix V.7 contains the membership of this group. The Task Force met throughout spring and summer 2017 and produced a draft Proposal to Improve the Evaluation of Teaching at Rutgers University, which is currently under review by Chancellors, Provosts, and faculty councils at each of the four chancellor units. The University-wide Task Force is expected to issue a final report during AY 2017-18. A similar task force appointed to examine the teaching evaluations of Part-Time Lecturers was also established and has produced a draft report with similar findings and recommendations.

Another Rutgers resource for advancing educational effectiveness and learning outcome assessment is the Rutgers Center for Organizational Leadership (OL).This nationally-recognized Center provides multiple programs, workshops, seminars, materials, and assistance to the Rutgers community (and to other higher education institutions). The Center's programs in the area of organizational effectiveness include training and support in strategic planning and project implementation, organizational assessment, outcomes measurement and workplace climate analyses. OL's Excellence in Higher Education (EHE) Program has been especially valuable in facilitating self-assessment and improvement activities across the University.

In addition to University-wide educational assessments, Chancellors and Deans have developed both regular and *ad hoc* assessment processes for their own units. In RBHS, the Chancellor has put in place a regular five-year evaluation cycle for RBHS schools. The School/Institute Review Template provides guidelines that include the objectives, procedures, and timeline for the review process. The Rutgers School of Dental Medicine (RSDM) was the first school evaluated under the new process. The Comprehensive School-Wide Report includes an RSDM self-evaluation and an external visitors' report. Rutgers School of Nursing, the Ernest Mario School of Pharmacy, and University Behavioral Health Care are the RBHS units to be next reviewed. Each of these is in the early stages of the process.

The SAS Core Curriculum review provides an example of a decanal-level review. In November 2015, the Executive Dean of SAS held an election for faculty members to serve on a task force to examine the core curriculum in New Brunswick and to make recommendations for its improvement. The December 2016 Report of the SAS Core Evaluation Committee includes 19 recommendations for consideration. A Town Hall meeting of the SAS faculty took place in spring 2017 to solicit feedback and to help develop plans to implement the recommendations of the report.

SAS has also taken steps to focus on learning outcomes assessment and research on teaching and learning by academic area and discipline. The SAS Office of STEM Education and its many related activities provide an excellent example of these sorts of undertakings. The Office catalyses and supports departmental and interdepartmental efforts to improve the quality of core education in STEM. In particular, the Cyberlearning Innovation and Research Center (CIRC) examines technological innovation in STEM education, and the STEM Transformations using Research-based Instructional practices, Assessment and Dissemination (TRIAD) coalition facilitates implementation and assessment of course changes that center on discipline-based educational research.

Numerous other educational assessments are carried out across the University. The chapters on Standard III–Design and Delivery of the Student Learning Experience and Standard IV–Support of the Student Experience discuss student learning that occurs through academic support functions and other student service activities.

Criterion 3 - *Use of Assessment Results for Improved Educational Effectiveness*

With nearly ten years of experience in conducting learning outcome assessments under the University-wide Executive Council on Assessment, most academic units have had the opportunity to analyze assessment results and to use those results to make recommendations and improvements in educational programs and assessment methods. Many have also taken the next step to go back and reassess the effectiveness of those changes to confirm the achievement of the anticipated improvements in outcomes. Appendix V.8 contains links to some examples of how units have utilized assessment results to adjust course design and delivery, to develop new courses, to change the way courses are taught, or make improvements in assessment structures and processes. Many units then closed the loop by reassessing the effectiveness of the changes implemented.

Other assessment activities have also resulted in changes associated with the findings of the evaluation. CAPR's assessment of the Center of Alcohol Studies led to a downsizing of that unit, as well as a change in reporting structure, moving it from the oversight of the Rutgers–New Brunswick Chancellor to the Dean of the Graduate School of Applied and Professional Psychology. CAPR's Report on Centers and Institutes effected a new University policy incorporating regular review and assessment of these units; a draft of this new policy is currently under review by the University Senate.

Findings from the reports produced by the Office of Institutional Research, based on regularly administered surveys as well as special topic investigations, regularly inform the University's strategic planning processes. These results enable Rutgers to both measure progress on strategic planning goals, based on performance on identified metrics, as well as identify areas in need of further investigation and improvement. The chapters on Standard I – Mission and Goals and Standard VI – Planning, Resources and Institutional Improvement discuss these strategic planning assessments.

Criterion 4 - *Institutional Review of Learning Outcomes Assessment Conducted by Third-Party Providers*

Rutgers does not use third-party providers to implement learning outcome assessment.

Criterion 5 - *Assessment of the Effectiveness of Assessment Processes*

Since its creation in 2007, the Executive Council on Assessment has reviewed and self-assessed its processes every year. Both small and significant changes have been implemented as a result of evaluating these assessment processes.

The 2007 infrastructure consisted of an Executive Council on Assessment (ECA) and an Assessment Council (AC). Within the first few years of operation, however, the two University-wide Councils merged into a single ECA to oversee the school and departmental/program learning outcome assessments. From its inception, the ECA wrestled with the extent of its charge, and the scope of its assessment activities. There were several attempts to integrate broader forms of student learning (including academic support functions, extracurricular activities and other co-curricular student learning) into the learning outcome assessment process; the evaluation of these attempts indicated partial success at best. These learning activities proved too diverse in objectives and content to fit neatly into the assessment paradigms adopted by the ECA.

To address this organizational challenge, as detailed under Criterion 2, in 2017 the current three-council model presented in Figure V.1, was adopted to assess a broader cross section of student learning outcomes, with the Executive Council on Assessment overseeing the responsibilities of the Assessment Council on Learning Outcomes and the Assessment Council on the Student Experience.

Another evolving function of the assessment process is the [Assessment Checklists]. These shared lists foster institutional cohesion regarding assessment while enabling diverse academic units to maintain their specific curricular focus. The checklists have been modified over the years as the ECA has worked through the process of reviewing the academic units' annual assessment reports. The checklist was modified slightly from year to year until 2015 when the University decided to adopt the current model of three separate checklists, based on the ECA review of the previous year's Assessment Report. It seemed cumbersome to the ECA to have units that fully met all ECA standards provide such detailed assessment reports every year. Rather, the ECA found it more helpful to ask those units to provide any updates on assessment goals, structures, and plans, as well as to address any issues raised in the ECA's Narrative Response to the

previous year's Assessment Report. The response from the units to this three-tiered system has been quite positive and removes the burden of preparing a mostly repetitive report year after year. At least one unit, however, has chosen to continue to use the standard checklist, despite having fully met ECA standards, as a way of keeping departments and programs focused on assessment and curricular improvement.

In AY 2015-16 and 2016-17, the process was modified further to allow units with the highest degree of compliance (those asked to complete Checklist III) to reduce reports further. These units were told that because of the excellent quality of the report received in the previous year, the Council was requesting, in lieu of a formal report, a short (two to five page) assessment document. The revised document focuses on the most significant challenge in learning outcome assessment facing the unit in the current year, and the feedback on the comments in the previous year's Narrative Response. In AY2017-18, the ACLO will again request a full report from these units using the 'Learning Outcome Assessment Checklist III: Implementation and Challenges.' The University will continue to monitor the use of the various checklists, and the timing of requests for full reports, on an annual basis.

Conclusion and Suggestions

The responsibility for student learning and achievement rests with the schools and colleges, while the Executive Council on Assessment (ECA) provides University-wide oversight of the educational and student services assessment processes. The University continues to evaluate these assessment processes and make adjustments as the units and departments evolve individual practices. Rutgers continues to evaluate these operations to ensure that assessment processes develop to meet University needs.

There are additional committees, programs, and activities that assess the educational effectiveness of the University as well, to provide an ongoing check and balance to the system. Following ten years of development in this area, many units have undertaken reassessments to ascertain the effectiveness of changes put into place after prior assessment. Following successive iterations of assessment oversight, the three-tiered approach has fostered the highest level of institutional cohesion, while enabling academic units to focus on specific curricular requirements.

Self-Identified Suggestions Related to Standard V

Complete the University-wide assessment of teaching and develop ways of augmenting the Student Instructional Rating System, both for purposes of faculty promotion review and the general improvement of teaching effectiveness.

Primary Responsibility: Senior Vice President for Academic Affairs' University-wide Task Force on Teaching Evaluation

Assessment:	Review recommendations of the University Senate, Chancellors, Provosts, and the four faculty councils, as well as information about best practices at peer institutions. Make recommendations for improving the evaluation of teaching across the University.

Assess the effectiveness of the new University assessment structure and the processes of assessment developed by the ACLO and the ASCE.

Primary Responsibility:	Executive Council on Assessment, Assessment Council on Learning Outcomes, and Assessment Council on the Student Experience
Assessment:	Conduct ACLO and ACSE self-assessments, with over-sight by the ECA

Standard VI – Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Rutgers University meets MSCHE Standard VI with a robust alignment of its strategic planning efforts, resource allocation processes, organizational structures, and institutional assessment methods. This alignment enables the University to fulfill its mission and goals, to assess its institutional effectiveness, to improve its programs and services, and to respond effectively to opportunities and challenges. This chapter provides additional information on Rutgers' mission and goals, the development of the strategic plans through various assessment processes, and the progress of the University in the considered allocation of the human, financial, and physical resources of the Rutgers community. Also discussed are the audit controls, distribution of responsibilities, and assessment practices that are in place across the University to continue to move Rutgers forward in the achievement of its goals. This chapter delineates the factors that verify the satisfaction of Requirements of Affiliation 7, mission and goals; 8, on the evaluation of programs; 10, on institutional planning; and 11, financial resources and management.

Criterion 1 - *Clearly stated and assessed objectives, linked to mission and goal achievement, based on assessment results, and used for planning and resource allocation*

As discussed in the chapter on Standard I - Mission and Goals, the integration of the majority of units of UMDNJ, the *Building Our Future Bond Act*, and Rutgers' entrance into the Big Ten Conference and its academic counterpart, the Big Ten Academic Alliance, have enhanced the University's abilities to achieve its mission and objectives.

As reviewed in prior chapters, Rutgers has undergone an institution-wide process of strategic planning, first at the University level, led by the President; then by the respective Chancellors at Rutgers University–New Brunswick, Rutgers University–Newark, Rutgers University–Camden, and Rutgers Biomedical and Health Sciences; and subsequently within various academic units of the University. Setting an aspiration for Rutgers "to be recognized as among the nation's leading public universities," the University Strategic Plan calls for strengthening key large academic disciplines, replacing inadequate technology infrastructure, dramatically increasing the number of endowed professorships and term chairs, improving and personalizing the student experience, and furthering Rutgers' academic strengths. The Plan also calls for the transition in budgeting approaches, moving from an "All-Funds Budgeting" model to a "Responsibility Center Management" (RCM) model. Phased in over two years, the new model aligns financial incentives more closely with outcomes, increases financial transparency and accountability, and improves financial planning accuracy and efficiency.

The Strategic Plan calls for using data and public AAU institutional benchmarks to develop detailed analyses of areas where Rutgers must strengthen its performance to achieve its goals. By including a framework of assessment tools and a comprehensive set of metrics to evaluate progress both qualitatively and quantitatively, the Plan is enabling the University to guide institutional decision-making and measure the progress of Strategic Plan implementation.

These assessment tools include the President's Metrics Matrix, reviewed in the chapter on Standard I under Criterion 4; various indicators that are benchmarked against institutional peers and aspirants (e.g., the University-level Dashboard Indicators); a robust survey research program to obtain feedback from various constituencies, especially students; data gathering and evaluative activities at the Chancellor and academic unit levels directed by the respective strategic planning activities (see infra., Standard VI, Criterion 2); academic reviews and analyses undertaken by the Committee on Academic Planning and Review (CAPR), especially its recent work in the area of revising the evaluation process for the University's Centers and Institutes and the broader reviews of academic units beyond degree programs; and the use of a large set of institutional data sources to inform and enhance assessment activities (these include national databases such as Integrated Postsecondary Education Data System (IPEDS), Student Experience in the Research University (SERU) , National Association of College and University Business Officers (NACUBO), National Science Foundation (NSF), Integrated Science and Engineering Resources Data System (WebCASPAR), and Association of American Universities Data Exchange (AAUDE).

Criterion 2 - *Clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results*

As noted in the chapter on Standard I, an 18-month university-wide strategic planning process provided an integrated framework for Rutgers' advancement following the integration of the majority of units of the University of Medicine and Dentistry of New Jersey (UMDNJ). The planning process, which directly engaged over 400 University leaders, faculty, staff, students, and representatives of key external stakeholders, also benefited from feedback received from hundreds of other members of the University community. The final University Strategic Plan:

- Forecasts a broad vision that is ambitious but realistic;
- Establishes a strategy for achieving our aspiration to be a top-tier public research institution;
- Identifies key areas of excellence and differentiation; and
- Provides a blueprint for raising Rutgers' visibility as one of the nation's leading public universities.

The institution-wide Plan guides planning throughout the University today. Two University-wide committees that were established during the initial strategic planning process – the Committees on Academic Unit Organization and Instructional Technology – have recently published results. The report by the Committee on Academic Unit Organization provides a blueprint for how the University might reorganize its academic units to meet future needs and demands within the context of the University's present day organizational structure. President Barchi's response to the committee's recommendations outlines his plans for pursuing and implementing their proposed initiatives. The Committee on Instructional Technology issued an interim report in April 2015, and its final report is expected to outline an ambitious agenda for responding to the pedagogical needs of students in a rapidly changing environment of educational delivery methods. Recommendations from these reports will serve to inform the University's planning and processes in these areas.

Moreover, the University-wide strategic planning effort permeates the major academic organizations of the University, including Rutgers–New Brunswick, Rutgers–Newark, Rutgers–Camden, and Rutgers Biomedical and Health Sciences.

The Strategic Plans identify challenges and opportunities for each unit and were catalysts for programs at each campus:

- Newark and Camden: Identified opportunity for increased enrollment, and developed targeted financial aid programs to attract students, "RUN to the Top" at Newark and "Bridging the Gap" at Camden. These initiatives resulted in increased applications and enrollments at both campuses for fall 2016 (see Appendix VI.1 Rutgers–Newark and Rutgers–Camden Applications, Admissions and Enrollments, Fall 2015 and Fall 2016);
- New Brunswick: New Jersey consistently ranks among the top states that experience an out-migration of high school students to attend college. An Honors College opened in 2015 at New Brunswick to appeal to academically high-achieving students to stay in New Jersey and attend Rutgers. The College has a 500-bed residential quadrangle, and admission requirements include top-tier GPA and SAT scores, vibrant participation in co-curricular activities, and engaged community involvement;
- RBHS: The integration of Rutgers with the majority of units of UMDNJ provided a unique opportunity to create an innovative, statewide academic health care provider organization that will revolutionize patient care across New Jersey. The Rutgers Health Group (RHG) is becoming one of the first academic health care provider organizations in the nation to integrate a full range of health-related specialties – including internal medicine, dentistry, pharmacy, nursing, and clinical psychology – in addition to more traditional medical fields, such as neurology, surgery, cardiology, oncology and others. Chancellor Strom announced its formation in October 2016, and a recent update provides details on the progress underway in the development of RHG.

The strategic planning process continues to inform assessment and future planning throughout the University. In addition to the plans for the four Chancellor units, the University is promoting strategic planning and the use of data analytics for all of its principal divisions, building on the priorities in the University Plan. Samples of some of these more local planning reports may be found here. For example, the Strategic Plan for the School of Arts and Sciences, the largest school University-wide, notes its progress since its formation in 2006 as a result of the transformation of undergraduate education in New Brunswick and the course it is charting for its future. With 90 undergraduate majors and 39 graduate programs, its plan brings together a tremendous divergence while it focuses on providing an outstanding liberal arts education. The plan for the School of Criminal Justice in Newark concentrates on the collaborations with other academic units, in the Newark community, and in the field of criminal justice, and expanding opportunities to bring all of these constituencies into the school in the future. The plan for the School of Nursing–Camden is its inaugural Strategic Plan and was undertaken as its new facility moved from design to construction, thus providing a unique opportunity to set the course for a newer academic unit with a vision of excellence. The Strategic Plan for the RBHS School of Public Health took a more measured approach, setting four goals, each with a series of quantitative activities to chart its progress over a two year span, moving the school forward while a search for a new Dean was undertaken.

Criterion 3 - *An evidence-based financial planning and budgeting process aligned with mission and goals, linked to the institution's and units' strategic plans/objectives*

To protect the University's positon as a leading national research university and the state of New Jersey's preeminent, comprehensive public institution of higher education, Rutgers' administration strives to develop a budget and planning process to leverage the University's resources efficiently and effectively. The University is challenged with changing dynamics and must ensure balancing the priorities of sufficiently funding programs, with access and affordability for students.

With the integration of the majority of units of UMDNJ, it was necessary to evaluate the budget model to ensure it would appropriately serve the mission of the new entity. The former UMDNJ was already operating under a decentralized budget system while legacy Rutgers was using a more centralized approach. Responsibility Centered Management (RCM) is a decentralized budget model recognized for aligning resources and expenses at the unit level, where expenses are incurred and revenues are generated. It provides greater accountability and transparency than the legacy Rutgers budget model that, in some cases, did not provide an incentive for a unit to be financially successful. It seemed a good fit for the new Rutgers.

The RCM budget process is the primary tool for the periodic assessment of financial planning and resource allocation, especially at the local level. The model was developed and tested in FY2015 and became operational in FY2016. Senior leadership frequently consults with Chancellors, Deans, Directors, business officers, and others to address concerns and continuously refine the processes.

A critical feature of the RCM process is the existence of Cost Pool Advisory Committees and the University Budget Committee. The University Budget Committee consists of the Senior Vice President for Academic Affairs, the Executive Vice President for Finance & Administration and University Treasurer, the Vice President for Financial Planning and Budget, and the four chief business officers for each of the Chancellors. This committee reviews all cost center budgets, making recommendations to the Chancellors and the President. The Cost Pool Advisory Committees, consisting of Deans and Center Directors across the four Chancellor units, identify priorities, contribute to budget planning, and provide feedback to senior leaders and the University's Budget Committee. These committees cover major University-wide functions such as Human Resources, Research Administration, Institutional Planning and Operations, Academic Affairs, Information Technology, and Foundation and Alumni Relations. Ultimate budgetary authority rests with the President and the Chancellors.

The new budget model allows senior leadership to understand the full economics of every program based on an underlying set of consistently-applied assumptions, and it identifies the financial implications of expanding, reducing, or eliminating existing programs based on overall strategic priorities. For example, the RCM model, which provides a basis for determining the indirect costs associated with running summer session courses, has been incorporated into the decision-making process regarding offering such courses. A proposed major gift to establish a new research/outreach center within a school was evaluated in part based on whether the pledged gift amount would support all costs, including the allocated costs, associated with developing the

new line of business. The RCM model allocates funds to the President and each Chancellor to support new strategic initiatives and drive priorities across the University. These include initiatives such as: University-wide [Courses and Symposia on Integrating Themes](#); [Henry Rutgers Professorships and Term Chairs;](#) the creation of the [Off-Campus Living and Community Partnerships](#) department and facility in New Brunswick; the [Chancellor's Seed Grants Program](#) in Newark; the [Provost's Fund for Research](#) in Camden; and the [Underrepresented Minority Group Pipeline Programs](#) at RBHS.

Through the implementation and application of its new [Responsibility Center Management](#) (RCM) budget model coupled with using data and analytics from the new administrative systems, Rutgers is better able to support the University and its mission. These methods have created a new paradigm for fiscal planning and management. The cyclical process of planning, testing, implementing, and looping back strengthens the University's ability to engage in realistic planning, goal setting, and assessment of outcomes.

The budget process begins each fall with central cost center budgeting. Central assumptions related to compensation and non-compensation costs are distributed, and cost centers are required to develop budgets for presentation to the University's Budget Committee. These budgets are evaluated with the goal of strategically using available resources. Simultaneously, a similar process is occurring in each Chancellor unit for local cost centers. Once cost center budgets are approved, cost allocations for both central cost centers and local cost centers are calculated via the allocation methods in the RCM model and then distributed to all responsibility centers for their planning by the beginning of the calendar year.

Responsibility centers (schools, centers, auxiliaries, etc.) develop budgets by utilizing central budget assumptions for state appropriations, tuition rate increases, reimbursements for facilities and administrative costs for grants and contracts, and other University support to develop revenue budgets, coupled with enrollment projections and other local assumptions. Responsibility centers create expense budgets by forecasting direct expenditures and then incorporating allocated costs into the budget. Each Chancellor unit has its own process of reviewing and approving these budgets prior to submitting them for integration into the total University annual budget in late spring. Each Chancellor unit is at a different state in refining its local budget processes and continues to work with the heads of both the responsibility centers and cost centers at the local level. Finally, a University budget is submitted for approval to the Board of Governors in July after the appropriation is confirmed by the state of New Jersey.

The new financial planning process is the primary tool used to measure and assess the utilization of resources and its alignment with mission and goals. The University is currently developing a data analytics capability and comprehensive strategic financial models to plan and assess the University's strategic direction. This is a strategic planning priority for the Executive Vice President for Finance and Administration and University Treasurer in preparing for shifts in higher education's economic models in general and at Rutgers in particular. The analytics capability and financial models will empower leadership at all levels by building capacity and competencies that create a culture of trust, and in adopting forward-looking, consistent, and data-informed decision making, fundamentally changing how Rutgers makes business decisions and solves problems.

Criterion 4 - *Fiscal and human resources, as well as the physical and technical infrastructure, are adequate to support its operations wherever and however programs are delivered*

The University is well positioned to support its operation with fiscal and human resources as well as physical and technical infrastructure in the various learning environments both locally and around the globe.

Upgrading of University Information Systems: The Cornerstone Project

At the time of the integration of the majority of units of UMDNJ into Rutgers University, these two organizations had completely different information systems for every aspect of institutional business and student services, and these systems did not communicate with each other. Additionally, many of these systems were homegrown and outdated. The University has focused on new financial and administrative processes, resulting in the ultimate "completion" of the merger, with the Cornerstone project, a multi-year strategic effort to transform the administrative and student information systems and processes for Rutgers University. This series of projects lays the groundwork to modernize, unify, and simplify finance, human resources and payroll, procurement, expense management, and student information systems and processes. In addition, with this foundation the University will build the strategic analytics and performance improvement capabilities, driving responsibility for continuous improvement throughout the organization. Units will identify problems and needs by developing metrics that align with the University's goals and cascade throughout the organization. Through its new systems, the University will design prototypes and products to improve efficiency, build and test analytics, track and monitor metrics, identify areas for improvement, develop performance improvement projects, and track/monitor outcomes.

As the first phase of the Cornerstone project went live, the University faced successes as well as challenges that are typical for large projects; the challenges were amplified by conversions from two sets of systems instead of the normal one. Many components were smoothly implemented including the unification of human resource systems for legacy Rutgers and legacy UMDNJ, the conversion of UMDNJ's Banner payroll system to Rutgers' PeopleSoft platform, a single budget development system, and the web-based personal expense reimbursement functions. Regular communications from the President and the Cornerstone leadership team kept the University community informed of the challenges apparent with the conversion of the procurement system in the processing of backlogged invoices and the conversion of financial balances and grant demographics in the new consolidated financial management system. Town hall meetings, which can be attended in person, through webcast, or viewed online at a later date, were held monthly and as needed to review with the community issues with the implementation of the systems and proposed solutions. A dynamic training program provided need-to-know information and system skill development for all members of the Rutgers community based on assigned level of system usage. The project moved forward quickly as the conversion took place, through collaboration with software and implementation partners to resolve system-related issues. In 2017 the University accomplished the bulk of the transitions, and it was able to develop a financial report for FY2017 that had an unmodified opinion from KPMG, the University's external auditors. One

of the shortcomings of the new system initially was a dearth of management reports available; the Cornerstone team initiated an intensive report development effort that is largely complete.

The University is still challenged by conversion issues – other than expenditure data – in the Project Management sub-ledger of the financial system. A process of reconciling all data in project set up, including both financial and demographic information, to source information is currently underway. This is a significant review initiative that is critical to ensuring the project system interacts seamlessly with the general ledger going forward. During FY2018, the Cornerstone team continues to work on areas of opportunity and address ways to optimize the system to ensure it is user-friendly and data are easily reportable.

The Cornerstone initiative consists of the following:

Use of Information Systems to Leverage Technology: The University is bringing together data and business processes that existed in two sets of disparate systems before the 2013 integration and continuing through the first several years of the integration in order to achieve more effective and efficient operations.

Oracle Cloud Financials Migration: The 2013 integration necessitated a migration to a single Enterprise Resource Planning (ERP) platform. This system went live in October, 2016 and is discussed above.

Human Resources Integration and Innovation: University Human Resources (UHR) will shift to new services and systems that are proactive with improved transactional support to transform HR at the University. This includes assessment and analysis of workforce needs; development of critical talent through training, succession planning, and mentoring; and a focus on management development. UHR will provide best-practice academic and administrative systems and organizations, backed by updated technology and restructured services to ensure efficiency and effectiveness.

UHR/Payroll Services Data Migration: The project to integrate two payroll systems was completed in December 2016, with a move of all payroll systems to PeopleSoft.

University Budget Management: The University's move to a Responsibility Center Management budget model required changes to the budget process and supporting infrastructure in order to provide the University with reliable and accessible information to academic and administrative leadership. This module went live in March, 2016.

Financial Performance

Rutgers is financially stable with an ability to support its operations and provide program support. While Rutgers is faced with the changing national trends in higher education, as the flagship institution in the state of New Jersey, the University is also impacted by the uncertainty in the revenues and costs, such as fringe benefit expenses, provided to the University by the state. An overview of the institution's revenues and expenses (consistent with the audited financial statements) is presented in Table VI.1, below.

Table VI.1 Rutgers, The State University of New Jersey, Revenues and Expenses FY2014 - FY2017 (dollar amounts are in thousands)

	FY 2014	FY 2015	FY 2016	FY 2017
OPERATING REVENUES:				
Student Tuition and Fees (Net of scholarship allowances)	820,229	863,051	905,762	930,727
State Appropriations (including fringe benefits)	777,393	781,884	775,666	807,511
Grants & Contracts	579,695	584,867	575,198	602,696
Auxiliary (net of scholarship allowances)	291,460	306,260	317,429	282,384
Health and Net Patient Service Revenue	487,578	518,019	533,932	711,167
All Other Operating Revenues	357,287	394,849	427,192	409,342
Total Operating Revenues	**3,313,642**	**3,448,930**	**3,535,179**	**3,743,827**
OPERATING EXPENSES:				
Salaries and Wages	1,752,152	1,775,349	1,824,819	2,000,064
Fringe Benefits	543,132	582,430	632,569	778,438
Supplies and Services	815,680	838,553	838,059	788,344
Scholarships and Fellowships	65,423	62,871	67,451	70,590
Total Operating Expenses	**3,176,387**	**3,259,203**	**3,362,898**	**3,637,436**
Change in Operating Fund Balance	**137,255**	**189,727**	**172,281**	**106,391**

Other financial trends include the following:

- While the University's state support is stable, it is not keeping pace with the growth of the University or with inflation. Despite this negative trend in the direct appropriations, Rutgers has strived to maintain minimal tuition and fee increases while growing less traditional revenue sources. The University has grown its revenues 13% over a three-year period.
- Tuition rate increases have averaged 2.1% over the past three years, with a 1.85% increase this year. Overall tuition and fee income growth has averaged 4.3% over the past three years primarily because of increased undergraduate enrollment and growth of graduate programs. Rutgers maintains a state, national, and global presence by attracting high quality applicants from all 50 states and over 140 countries.
- The 2013 integration has substantially increased the University's research and development efforts, enhancing the University's ability to meet the economic needs of the state and beyond. In FY2017, grants and contracts revenue of $603 million represented more than a 4.8% growth from the previous year and averaging a 1.3% over three years. For the two years, federal funding for research at Rutgers has grown by 11%. Also, partnerships with industry have grown, with corporate funding for research and sponsored programs increasing by 28% in FY2016.
- In FY2015 The Rutgers University Foundation successfully completed its $1.0 billion campaign, raising $1.037 billion to help meet the University's most pressing academic and financial needs. In total, more than 130,000 donors contributed, including more than 70,000 alumni. Funds raised through this campaign are being used to support academic initiatives, student services, and financial aid. The campaign helped to double the

University's endowment, thereby ensuring that resources will be available to meet the needs of students and faculty for the future. Rutgers raised a record-setting total of $209.1 million in new gifts and pledges in fiscal year 2017. Nearly 50,000 donors contributed to this total that surpassed the $170 million goal by 23%. High cash revenue results of $164.9 million also set a new record for Rutgers, and surpassed the target of $136 million by 21%.

- Rutgers' endowment continues to show promising gains, rising 12.3% to $1.11 billion at the end of fiscal year 2017. In 2016 the University placed 86th among North American colleges and universities in the most recent NACUBO-Commonfund rankings, up from 95th in 2015 and 100th in 2014.

- Rutgers will continue to meet its funding challenges through savings from increased efficiency and reduced administrative costs, revenue from nontraditional education programs, public-private partnerships, clinical care enterprises including the development of Rutgers Health Group and a new partnership with RWJ Barnabas Health, increased grants and contracts activity, greater philanthropy, and other sources.

In its January 2015 report to MSCHE, Rutgers described major financial changes that immediately followed the 2013 reorganization of the University, including debt-refinancing plans for Rutgers and the University Hospital portions of the transferred UMDNJ debt. The evaluation team's follow-up report commended the University on the steps that had been taken to date in the integration of the majority of units of UMDNJ with Rutgers. The following are some significant updates on the financial status of the University since that report.

Rutgers annually receives ratings by the major rating agencies (Moody's, Standard and Poor's, Fitch). Ratings as of May 25, 2017 were:

Bond Ratings	Long-Term	Short Term	Outlook
Fitch	AA-	F1+	Stable
Moody's	Aa3	VMIG 1/P-1	Negative
S&P	A+	A-1	Stable

Since that date Moody's has affirmed the University's rating to Aa3, Aa3/VMIG 1, and P-1 ratings on approximately $2 billion of outstanding debt, and revised the outlook to *stable* from *negative*, noting:

> "Revision of the outlook to stable is based on our expectations of stabilizing operations at slightly better than break-even levels, resulting in modest operating cash flow growth. It also incorporates our belief that the university will be able to absorb some reductions in state and federal funding, that it will limit any additional debt to current levels, and that liquidity will not deteriorate further."

The official statement on Rutgers General Obligation Refunding (Series M) Bonds from its last bond issuance in 2016 is also available.

The University strategizes with financial advisors to ensure the best possible ratings of its bonds and to achieve the best economic outlook possible. The better the ratings, the less costly it is for the University to invest in its future, issuing sound investment bonds at competitive interest rates in consultation with the Board of Governors Committee on Finance and Facilities.

Criterion 5 - *Well-defined decision-making processes and clear assignment of responsibility and accountability*

Policy 50.1.1 - Authority of the Board of Governors describes the powers and authority of the Board of Governors. Policy 50.1.3 - University Officers identifies the principal officers of the University and their responsibilities. The Policy Library also includes policies and procedures for the establishment of the University administration (see University Policies 50.1.6 - 50.1.10) and for shared governance (see University Policies 50.2.1 - 50.2.3) as essential components of the University's operation.

The top administrative and executive officer of Rutgers is the President. Various senior and executive vice presidents report directly to the President, including the Senior Vice President For Academic Affairs, the Executive Vice President For Finance and Administration & University Treasurer, the Executive Vice President for Strategic Planning and Operations & Chief Operating Officer, the Senior Vice President for Research and Economic Development, the Senior Vice President for External Affairs, the Senior Vice President and General Counsel, the Executive Vice President for Development and Alumni Relations (President of the Rutgers University Foundation), the Secretary of the University, the Director of Intercollegiate Athletics, and the Chancellors of Rutgers University–New Brunswick, Rutgers University–Newark, Rutgers University–Camden, and Rutgers Biomedical and Health Sciences (also Executive Vice President for Health Affairs). Various organizational charts representing the structure of the University are found here. Each principal officer of the University has defined roles and responsibilities, as detailed in Policy 50.1.3 - University Officers.

The President meets regularly with his senior leadership team, the Administrative Council, and the Chancellors of the University. He is also an ex officio member of the Board of Governors and Board of Trustees.

The University is composed of 30 degree-granting units, organized under the four Rutgers Chancellors. Each Chancellor also oversees designated Centers and Institutes. A Dean or Director is the principal officer of each academic unit of the University; e.g., college, faculty, graduate or professional school, or independently organized institute or center, and reports directly to the Chancellor for that location. The administrative governance section of the University Policy Library outlines the governance structure and responsibilities for each academic unit and the role that faculty play in operation. Bylaws for the academic units are found here.

The principal shared governance unit is the University Senate, a University-wide body of elected faculty, students, alumni, and staff and *ex officio* administrators. University Policies 50.2.1 - 50.2.3 delineate procedures and qualifications for membership in the University Senate and its procedures of operation. As Policy 50.2.2 - University Senate - Duties and Powers details, the

Senate's duties and powers include being concerned "with all academic and non-academic matters pertaining to the mission of the University" and advising "the President on matters of broad educational and research policy." University Senate culture changes periodically as chairs, officers, and Executive Committee members are elected annually. Senate recommendations are tracked and discussed regularly by the Executive Committee, as well as the full Senate, recorded in their respective minutes, and appropriate further action or follow-up is undertaken, or the matter is considered to be resolved based on reports from the administration or Senate members.

The New Brunswick Faculty Council, the Newark Faculty Council, the Rutgers Biomedical and Health Sciences Faculty Council, and the Camden Faculty Council are the principal faculty governance bodies that advise respective Chancellors on academic and administrative matters. For example, the New Brunswick Faculty Council's Bylaws state that the Council is the "principal faculty body from which the New Brunswick Chancellor seeks advice and to which the Chancellor is accountable on New Brunswick-wide academic policy issues. The Faculty Council recognizes the role and appropriate responsibilities of a variety of other avenues for faculty advice and consultation in New Brunswick, including departmental, unit and school faculties and other standing and *ad hoc* committees."

Criterion 6 - *Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes*

Physical Planning and Resources

Following the development of the University and Chancellor-level Strategic Plans, Rutgers Institutional Planning and Operations assembled a team of consultants to produce comprehensive physical master plans for New Brunswick, Newark, Camden, and RBHS. In 2015 the Rutgers Board of Governors approved a University Physical Master Plan for Rutgers–New Brunswick, Rutgers–Newark, Rutgers–Camden, and Rutgers Biomedical and Health Sciences to ensure that the University's buildings, roads, parking facilities, and outdoor spaces align with the University's Strategic Plan and serve the needs of the University community over the next 30 years.

Examples of facilities projects that build on the five **critical foundational elements** of the Strategic Plan include:

- The consolidation of finance (University Finance and Administration), research administration (Office of Research and Economic Development), and facilities planning, construction, and operations personnel (Institutional Planning and Operations) into one building located at **33 Knightsbridge Road** in Piscataway has streamlined operations, facilitated communication and collaboration, and enhanced the University's ability to respond to change and make decisions promptly. This facility allowed for the co-location of personnel coming from both Rutgers and UMDNJ.
- Fast-tracking of high-profile athletic facilities construction and renovation projects, including a major facility adjacent to the Rutgers Athletic Center called the **RWJBarnabas Health Performance Center** (funded in part by donors responding to the University's entry into the

Big Ten Athletic Conference), is expected to lead to greater alumni and corporate financial support for educational as well as athletics initiatives; and

- The recently-completed **Honors College** in New Brunswick provides housing, seminar rooms and meeting spaces for both students and faculty. The Honors College fosters collaboration across disciplines, promotes faculty excellence, and will contribute to sustaining the inclusive, diverse, and cohesive culture that is unique to Rutgers.
- The development of the **Honors Living Learning Community** building in Newark, currently under construction, that will provide an immersive, on-campus learning experience that fosters the academic, social, and personal development of talented students from all walks of life with a desire to make a difference in communities and beyond. Students will live and learn with students from all over the world.
- The new **Nursing and Science Building** on the Camden campus, which serves as a world-class research and teaching facility for students and faculty in the areas of biology, chemistry, computational and integrative biology, health sciences, nursing, and physics at the undergraduate, graduate, and doctoral levels.

The review of other areas through comprehensive planning activities include the libraries, computing infrastructure, parking, and transportation:

- The recently completed University Transportation Master Plan proposes strategies for improving the mass transit bus system that links the five distinct campuses at New Brunswick. Long travel times between classes and service reliability are major issues for students; improvements will significantly affect student experience and satisfaction. The Executive Summary of the new Transportation Master Plan provides a comprehensive overview of the assessment undertaken in constructing the plan, and the subsequent recommendations.
- The University-wide Libraries Master Plan will be completed in spring 2018 and will address the increasing role the libraries and technology will play in the Rutgers educational process.
- Improvements to the New Brunswick athletics facilities are included in the Rutgers 2030 University Physical Master Plan, and an Athletics Strategic Plan is currently under development.
- The New Brunswick Student Affairs Master Plan is currently approaching completion, and is evaluating both existing facilities and programs in addition to examining the future of the Division of Student Affairs involving critical services to the University including Student Centers, Dining Services, Recreation, and Health Services.
- The Newark and Camden Student Life Assessments were recently initiated to evaluate services and support to the University's students, which impact the quality of the learning environment and student experience.
- Rutgers–New Brunswick is undergoing an update of its Housing Master Plan which will examine the current housing supply, evaluate the impact of the 2030 University Physical Master Plan on housing, and propose enhancements and new housing stock to meet the demands of the future.
- The University's Office of Information Technology has launched a major planning effort by engaging a consultant to assess current technology infrastructure throughout the University and to develop a forward-looking strategy for upgrading and expanding its networking, IT, and telecommunications systems that is in alignment with the build out of the physical master

plan. The Technology Infrastructure Master Plan (known informally as the "network master plan") charts a 10-year course toward a faster, more resilient Rutgers network, ubiquitous wireless connectivity, and a technology infrastructure designed to enable next-generation innovations in teaching, research, and service. The plan, projected for release in spring 2018, is the result of a detailed analysis and review designed to define a strategic direction, build a road map, and develop a sustainable funding model to support current and future network technologies at Rutgers. The Rutgers network covers over 1,400 buildings and more than 24 million square feet of real estate. RUNet 2000, the last major network initiative, was nearly 20 years ago.

Stewardship of the University

As new capital developments with budgets above $5 million are considered, departments must submit the plans to the Capital Planning Advisory Council (CPAC) for initial review and then to the Board of Governors Committee on Finance and Facilities for consideration and recommendation to the full Board of Governors for approval.

Through the Responsibility Center Management budgeting process, measures are incorporated to afford the capital needed to implement these projects, tied into the capital financial planning process. Assignment of debt is based on both affordability and sensible sharing.

The Priority 1 Physical Plant Five-Year Plan addresses deferred maintenance and capital renewal and replacement needs with an annual investment of approximately $15 million. This is in addition to capital expenditures for upgrades to infrastructure, including a planned $70 million funding for upgrades to power cogeneration plants in Newark and New Brunswick.

The Capital Plan receives funding through a mix of revenue sources:

- Under the new Responsibility Center Management budgeting model, the University may build into the operating budget of all schools an amount that is dedicated for existing and emerging deferred maintenance priorities.
- The University annually looks at year-end fund balances that may be applied to deferred maintenance.
- The University has established an Internal Bank to provide funding for Rutgers' capital program from debt financing and appropriate amounts of University resources and to make loans to units for capital projects.
- Fundraising
- Public/Private partnerships
- Accrued fund balances
- External Grant Opportunities

Another source is borrowing. Rutgers is considering additional bonding for major capital projects in the coming years, which will include folding in a portion of funding to address deferred maintenance along with the resources noted above.

Criterion 7 - *an annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter*

Each year the University's finances are independently audited. Financial reports from past years including the most recent are on the University Controller's website. The audit includes a Management Letter which incorporates the University's response to any raised issues. The Board of Governors Committee on Audit meets five times each year with the University's auditors. Also, the University has a robust Office of Audit and Advisory Services that develops risk-based audit plans and responds to requests for evaluation and recommends best practices. It also has an Office of University Ethics and Compliance which coordinates Enterprise Risk Management planning among other functions.

Criterion 8 - *Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals*

The process for measuring and assessing the adequate and effective utilization of institutional resources to support Rutgers' mission and goals starts with the University's relationship with state decision makers. Because Rutgers is a public university, the state of New Jersey is responsible for providing significant financial resources to enable the University to operate efficiently and effectively. Most of these resources come to the University through the state appropriations process, which involves annual negotiations between Rutgers officials and the Governor, the state legislature, and the Office of the Secretary of Higher Education.

The appropriations process begins in the fall with the University's submission of an asking budget to the state Office of Management and Budget, providing institutional data as well as specific funding requests for consideration by the executive branch of state government. During the winter, the Governor of New Jersey presents a recommended budget for the following fiscal year, which sets the framework for deliberations by the state legislature that spring. The Rutgers President annually joins colleagues on the New Jersey Presidents' Council in testifying before legislative committees presenting higher education's case for state support. After the political process is concluded, and a new state budget enacted, the University's annual state appropriation for the coming fiscal year is established, and this amount provides the parameters for final decisions about revenues, especially the setting of tuition and fees. The legislature also sets levels of state-provided financial aid during its appropriation process, which has a substantial impact on tuition levels set by the University. State appropriations and tuition and fees are the two primary sources of revenue for the University, with other funding coming from auxiliary enterprises, grants, endowment income, contributions, clinical income, and others. The University's annual financial reports provide a breakdown of the revenue amounts that flow from these different sources.

The RCM model and associated budget process provide the mechanisms for budget planning and forecasting, determining the need for increases in tuition and fees and other revenues. RCM enables units that generate revenue, and those that provide services to revenue-generating units, to prioritize decision-making based on available resources and long-term, strategic, and financial planning. Through the budget process, preliminary expenditure estimates for the coming year are

developed, reflecting academic program needs, enrollment projections, strategic initiatives, cost center requirements, financial aid capacity, and other factors. With firm revenue projections, the RCM budget process allows Chancellors, Deans, cost center heads, and others to adjust spending plans accordingly.

While examining the need for additional revenues, careful deliberation is also given to the potential effect of any increase in tuition and fees on students (undergraduate and graduate, in-state and out-of-state, incoming and returning). As reviewed in the chapter on Standard II - Ethics and Integrity, under Criterion 7, an annual public hearing on tuition and fees is held to allow input from students and others on the costs of a Rutgers education. Data are provided at that event – and at subsequent meetings of the Board and its committees – showing how Rutgers compares to its peers in terms of recent tuition and fee increases and related measures.

The Committee on Finance and Facilities of the Board of Governors reviews the administration's overall expenditure and revenue recommendations, which seek to balance the funding needs of the institution with the financial challenges facing students. The Committee recommends a new University budget and accompanying schedule of tuition and fees to the full Board of Governors which gives it final consideration in July.

Through its various committees, the Boards of Governors and Trustees assist in identifying resources needed to sustain and improve the University. For example, the Committee on Finance and Facilities of the Board of Governors advises the Board in the approval of the annual budget, the Joint Committee on Investments oversees investments controlled by both Boards, and the Committee on Audit ensures that the University meets its financial reporting responsibilities to the public, the state, and the federal government.

Other Boards playing important roles in how resources are utilized include:

> The Camden Board of Directors, which has oversight of Rutgers‑Camden initiatives and the implementation of strategic priorities. The Rowan University/Rutgers University– Camden Board of Governors provides joint oversight for any new health sciences programs to be created by either institution or by the two institutions collaboratively. Both of these Boards were a result of the *New Jersey Medical and Health Sciences Education Restructuring Act of 2012*.

> The Board of Overseers of the Rutgers University Foundation has the power, authority, and responsibility to set fundraising policies and to oversee the operation of the Rutgers University Foundation.

> The Board of Managers of the New Jersey Agricultural Experiment Station facilitates communication to and from the New Jersey Agricultural Experiment Station and the County Boards of Agriculture and serves as an advocate for the experiment station. It also provides advice to the executive dean and director of the experiment station on affairs that concern the programs of the experiment station.

Criterion 9 - *Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources*

Assessing the interlocking activities of planning, resource allocation, and renewal processes within the constraints of resource availability is critical to the continued effectiveness of Rutgers in meeting its mission, improving its quality, and achieving its goals and strategic priorities. Assessment at Rutgers begins with the strategic planning processes that have guided Rutgers since the *New Jersey Medical and Health Sciences Education Restructuring Act of 2012*.

The University Strategic Plan provides the framework for how the University pursues these assessment efforts. Using the tools such as those noted under Criterion 1 above, Rutgers is regularly assessing its progress in achieving the goals and strategic priorities stated in the Plan. A more local focus for this assessment occurs through the cascade of strategic planning processes at the Chancellor (New Brunswick, Newark, Camden, and RBHS) and academic unit levels. Benchmarking of direct metrics as exemplified by the University-wide strategic planning measures and more nuanced and qualitative follow-up reports occurring at the Chancellor levels are illustrative of these assessment efforts.

The Board of Governors (BoG) provides broad oversight of the University. In this role, the BoG approves and evaluates the overall strategic direction of the University. Through its various committees, the BoG regularly obtains updates on the progress University leadership is making in achieving the broad goals and strategic priorities set out in the University Strategic Plan.

Beyond these broad assessment activities, more specific and local assessment of the linking of planning, resources and institutional improvement is achieved through the annual budget process. Through the annual fiscal cycle, units are able to assess their ability to support ongoing activities and undertake new initiatives informed by the overlapping strategic planning efforts at the University, Chancellor, and local levels.

This process of budget development, through careful planning deliberations that involve both cost and responsibility centers, within the context of the wider strategic needs of the University enables the University to pursue its goals and aspirations within its fiscal means.

Since the new financial system and the implementation of Cornerstone are critically important in the University's effort to meet its strategic goals and priorities, these efforts must be closely assessed and evaluated. Feedback from staff, faculty, and students through the administration of surveys and other qualitative data collection strategies on the progress of the Cornerstone project are helping management to understand better what issues emerged during the first stage of the transition and to inform the Cornerstone initiative as it proceeds to later phases.

A new strategic financial planning process, including a melding of multi-year operating and capital plans, will be the primary tool used to measure and assess the utilization of resources and alignment with mission and goals.

The University is establishing a data analytics capability, an analytical framework that would draw data from a variety of University sources, to inform the planning and assessment processes

in educational, research, service, and health care missions, a key strategic planning priority for the Executive Vice President for Finance and Administration and University Treasurer.

A comprehensive employee evaluation program is a valuable assessment tool to ensure that the University is meeting planning, resource, and renewal needs.

- The University President receives an annual evaluation from the Board of Governors.
- Annual reviews of the principal officers of the University, including the Chancellors, through the Executive Performance Evaluation program provides feedback and guidance for effective leadership within the context of the University's and local organization's mission and strategic goals
- Periodic evaluations of the Chancellors and the Academic Deans take place on a five-year cycle. The chapter on Standard VII – Governance, Leadership and Administration, under Criterion 5 describes this in greater detail.
- Nonaligned staff members receive annual evaluations through the Pay for Performance evaluation process.
- The respective collective negotiation agreements contain the evaluation standards for unionized staff.

These reviews provide important feedback to all employees about the role each plays in the effort at Rutgers to achieve its goals through a dedicated and effective workforce.

Conclusion and Suggestion

Rutgers undertook a University-wide strategic planning process beginning in 2012, issuing plans starting in 2014 at the University and Chancellor levels. Regular review and analysis of the President's Metrics keep the University, the President, the governing boards, senior administrators, and each of the Chancellors focused on the progress being made to achieve this strategic vision. Through the implementation and application of the new Responsibility Center Management budget model, the University is aligning resources with costs and initiatives and utilizing the data accumulated within the system to support future planning efforts. The multi-year Cornerstone project is transforming the administrative and student information systems and processes to enable Rutgers to complete the integration of the majority of units of UMNDJ and Rutgers by modernizing, unifying, and simplifying finance, human resources and payroll, procurement, expense management, and student information systems and processes. The University has maintained a strong financial position despite a negative trend in direct appropriations from the state, while limiting tuition and fee increases to approximately 2.1% per year over the past five years, and 1.85% in the current fiscal year.

The University operates with clear divisions of responsibilities across the governing boards and University leadership, and with shared governance with the faculty, most notably accomplished through the University Senate and the various faculty councils. In connection with the Strategic Plans, the Board of Governors approved a University Physical Master Plan that provides sound plans for buildings and outdoor spaces of the University to 2030. Financial statements for the University are independently audited and publicly available. The budget process begins each fall, including community input during the spring, and a finalized budget each July. Via the

goals outlined in the Strategic Plans and the associated metrics, the University continually measures progress towards its vision, facilitated by the new systems that have been put into place to coordinate efforts across the campuses.

Self-identified Suggestion Related to Standard VI

Assess the effectiveness of the transformational changes to the various financial, administrative and student information systems under the Cornerstone Project to ensure that the goals of performance improvement and increased analytic capabilities are met.

Primary Responsibility:	Executive Vice President for Finance and Administration and University Treasurer and the Senior Vice President and Chief Information Officer
Assessment:	The performance of the new systems should be evaluated on an ongoing basis and adjustments made as needed. An overall assessment should be undertaken after full implementation has been completed and the new systems have been in operation for a period of three years.

Standard VII – Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Standard VII addresses the University's overall governance structure and administrative organization, the roles and responsibilities of the Board of Governors and the Board of Trustees, and, as a public institution, the University's relationship with the state of New Jersey. The chapter demonstrates that Rutgers fully meets Requirement of Affiliation 12 on the integrity of the governance structure and Requirement of Affiliation 13 on governing board conflicts of interest. This chapter also provides evidence of the appropriate credentials, experience, and authority of the Chief Executive Officer to direct the institution effectively, and an administrative staff of an adequate size and with the right expertise to perform their functional roles, and lead Rutgers in the fulfillment of its mission. Additionally, it describes institutional mechanisms for shared governance and accountability, including periodic assessments of the effectiveness of institutional governance, and its leaders and administrators.

Several institutional priorities and foundational elements of the University's Strategic Plan that focus on maintaining Rutgers' commitment to shared governance, academic freedom, and efficient leadership and communication, and on fostering efficient and effective administrative infrastructures, processes, and staffing are also relevant here. The chapter also reviews the extent to which administrative functions have become fully integrated since the 2013 restructuring and where additional integration efforts are needed. Finally, the chapter outlines assessment processes designed to evaluate the effectiveness of the University's leadership, administration, and governance.

Criterion 1 - *Governance Structure*

Rutgers' unique history as a colonial college, a land-grant institution, and a state university helped shape its current governance structure. The Board of Trustees was the governing body of the University from the time of its founding in 1766 as Queen's College until the University reorganization under the Rutgers, The State University Law enacted in 1956 (N.J.S.A. 18A:65-1 et seq.), which is also known as *"The Rutgers Act of 1956."* The 1956 state law created a Board of Governors as the governing body of the University. It also provided for the continuation of the Board of Trustees in an advisory capacity, with certain fiduciary responsibilities over University assets (especially the property) that existed before 1956.

The authority to plan, allocate resources, and work for institutional renewal emanates from the legislative Act of 1956, which made Rutgers an instrumentality of the state of New Jersey. The *New Jersey Higher Education Restructuring Act of 1994* further outlined Rutgers' authority to pursue planning and renewal policies, provided increased autonomy for individual public

institutions, and also provided a more consultative and cooperative planning and policy process for higher education.

The integration of the majority of units of the University of Medicine and Dentistry of New Jersey as a result of the *New Jersey Medical and Health Sciences Education Restructuring Act of 2012* virtually doubled the size of an already large, sprawling, and complex public research institution. To augment existing governance and administrative structures, the Restructuring Act provided for:

- increased membership of the Board of Governors from 11 to 15 members;
- a Chancellor and Chancellor's office to lead the new Rutgers Biomedical and Health Sciences (RBHS);
- a Chancellor and Chancellor's office to lead Rutgers University–New Brunswick;
- advisory boards at Rutgers University–Newark and Rutgers University–New Brunswick to advise the respective Chancellors on matters concerning teaching, research, and service;
- the Rutgers–Camden Board of Directors to provide a similar advisory role for that campus' Chancellor; and
- a joint board of governors between Rutgers University–Camden and Rowan University to provide joint oversight over future health sciences programs.

The President of Rutgers reports directly to the Board of Governors and implements board policies with the aid and advice of the Chancellors and senior administrators.

The University Administrative Council comprises more than 80 University leaders, including the Chancellors and academic Deans, Vice Presidents and other senior administrators. The Administrative Council meets regularly with the President throughout the year to discuss current University issues and concerns, to advise the President, and to review updates on the strategic direction of the University.

The Rutgers University Senate, also discussed in the chapter on Standard VI - Planning, Resources, and Institutional Improvement, meets regularly throughout the academic year to discuss a broad range of educational policies and processes, to consider all matters related to the University's mission, and to make recommendations to the University President and the administration. On certain issues, the President acts only after receiving the advice of the Senate or giving the Senate time to present its views.

Faculty play a significant role in guiding University policy and procedures through shared governance with the governing boards and the senior administration. Also, the faculty councils in New Brunswick, Newark, Camden, and Rutgers Biomedical and Health Sciences, serve as the principal faculty bodies from which the respective Chancellors seek advice on academic policy issues.

The Rutgers University Student Assembly (RUSA) is the undergraduate student government association in New Brunswick, which includes the undergraduate RBHS students. It serves to represent student interests to the University administration for better conditions for the overall student body and enables student input and engagement. The Student Governing Association

represents the student body in Newark, and the Student Government Association represents the student body in Camden. The Rutgers Graduate Student Association advocates for graduate student concerns to the greater New Brunswick community. All of these organizations provide financial support to their respective student organizations.

Criterion 2 - *Governing Boards*

Board of Governors

The Rutgers Board of Governors, the University's principal governing body, has general supervision over and is generally vested with the governance, control, conduct, management, and administration of Rutgers, The State University of New Jersey. See Appendix VII.1 for a list of the Board's areas of authority and responsibility. The Bylaws of the Board of Governors describe the functions and operations of the Board in more detail, including its policy-making roles in academic and fiscal management, its oversight and evaluation of the President, and its delegation of the day-to-day operations of the institution to the President and his or her administration. The Board comprises 15 voting members. The President of the University is an *ex officio*, nonvoting member. The University Senate elects two faculty members and one student to serve as nonvoting representatives. Of the 15 voting members of the Board of Governors, eight Public Governors are appointed by the Governor of the state, with confirmation by the New Jersey State Senate, and seven Trustee Governors are elected by and from the Board of Trustees. The boards each review their membership diversity for its alignment with the diversity of the state population.

As noted above, the *New Jersey Medical and Health Sciences Education Restructuring Act of 2012* legislated changes to the University's governance structure and organization. The role of the Board of Governors as the governing body of the University has not, however, materially changed since 1956. The historical balance of power on the Board of Governors membership (i.e., the one state-appointed member majority) remained intact with the increased Board membership. This balance of power was developed to ensure that Rutgers would maintain a high degree of self-governance, be autonomous from state government, and be free of partisanship. As noted on page 14 of Rutgers' December 2012 Complex Substantive Change Request, the language of the 2012 statute specifically indicates that nothing is intended to be "construed to alter, amend, modify, or diminish the authority of the board of governors of Rutgers, The State University to grant tenure and promotions … establish standards for academic programs and for the awarding of degrees … and make final decisions on capital projects, bonding, and the annual budget."

The standing committees of the Board of Governors include the:
- *Committee on Academic and Student Affairs*, which advises the Board on immediate and long-term plans to advance the tripartite University mission of education, research, and public service;
- *Committee on Audit*, which advises the Board on the University's accounting, auditing, risk and compliance, internal control, and financial reporting processes;

- *Committee on Finance and Facilities*, which makes recommendations to the Board on University fiscal affairs and facility needs;
- *Committee on Health Affairs*, which reviews and reports to the Board on matters concerning the health care services provided by schools and programs at the University;
- *Committee on Intercollegiate Athletics*, which advises the Board and the President on matters related to intercollegiate athletics in New Brunswick, Newark, and Camden;
- *Governors Executive Committee*, which reviews the performance and determines the salary of the President; and
- *Joint Committee on Investments*, a joint committee with the Board of Trustees that oversees the investment of funds and monetary assets under the control and management of the respective Boards.

Board of Trustees

The Board of Trustees acts in an overall advisory capacity; controls properties, funds, and trusts as permitted by statute; exercises sole authority over the investment of funds under its control; elects seven of its members to membership on the Board of Governors; provides advice and consent to the Board of Governors on the appointment of the President of the University; and oversees the borrowing of funds for the needs of the University. Members of the Board of Trustees serve as members on all Board of Governors committees, with the exception of the Executive Committee. It is through this participation and ongoing interactions between the two boards that the Trustees gain valuable experience for their potential service as members of the Board of Governors. As Trustee Governors complete their terms on the Board of Governors, current members of the Board of Trustees are elected by the Board of Trustees to fill these open positions, satisfy residential mandates for the Board of Governors, and accomplish its diversity goals. The Bylaws of the Board of Trustees address its purpose, powers, membership, and operation. As the inaugural governing board of the University, the Board of Trustees is instrumental in maintaining the quintessence of Rutgers, most notably exemplified during an attempted legislative reorganization of the University proposing a takeover of the Camden campus by Rowan University. Table VII.1 displays the composition of the Board of Trustees.

Table VII.1 Composition of the Board of Trustees

41 Voting Members
• 20 Charter Trustees (3 must be women; 2 begin their term as a current undergraduate student; 1 begins their term as a current graduate or undergraduate student). Recommended by the Nominating Committee and elected by the full Board.
• 16 Alumni Trustees. Recommended by the Nominating Committee and elected by the full Board.
• 5 Public Trustees (appointed by the Governor, with confirmation by the New Jersey State Senate)
5 Non-Voting Members
• President is an *ex officio* member
• 2 Faculty Representatives from the University Senate
• 2 Student Representatives from the University Senate

The standing committees of the Board of Trustees include the:
- *Trustees Executive Committee*, which consists of seven Trustees, including the Chair and Vice Chairs of the Board;
- *Trustees Nominating Committee*, which nominates potential new members for election to the Board of Trustees and Board of Governors;
- *Committee on Diversity and Inclusion*, which provides ongoing guidance and advice to the Board of Trustees to ensure the board's diversity is reflective of the diversity of the state; and the
- *Joint Committee on Investments,* a joint committee with the Board of Governors that oversees the investment of funds and monetary assets under the control and management of the respective Boards. The Committee Chair is always a member of the Board of Trustees.

New Advisory and Governing Boards

The *New Jersey Medical and Health Sciences Education Restructuring Act of 2012* created a number of new advisory and governing boards, including advisory boards at Rutgers–Newark and Rutgers–New Brunswick. These advisory boards work with the respective Chancellors "in implementing the teaching, research, and service mission of Rutgers–Newark [or Rutgers–New Brunswick (as applicable)], the engagement of the campus with its local community, its region, and the State, and its commitment to academic excellence, access, and diversity" (see sections 18A:65-14.1 and N.J.S.A. 18A:65-14.13). The respective advisory board is responsible for advising the President and the Board of Governors on the selection of the Chancellor and for working with the Chancellor on proposing capital projects and bonding, as well as proposing the annual budget to the Board of Governors.

The activities of the Rutgers–Camden Board of Directors (CBOD), created by the 2012 Restructuring Act, significantly parallel the advisory functions of the advisory boards at Rutgers–Newark, and Rutgers–New Brunswick. The 2012 law outlines additional responsibilities for CBOD in relation to its role in the management and operations at Rutgers–Camden. These include determining policies for the organization, administration, and development of Rutgers–Camden, and directing and controlling expenditures and transfers of funds appropriated and allocated to Rutgers–Camden. The CBOD's activities are subject to the authority and oversight of the Board of Governors.

The Restructuring Act also created a joint board of governors between Rutgers–Camden and Rowan University to provide joint oversight of future health sciences programs developed by either institution or by the two institutions collaboratively. While the Rowan University/Rutgers–Camden Board of Governors has an independent status as a stand-alone governmental entity and does not directly impact Rutgers' governance functions, Rutgers coordinates health science-related projects or programs proposed for Rutgers–Camden with the Rowan University/Rutgers–Camden Board of Governors as outlined in the Restructuring Act. Two of the seven members of the Rowan University/Rutgers–Camden Board of Governors are appointed by the Rutgers–Camden Board of Directors from among its membership. The Rowan University/Rutgers–Camden Board of Governors has been instrumental in the development of an urgently needed and transformative "Eds and Meds" corridor in the City of Camden.

Conflict of Interest Policy for Board Members

Members of the Board of Governors and Board of Trustees are covered by the "special state officer or employee" provisions of the New Jersey Conflicts of Interest Law (N.J.S.A. 52:13D-12 et seq.) and by the Policy 50.1.12 - Conflicts of Interest Policy for Members of the Boards of Governors and Trustees, Camden Board of Directors and University Officers, as adopted by the Board of Governors. The indemnification provisions of the Rutgers Act of 1956 and the Policy 50.3.3 - University Indemnification Policy cover members of the Board of Governors.

Annually, members of the Board of Governors and the Board of Trustees are required to file with the Secretary of the University a Conflict of Interest Form, certifying agreement to be governed by the Conflicts of Interest Policy for Members of the Boards of Governors and Trustees, the Camden Board of Directors, and University Officers. Additionally, members of the Board of Governors must also file an "Executive Order No. 64 Conflict of Interest" form annually with the State Ethics Commission.

Criterion 3 - *Chief Executive Officer*

As specified by the Bylaws of the Board of Governors, the President is appointed by the Board of Governors and is an *ex officio*, nonvoting member of the Board of Governors. The Board of Governors delegates to the President and his or her administration the responsibility to manage and administer its policies regarding, among other matters, the organization, administration, and development of the University. It also delegates certain powers to the University Senate and the faculties under existing regulations. Since the Chair of the Board of Governors must be a voting Governor, the President cannot chair the governing body. The President shall have such duties as are or may be prescribed by law, University Regulations, and the Board. The Executive Committee of the Board of Governors determines the salary of the President and is responsible for reviewing the annual performance of the President based on mutually agreed upon strategic goals, performance measures, and targets.

Appointed in 2012, Robert L. Barchi, a neuroscientist and neurologist, is the 20th president of Rutgers University, having previously served as the president of Thomas Jefferson University, and as the provost and chief academic officer of the University of Pennsylvania. President Barchi has led the development of an ambitious University Strategic Plan, the first at the University in nearly 20 years, and a comprehensive physical master plan. He helped lead Rutgers into the Big Ten Athletic Conference, a group of similarly-sized leading research institutions, and into the conference's academic consortium, the Big Ten Academic Alliance. Working closely with Rutgers alumni and friends, he successfully completed the University's first billion-dollar capital campaign. And, after helping advocate for passage of a statewide bond referendum for higher education construction, Dr. Barchi has overseen a capital program totaling $1.6 billion in planning, design, and construction of academic and student-services facilities across all Rutgers locations.

Criterion 4 - *Central Administration*

The *New Jersey Medical and Health Sciences Education Restructuring Act of 2012* also articulated changes in the administration and management structure for Rutgers, including the establishment of chancellors for Rutgers–New Brunswick and Rutgers Biomedical and Health Sciences, each reporting to the President. Chancellors for Rutgers–Camden and Rutgers–Newark were already in place before the Restructuring Act. The 2012 law also required the naming of two Provosts at Rutgers Biomedical and Health Sciences to oversee biomedical and health sciences programs in Newark and in Middlesex County, respectively. Provosts for Rutgers–New Brunswick, Rutgers–Newark, and Rutgers–Camden were subsequently appointed to provide consistent organizational structures at each of the units. The Provosts at each campus assist their respective Chancellor, particularly about research and faculty affairs, and also work with the Senior Vice President for Academic Affairs to coordinate academic programs for their respective campuses.

The "University Officers" overseeing the central administrative areas of the University have the authority over and are responsible for, all activities in their administrative domain. Policy 50.1.3 - University Officers, of the University's Policy Library, clearly articulates the roles and responsibilities of the executive administrators. The chapter on Standard VI under Criterion 5 further references these top administrative and executive officers of Rutgers. The President's Cabinet (see membership in Appendix VII.2) and the University Administrative Council, discussed above, represent the University's administrative leadership. They meet regularly to keep informed about University strategic initiatives, discuss current issues, concerns, and opportunities, and to offer advice to the President and each other about the operations and directions of the University. The website of the Office of Institutional Research and Academic Planning contains detailed organizational charts for individual units.

Criterion 5 - *Assessment of Governance, Leadership, and Administration*

Ultimate authority for assessing the effectiveness of the governance, leadership, and administration of the University resides with the Board of Governors. The Board of Governors' calendar of meetings includes both open- and closed-door sessions. During these meetings Board members review, and make decisions on, a wide range of matters affecting the University.

The chapter on Standard VI notes that the Board of Governors sets the overall direction for the University's administration and leadership through the selection and annual review of the University's President, and through reports and reviews from the Board's standing committees. The standing committees provide Board members opportunities to hear, advise, and ultimately decide on whether the programs, policies, and direction of University leadership and administration are contributing to or hampering institutional effectiveness and self-improvement.

The President conducts annual performance reviews of University Officers (senior leadership) and reviews the assessments of each Officer's performance measures and targets with the Board of Governors. This process of evaluation is a critical part of ensuring that the leadership team is achieving the mission and goals of the University.

As emphasized in the chapters on each Standard (most notably Standards I – Mission and Goals and VI – Planning, Resources and Institutional Improvement), the strategic plans for the University (i.e., University, campus, schools and units) provide the vision to guide the University while also providing direction for linking planning and resources with institutional mission and improvement. Assessments of the success of those plans are ongoing, and updates to those strategic plans provide evidence of the University's progress in attaining its goals.

On a quarterly basis, the President presents to the Board of Governors a broad-based assessment of all operational areas of the University using a detailed Metrics Matrix of both improvements over time and comparisons with institutional peers.

The University Senate assists the President and the administration in evaluating the effectiveness of University policies and actions. The Senate's duties and powers include the consideration of "all academic and non-academic matters pertaining to the mission of the University" and advising "the President on matters of broad educational and research policy" (Policy 50.2.2 - University Senate - Duties and Powers). In its role, the Senate undertakes a broad range of studies that contribute to the ongoing assessment of University policies and functions. Further, the University Senate has developed processes for the periodic review of the effectiveness of senior leadership. The administration has accepted these review processes, with some modification. In 2001, Senate-based decanal reviews began and the method has undergone several revisions since inception. The current process for the evaluation of academic Deans, in place since 2010, calls for a five-year review cycle for all academic Deans by an appointed Decanal Evaluation Committee and specifies the participation of unit faculty, students, and staff; among the mandated provisions of the review is a unit-wide faculty survey. The reviews are not personnel evaluations, but rather provide an opportunity to explore the Dean's vision for the school, making observations about where improvements could be made, noting things that work well and suggesting ways that some things might work better. To date, twenty-four decanal reviews have been completed and two are currently in process. The evaluations produce both a confidential report, shared only with the Dean, the Dean's supervisor, the President, the Senior Vice President for Academic Affairs, and the Chair of the University Senate, and a public report shared with the faculty (and sometimes staff) of the school. The President accepted a similar process for the evaluation of Chancellors in 2016.

The Committee on Academic Planning and Review (CAPR) advises senior leadership on academic planning matters and other issues that affect Rutgers. The chapter on Standard V – Educational Effectiveness and Assessment presents more about CAPR's role and the specific reviews and assessments it has undertaken in recent years.

The University and its leadership rely on a wide range of data and information sources to undertake these assessments. The Office of Institutional Research and Academic Planning (OIRAP), collects, maintains, and curates data and develops reports to inform institutional planning, policy formation, and decision-making. OIRAP conducts benchmarking activities and uses data from many external data sources. In particular, as an active member of the American Association of Universities (AAU) Data Exchange, it collaborates with the respective offices from other AAU-member schools to develop and exchange a wide range of data metrics to

facilitate institutional assessment and study. The AAU and its member institutions use these indicators not only to facilitate internal assessment of institutional effectiveness and improvement, but also to provide critical information about institutional performance to external stakeholders.

The University submits an annual Institutional Profile Report to the State of New Jersey Office of the Secretary of Higher Education that contains evaluative data on the University's performance in areas such as student access, educational outcomes, and instructional delivery. An important assessment function played by the Secretary of Higher Education's Office is through its review of the University's annual budget request and audited financial statements to ensure that the University is efficiently and effectively utilizing its resources. The Office also maintains an inventory of degree programs by institution, which Rutgers must regularly update for new programs and those that have significant modifications.

As reviewed in the chapter on Standard III - Design and Delivery of the Student Experience, the Center for Organizational Leadership (OL) provides assistance across the University in strategic planning, organizational assessment, and consulting support. The OL programs and publications are widely recognized and valued within the higher education community, as well as across the fellow membership in the Big Ten Academic Alliance. The OL Annual Report reviews the work accomplished in the Center's organizational advancement, academic, and administrative leadership development programs, recently developed resources, and plans for the coming year. Of particular relevance here are the OL's Academic and Administrative Leadership programs. For example, the Rutgers Leadership Academy (RLA) provides a broad set of leadership education and development modules for mid-career faculty and staff in academic, administrative and professional programs. This two-year program focuses on the development of cross-cutting leadership concepts, competencies, and tools that can be applied in the context of participants' specific disciplines, departments, and schools. Working with its second cohort of participants in 2016-17, the program has had a very favorable response, both within and outside of Rutgers (see for example a January 2017 Chronicle of Higher Education article on the program), as a means of "cultivating" future academic and administrative leaders. Another of OL's programs, the PreDoctoral Leadership Development Institute (PLDI) works with doctoral students to enhance their preparation for future academic and administrative leadership roles.

Conclusion

The strength and vitality of an institution's governance, leadership, and administration are often highlighted during periods of significant transition. The integration of Rutgers with the majority of units of the former University of Medicine and Dentistry of New Jersey presents a distinct example of how a robust, yet adaptable, governance and administrative structure provides stability during a time of unprecedented change.

As a result of the *New Jersey Medical and Health Sciences Education Restructuring Act of 2012,* the University must continue to actively monitor and assess the institution-wide plans the Act introduced as well as those following the recent strategic planning processes. It is imperative that

the University's Board of Governors and central administration continue to measure progress and, perhaps more importantly with undertakings of this size and magnitude, adjust course as necessary in response to that ongoing assessment.

Self-Study Conclusion

The Self-Study process has facilitated Rutgers' review of its progress over the past ten years, in light of the many recent dramatic changes and challenges it has faced, and has focused institutional attention on the assessments that will guide the University forward as it moves into the next planning phase. The celebration of the first 250 years of Rutgers history has been completed, and the institution begins its next quarter-millennium as a dynamic research university poised on the edge of greatness. The following suggestions for focus have been gleaned from the examinations completed in this Self-Study, and represent the opportunities and hurdles to be addressed in continuing to move Rutgers forward.

The Self-Study Report has generated eight suggestions for institutional attention. These suggestions fall into two basic categories. The first category focuses on those new initiatives, systems, and processes that have been put into place in response to the integration or to address opportunities and challenges identified through the strategic planning process. Self-identified suggestions in this first category include Suggestions 1, 3, and 8. The second general category of suggestions identifies areas that are currently under examination, but have not yet finalized recommendations for action. Suggestions 2, 4, 5, 6 and 7 are included in this category. Each of the self-identified suggestions is discussed briefly below. They are presented in the order in which they first appear in the Self-Study Report.

1. **Conduct periodic reviews of the University Strategic Plan to determine the degree to which goals have been achieved and to identify areas that still need to be addressed** (Standard I).

The Plan provides a cohesive planning framework for the newly expanded Rutgers, and a comprehensive and candid assessment of Rutgers' current strengths and areas for improvement. Periodic assessment of the University's progress in achieving the goals outlined in the Plan is crucial to Rutgers' continuous advancement and recognition as one of the nation's leading public research universities.

2. **Adopt a single University Code of Student Conduct across all of Rutgers** (Standard II).

This suggestion falls into the category of initiatives still under examination. The feasibility of implementing this suggestion remains in the exploratory stage, as obstacles arising out of the needs of different schools and disciplines are identified and addressed. Implementing a standardized Code of Conduct is important to becoming a fully integrated institution, and also addresses issues of fairness and equity for students from across all Rutgers' schools and colleges.

3. **Assess the effectiveness of the transformational changes to the various administrative and student service systems to ensure that the goals of improved performance and increased analytic capabilities have been met** (Standards III, IV, and VI).

This suggestion appears several times in the Self-Study Report and calls for the assessment of multiple new systems and processes adopted to respond to the need to integrate previously

disparate systems in place at legacy Rutgers and UMDNJ, and opportunities for system improvements identified in the University Strategic Plan. Included within this suggestion are:

- assessments of the modifications to the research administration functions under the Excellence in Research Administration initiative as well as the closely related new electronic research administration and grant submission system, called RAPSS (Research Administration and Proposal Submission System) discussed under Standard III;
- assessments of the effectiveness of the changes to the enrollment management systems (admissions, financial aid, and registrar) and student accounting functions across the University, as discussed under Standard IV; and
- assessment of the Cornerstone Project, including the new financial management and business processing systems completed in summer 2017, as well as the more recent implementation of new Human Resources, payroll, customer relationship management, and student information systems discussed under Standard VI.

While ongoing evaluation and adjustment are crucial during transitions to new information and data processing systems, full assessments of these new operations should occur after implementation has been completed, and after the new systems have been in operation for a period of three years.

4. **Complete the work of the various instructional technology committees, including the Working Group on Learning Management Systems, and develop comprehensive implementation plans for transition, orientation, support, and requisite needs for special assistance** (Standard III).

This suggestion refers to an assessment which is in process, and one that is central to the University's mission in that it has a direct impact on student learning. Improvements in instructional technology, or increased availability of such resources, along with adoption of a standardized Learning Management System are expected to foster an enhanced student learning experience.

5. **Strengthen efforts to collect accurate data regarding the employment and educational outcomes of Rutgers graduates** (Standard IV).

The topic of reliable data about educational and occupational activities of Rutgers' graduates has long been of interest to the University, but efforts to develop a centralized, systematic University-wide outcomes data collection system are just getting underway. Students and the public are increasingly interested in comparing the post-graduation experiences of graduates from different colleges and universities. The information that Rutgers has collected to date indicates that these outcomes are quite positive. Having more complete information would only help to better communicate the value of a Rutgers education.

6. **Renew the University's commitment to meeting ethical standards with transparency in its student athletic programs** (Standard IV).

Rutgers has devoted additional resources to Intercollegiate Athletics to support its renewed commitment to operating its student athletic programs in full compliance with NCAA standards.

7. **Complete the University-wide assessment of teaching and develop ways of augmenting the Student Instructional Rating System, both for purposes of faculty promotion review and the general improvement of teaching effectiveness** (Standard V).

This suggestion is related to Rutgers ongoing examination of teaching effectiveness, another area of prime importance to the University's mission. These efforts are well underway and are expected to generate final recommendations during academic year 2017-18.

8. **Assess the effectiveness of the new University assessment structure and the processes of assessment developed by the Assessment Council on Learning Outcomes and the Assessment Council on the Student Experience** (Standard V).

This new three-committee structure facilitates a broadening of the scope of the University's assessment initiative, and represents the next step in the Executive Council on Assessment's ongoing evaluation and strengthening of Rutgers' assessment processes (see Standard V).

Rutgers has experienced substantial changes in the last few years. Structural changes have been accompanied by aggressive strategic planning, multiple new initiatives, and a complete overhaul of many of the University's basic data processing and student service systems. There is much going on at Rutgers, and much of it is new. While the Self-Study identified many examples of ongoing assessments and multiple new initiatives, the eight suggestions highlighted in the Self-Study for follow-up represent those areas where assessments of new initiatives and systems seem most essential, where opportunities for improvement in areas central to the University's mission seem both timely and possible, and where perceptions of Rutgers as one of the nation's leading public research universities can be enhanced.

Rutgers, The State University of New Jersey

Middle States Commission on Higher Education

Self-Study Report

Appendices

Appendix A. Self-Study Steering Committee and Working Group Members

Self-Study Steering Committee
Barbara A. Lee, Distinguished Professor of Human Resource Management, School of
    Management and Labor Relations and Senior Vice President for Academic Affairs (Co-Chair)
Ann B. Gould, Associate Extension Specialist, Plant Biology and Pathology, School of
    Environmental and Biological Sciences and former Chair, University Senate (Co-Chair)
Beatrice J. Adams, Student, School of Graduate Studies, African-American History
Joseph A. Barone, Professor II and Dean, Ernest Mario School of Pharmacy
Barbara E. Bender, Senior Associate Dean, School of Graduate Studies
Frances V. Bouchoux, Vice President and Deputy Chief Risk Manager (until February 2017)
Jeffrey Carson, Professor of Medicine/Chief, Division of General Internal Medicine, Robert
    Wood Johnson Medical School and Provost, Rutgers Biomedical and Health Sciences–New
    Brunswick
Mary Beth Daisey, Vice Chancellor for Student Affairs, Rutgers–Camden
Richard De Lisi, University Professor
Kathy L. Dettloff, Vice President, Financial Planning and Budgeting
Adrienne E. Eaton**,** Professor, Labor Studies and Employment Relations and Acting Dean,
    School of Management and Labor Relations
Sherine Gabriel, Professor and Dean, Robert Wood Johnson Medical School
Gary A. Gigliotti, Professor of Economics, School of Arts and Sciences and Associate Vice
    President for Academic Affairs, Teaching and Assessment Research
Carol Goldin, Associate Dean for Assessment, Ernest Mario School of Pharmacy
J. Michael Gower, Executive Vice President for Finance and Administration and University
    Treasurer
Robert J. Heffernan, Vice President for Institutional Research and Academic Planning
Roberta K. Leslie, Associate Vice President for Academic Affairs
James P. Masschaele, Professor, Medieval History and Executive Vice Dean, School of Arts and
    Sciences
Felicia E. McGinty, Vice Chancellor for Student Affairs, Rutgers–New Brunswick
Elizabeth Minott, Associate General Counsel
Richard Novak, Vice President of Continuing Studies
Angela M. O'Donnell, Professor of Educational Psychology, Graduate School of Education
Michael A. Palis, Professor, Department of Computer Science and Provost, Rutgers–Camden
Denise V. Rodgers, Professor, Department of Family Medicine and Community Health and Vice
    Chancellor, Interprofessional Education, Rutgers Biomedical and Health Sciences
Brent D. Ruben, Distinguished Professor of Communication, School of Communication and
    Information and Executive Director, Rutgers Center for Organizational Development and
    Leadership
Sandy J. Stewart, Chair, Rutgers Board of Governors
Karen R. Stubaus, Executive Vice Chancellor for Administration, Rutgers–New Brunswick
Carol Terregino, Associate Professor of Medicine, Senior Associate Dean for Education, and
    Associate Dean for Admissions, Rutgers Robert Wood Johnson Medical School
Corlisse Thomas, Vice Chancellor for Student Affairs, Rutgers–Newark

Jerome Williams, Distinguished Professor and Prudential Chair in Business, Rutgers Business School–Newark and New Brunswick and Provost and Executive Vice Chancellor, Rutgers–Newark

Lily Young, Distinguished Professor of Environmental Sciences, School of Environmental and Biological Sciences and Provost, Rutgers–New Brunswick

Working Group for Standard I – Mission and Goals

Jerome Williams, Distinguished Professor and Prudential Chair in Business, Rutgers Business School–Newark and New Brunswick and Provost and Executive Vice Chancellor, Rutgers–Newark (Co-Chair)

Lily Young, Distinguished Professor of Environmental Sciences, School of Environmental and Biological Sciences and Provost, Rutgers–New Brunswick (Co-Chair)

Frank B. Hundley, Trustee Governor, Board of Governors

Laura Lawson, Professor of Landscape Architecture, SEBS

Michael Meagher, Director, Executive Communication

Peter J. McDonough Jr., Senior Vice President, External Affairs

Ashwani Monga, Professor and Chair, Department of Marketing, Rutgers Business School–Newark and New Brunswick

Richard W. Roper, Public Governor, Board of Governors

Michael Sepanic, Associate Chancellor for External Relations, Rutgers–Camden

Patricia D. Suplee, Associate Professor, School of Nursing–Camden

Arya Tewatia, Graduate Student, Materials Science and Engineering, School of Engineering

Napis Wong, Senior Director, Office of the Chancellor, Rutgers–New Brunswick

Working Group for Standard II –Ethics and Integrity

Frances V. Bouchoux, Vice President and Deputy Chief Risk Manager (Co-Chair) – until Feb. 2017

Adrienne E. Eaton, Professor, Labor Studies and Employment Relations and Acting Dean, School of Management and Labor Relations (Co-Chair)

Elizabeth Minott, Associate General Counsel, (Co-Chair) – beginning Feb 2017

Harry M. Agnostak, Associate Vice President, Labor Relations

Lisa Bonick, Director, Office of Academic Labor Relations

Ronald K. Chen, Co-Dean and Distinguished Professor, Rutgers Law School (Newark)

Lisa S. Grosskreutz, Director, Employment Equity

Kimberly M. Manning, Vice President, University Communications and Marketing

Patrick McKay, Professor, School of Management and Labor Relations

Jean McDonald-Rash, Executive University Director, Financial Aid

Delia C. Pitts, Associate Vice President, Office of Institutional Diversity and Inclusion

Working Group for Standard III – Design/Delivery of the Student Learning Experience

James P. Masschaele, Professor, Medieval History and Executive Vice Dean, School of Arts and Sciences (Co-Chair)

Richard Novak, Vice President of Continuing Studies (Co-Chair)

Susan L. Albin, Professor, Industrial and Systems Engineering, School of Engineering

Antonius Bittman, Associate Vice President, Online Programs

Clark Chinn, Professor of Educational Psychology, Graduate School of Education

Tiffany Fong, Student, Honors College, Rutgers Business School: Undergraduate–New Brunswick

John Gunkel, Vice Chancellor for Academic Programs and Services, Rutgers–Newark

Daniel Hart, Distinguished Professor of Childhood Studies and Psychology, Faculty Director of Institute of Effective Education, Faculty of Arts and Sciences–Camden

Steven Haverlock, Student, Honors College, School of Arts and Sciences

Ah-Ng (Tony) Kong, Distinguished Professor, Ernest Mario School of Pharmacy, Chair, Committee on Academic Planning and Review

Krisellen Maloney, Vice President for Information Services and University Librarian

Matt K. Matsuda, Professor of History, School of Arts and Sciences, Dean, College Avenue Campus and Academic Dean, Rutgers–New Brunswick Honors College

Carolyn Moehling, Professor of Economics and Associate Dean for Undergraduate Education, School of Arts and Sciences

Kathleen W. Scotto, Professor of Pharmacology, Robert Wood Johnson Medical School, Vice President for Research and Vice Dean, School of Graduate Studies

Ben Sifuentes-Jauregui, Professor of American Studies and Comparative Literature, School of Arts and Sciences and Vice Chancellor, Undergraduate Academic Affairs

Working Group for Standard IV – Support of the Student Experience

Mary Beth Daisey, Vice Chancellor for Student Affairs, Rutgers–Camden (Co-Chair)

Felicia E. McGinty, Vice Chancellor for Students Affairs, Rutgers–New Brunswick (Co-Chair)

Corlisse Thomas, Vice Chancellor for Student Affairs, Rutgers–Newark (Co-Chair)

Julie Amon, Vice Chancellor, Undergraduate Education and Student Success, Rutgers–Camden (through August, 2016)

Kelley Brennan-Sokolowski, Undergraduate Registrar, Rutgers–New Brunswick

Andrew Brereton, Executive Director, Academic Programs and Services, Rutgers–Newark

Susan Hamilton, Assistant Vice Chancellor for Academic and Student Affairs, Rutgers Biomedical and Health Sciences

Deborah Harrison-Epting, Associate Vice President for Enrollment Management, Undergraduate Admissions

Kathleen P. Hickey, Senior Associate Athletics Director, Division of Intercollegiate Athletics

Dionne Higginbotham, Student, School of Arts and Sciences

Parth Lalakia, Student, College of Arts and Sciences–Camden

Elizabeth O'Connell-Ganges, Assistant Vice Chancellor for Student Engagement, Rutgers –New Brunswick

Janique Sanders, Student, Newark College of Arts and Sciences

Ann M. Treadaway, Director, Office of Veteran and Military Programs and Services

William Welsh, Executive Director, Office of Disability Services

Craig Westman, Vice Chancellor for Enrollment Management, Rutgers–Camden

James Whitney, Assistant Vice Chancellor, Undergraduate Academic Affairs, Rutgers–New Brunswick

<u>Working Group for Standard V – Educational Effectiveness and Assessment</u>
Gary A. Gigliotti, Professor of Economics, School of Arts and Sciences and Associate Vice President Academic Affairs, Teaching and Assessment Research (Co-Chair)
Angela M. O'Donnell, Professor of Educational Psychology, Graduate School of Education (Co-Chair)
Barbara E. Bender, Senior Associate Dean, School of Graduate Studies
Madison Edwards, Student, Graduate School of Education
William Fitzgerald, Associate Professor, English, Faculty of Arts and Sciences–Camden
Carol Goldin, Associate Dean for Assessment, Ernest Mario School of Pharmacy
Susan E. Lawrence, Professor of Political Science, Vice Dean for Undergraduate Education, School of Arts and Sciences
Thomas Leustek, Professor, Department of Plant Biology and Pathology and Associate Dean of Academic Administration, School of Environmental and Biological Sciences
Carol Terregino, Associate Professor of Medicine, Senior Associate Dean for Education, and Associate Dean for Admissions, Rutgers Robert Wood Johnson Medical School
Gretchen Van De Walle, Associate Professor of Psychology, Faculty of Arts and Sciences, Newark

<u>Working Group for Standard VI – Planning, Resources, and Institutional Improvement</u>
Joseph A Barone, Professor II and Dean, Ernest Mario School of Pharmacy (Co-Chair)
Michael A. Palis, Professor, Department of Computer Science and Provost, Rutgers–Camden (Co-Chair)
Richard M. Aks, Vice President for Finance and Associate Treasurer
Arcelio Aponte, Vice Chancellor for Administration and Chief Financial Officer, Rutgers–Newark
Kathleen Bramwell, Senior Vice Chancellor of Finance and Administration, Rutgers Biomedical and Health Sciences
Kyle W. Farmbry, Associate Professor, School of Public Affairs and Administration and Acting Dean, Graduate School–Newark
Larry R. Gaines Jr., Vice Chancellor Administration and Finance, Rutgers–Camden
Carol Goldin, Associate Dean for Assessment, Ernest Mario School of Pharmacy
Sally Kim, Student, Ernest Mario School of Pharmacy professional program
Richard D. Ludescher, Professor, Department of Food Science and Dean of Academic Programs, School of Environmental and Biological Sciences
Cynthia Meekins, Senior Department Administrator, Human Resources and Organizational Effectiveness (through May, 2017)
Michele Norin, Senior Vice President and Chief Information Officer
Mary Lou Ortiz, Vice Chancellor for Finance and Administration, Rutgers–New Brunswick (through June 2017)
Brent D. Ruben, Distinguished Professor, Communication and Executive Director, Rutgers Center for Organizational Development and Leadership, School of Communication and Information
Sepi Sepasi, Interim Vice Chancellor, Finance and Human Resources, Rutgers University–New Brunswick (beginning Dec 2017)
Jennifer Stuart, Assistant Director of University Planning and Development

Appendix B. Alignment of Standards and Requirements of Affiliation

Requirement of Affiliation		**Demonstrate compliance in…**
Requirement 1	Authorization to operate	Compliance review process
Requirement 2	Institution is operational	Compliance review process
Requirement 3	Graduating one class before accreditation	Compliance review process
Requirement 4	Communicating with Commission in English	Compliance review process
Requirement 5	Compliance with government policies, regulations and requirements	Compliance review process
Requirement 6	Complying with Commission policies	Compliance review process
Requirement 7	Mission and goals	Standards I, VI
Requirement 8	Systematic evaluation of all programs	Standards I, III, IV, V, VI
Requirement 9	Student learning programs	Standards I, III, IV, V
Requirement 10	Institutional planning	Standards I, III, IV, V, VI
Requirement 11	Financial resources	Standards VI
Requirement 12	Governance structure	Standard VII
Requirement 13	Governing board conflicts of interest	Standard VII
Requirement 14	Governing board providing information	Compliance review process
Requirement 15	Faculty	Standard III

Appendix C. Overall Timetable for the Self-Study Process

Summer/Fall 2015	Preliminary Planning Group established to discuss recent changes to the Self-Study Standards and process, set a preliminary timeline for tasks to be accomplished, and begin discussion of themes and outcomes to be addressed by the Self-Study
November 2015	Rutgers representatives attend Self-Study Institute in Philadelphia
January 2016	Preliminary Planning Group meets to discuss Self-Study Report preparation and to advise on the selection of Steering Committee members and Working Group co-chairs
	Set and confirm date for spring 2016 meeting/visit with MSCHE liaison
Feb/March 2016	Prepare Self-Study Design and first draft of the Documentation Roadmap
	Designate/invite Steering Committee members and Working Group co-chairs
March 23, 2016	Draft of Self-Study Design and Documentation Roadmap shared with MSCHE
March/April 2016	Steering Committee established and holds first meeting
	Selection of Working Group members and development of charge for each Working Group
	Reaching out to parties (faculty, staff, students, board members) for meeting with MSCHE liaison
	Scheduling of parties to meet with MSCHE liaison
April 6, 2016	MSCHE liaison, Dr. Heather Perfetti, visits campus
April 22, 2016	Dr. Perfetti provides official guidance on revision of the Design Document and other matters related to the Self-Study process
June-July 2016	Design Document revised and development of the Documentation Roadmap continues
July 15, 2016	Steering Committee meets to review revised Design Document and discuss specifics of the Self-Study process going forward
July-Sept 2016	Working Groups hold organizational meetings, review charges, and identify information required pertaining to the review and assessment of the Standards and Requirements; explicitly review the draft Documentation Roadmap, and both provide documents to be included as well as identify and request documents, data and information needed to conduct required analyses

August 2016	Final Self-Study Design and next iteration of Documentation Roadmap submitted to MSCHE.
Aug-Sept 2016	Construction of Documentation Roadmap continues and gathering of Compliance Documentation begins.
Fall 2016	Working Groups continue to analyze, write, and revise, collecting and analyzing new data and information as needed and sharing work progress with Steering Committee on a regular basis. The Steering Committee will discuss Working Group progress during its periodic meetings, as well as receive interim updates via electronic distribution.
	Documentation Roadmap revised; collection of compliance reporting components continues
October 2016	Rutgers' MSCHE Self-Study website created
January 2017	First drafts of Working Group Reports submitted
January 2017	Co-chairs appoint a drafting committee (sub-committee of Steering Committee members) to review Working Group reports, gather additional information
Spring 2017	Drafting committee prepares first draft of the full Self-Study Report
Spring 2017	MSCHE selects Evaluation Team Chair, in consultation with Rutgers leadership; dates for site visit by Evaluation Team set
Summer 2017	Preliminary draft of Self-Study Report prepared and shared with Steering Committee, Working Groups, University leadership
Sept 2107	Steering Committee and others provide feedback on the draft Report; drafting committee revises/updates report in accordance with feedback; Documentation Roadmap finalized; collection of compliance reporting documentation continues
Fall 2017	Study team members selected by MSCHE
Sept-Dec 2017	Self-Study draft disseminated to Rutgers community (see Communication Plan); opportunities for both in-person and electronic feedback will be included
Sept 2017	Official first draft of Self-Study Report shared with MSCHE and Team Chair
	First Draft of Compliance Report completed
	Draft logistics plan developed for review by Evaluation Team Chair
Sept 27, 2107	Evaluation Team Chair visits Rutgers; details for Evaluation Team visit discussed and finalized (including plans for off-site visits);

October-Dec 2017	Logistics revised based on Team Chair visit; Self-Study Report revised based on community feedback; Revised Report shared with Steering Committee, Board of Governors, University leadership for final input and revised accordingly
Dec 2017	Final Compliance Report completed and sent to MSCHE
Jan 2018	Final Self-Study Report completed and approved by the Board of Governors
February 2018	Final Self-Study Report sent to MSCHE and Evaluation Team members six weeks prior to team visit
	Rutgers finalizes arrangements for Evaluation Team visit
Mar 19-22, 2018	Evaluation Team visits Rutgers and submits its Report
April 2018	Rutgers' response to Evaluation Team Report and findings submitted to MSCHE
May 2018	Middle States Committee on Evaluation receives information about the review from Evaluation Team chair
June 2018	Middle States Commission meets and takes final action on Rutgers' accreditation

Appendix D. Self-Study Communication Plan

January 2016	University bodies are informed about the 2018 Middle States Commission on Higher Education visit and briefed on the new Standards and the requirement to conduct a comprehensive review (groups briefed include the Chancellors, the President's Cabinet, Administrative Council, and the New Brunswick Deans Council)
September 2016	General communication to the University community informing them of the 2018 MSCHE accreditation visit and describing the process of review
Fall 2016-Spring 2017	University leadership periodically updated on the Self-Study review process by Steering Committee Co-Chair (SVPAA)
Fall 2016-Spring 2017	Board of Governors and Board of Trustees periodically updated on the Self-Study review process by Steering Committee Co-Chair (SVPAA)
Fall 2016	Steering Committee Co-Chairs and/or Provosts brief the University Senate, Faculty Advisory bodies at each location/division, and other leadership groups about the accreditation process in general and the specifics of the review process
Fall 2016	Steering Committee identifies Rutgers publications, electronic newsletters, and other communication outlets where written updates about the Self-Study process and reports could appear
Fall 2016	The Steering Committee develops a distribution and feedback plan for seeking input from the university leadership and broader community on Self-Study draft reports
October 2016	Rutgers' MSCHE Self-Study website created; will be accessible to all Rutgers community members
Sept-Dec 2017	Formal feedback on the Self-Study draft solicited from all members of the University community; avenues for both electronically-submitted comments and in-person town halls or other meetings will be provided
Sept-Oct 2017	Self-Study draft shared with University leadership and Board of Governors and feedback solicited
Fall 2017	Subsequent drafts of the Self-Study shared with Rutgers community members, posted on Rutgers Self-Study website
Spring 2018	Community will be informed about the Evaluation Team visit and given information about their role in the process
Summer, Fall 2018	Outcomes of the Evaluation Team visit and the Middle States Commission meeting will be communicated to the University community

Appendix I.1 Summary of University Strategic Plan Components

Strategic Priorities

1. **Envision Tomorrow's University.** The Plan directs attention to opportunities arising from the changing environment of higher education, the changing needs of students – while in the University and after graduation, and the changing nature of communities – both local and global. Rutgers is identifying key areas of opportunity and risk related to Rutgers' capacity to form internal and external partnerships, to embrace technology-driven change, and to understand how best to organize academic structures to meet significant changes in students' expectations and need.
2. **Build Faculty Excellence.** The University is enhancing faculty excellence in research, teaching, and service by cultivating exceptional scholarship through recruitment, faculty support and development, and alignment of incentives.
3. **Transform the Student Experience.** Rutgers is creating a personalized and institutionally streamlined student experience via living and learning communities, improved services, and enhanced faculty and student interaction.
4. **Enhance our Public Prominence.** Through judicious institutional improvements and branding, the University seeks to enhance its public prominence. This includes improving New Brunswick's standing across the most widely read and cited university rankings, continuing to strengthen the reputations of Rutgers–Camden and Rutgers–Newark, and creating a new clinical brand, Rutgers Health, as a leader in academic healthcare.

Foundational Elements

1. **Strong core of sciences and humanities**−Sustaining science and humanities program strengths and renewing a commitment to other disciplines in the arts and sciences through responsibility to a strong core in research, scholarship, and teaching.
2. **Inclusive, diverse, and cohesive culture**−Removing obstacles and creating conditions for full participation and inclusion by all.
3. **Effective and efficient infrastructure and staff**−Creating a culture of service and student satisfaction; facilitating agile responses to administrative needs; supporting and rewarding excellence, collaboration, responsiveness, and accountability.
4. **Financial resources sufficient to fund our aspirations**−Augmenting revenues by expanding nontraditional academic offerings, advancing innovative fundraising models, and rethinking delivery of academic, student, and auxiliary services.
5. **Robust shared governance, academic freedom, and effective communication**−Maintaining a commitment to shared governance, and responsive, transparent, and communicative leadership.

Integrating Themes

1. **Cultures, diversity, and inequality–local and global**−Leveraging the diversity of community and outstanding programs and scholarship centered on diversity, equality and migration to direct academic investments, inform scholarship, and connect research related to community needs.
2. **Improving the health and wellness of individuals and populations**−Addressing health challenges facing populations in the University's own communities and in nations around the world and supporting work to maintain and manage wellness of whole populations.
3. **Creating a sustainable world through innovation, engineering, and technology**−Leveraging Rutgers' existing expertise to address sustainability challenges through interdisciplinary research, education, and outreach to state, national, and global public institutions.
4. **Educating involved citizens and effective leaders for a dynamic world**−Integrating disciplinary research and teaching with real-world application, helping students combine theory with how ideas are tested in practice, and in understanding the far-reaching effects of the University's work.
5. **Creative expression and the human experience**−Integrating the creative arts into the social and intellectual life of the Rutgers' academic community and understanding its place within the human experience.

Appendix I.2 Summaries of the Chancellors' Strategic Plans and Progress to Date

Rutgers University–Camden Strategic Plan

In support of its mission, Rutgers University–Camden "Prepares the next generations of leaders by delivering interdisciplinary and innovative research, rigorous academic programs and civically engaged experiential learning opportunities, and solution-oriented services that change communities." Rutgers–Camden's "Shaping Our Future 2014-19" outlines five strategic directives for the coming years:

1. A first-rate undergraduate education grounded in research and providing experiential learning
2. High-quality and interdisciplinary graduate and professional programs
3. Advancing the innovative research university
4. Increasing enrollment to support strategic goals
5. Commitment to playing a leadership role in revitalizing Camden and the Greater Delaware Valley.

The Chancellor and a steering committee met with small groups of faculty, staff, and students; alumni; other friends of Rutgers–Camden; political leadership; and President Barchi. The work of the steering committee and the strategic plan were shared with Chancellor Haddon upon her arrival in July 2014. The Chancellor spent several months meeting with members of the Rutgers–Camden community to gain ideas for moving the plan forward. Four committees (Plan Implementation, Research, Student Success, and Marketing and Visibility) made up of faculty and staff were formed to oversee the plan.

Since the creation of the Rutgers–Camden Strategic Plan significant progress is being made on each of the strategic directives. A few notable items include:

- The institution of an innovative general education curriculum across all of the Camden undergraduate programs beginning in fall 2017.
- The Bridging the Gap program enabled Rutgers–Camden to:
    o Increase first-year undergraduate enrollment by 59%
    o Increase first-year, first-generation undergraduate enrollment by 46%
    o Increase first-year African-American enrollment by 79%
    o Increase first-year Hispanic enrollment by 62%
    o The $1,000,000 "risk" of the program generated a $3,500,000 return on investment in increased enrollment and state/federal aid to Rutgers–Camden
- Fall 2016 undergraduate enrollment surpassed 5,000 for the first time.
- The rollout of the Student Success Collaborative platform from the Educational Advisory Board to help coordinate, target, and report on advising, tutoring, and other student success services, as well as to provide predictive analytics for student success. Phase 1 was completed by May 1, 2017 (for advisors and the Dean of students); Phase 2 will be completed in summer 2017 (tutoring, student services and student affairs); and Phase 3 will be completed in fall 2017 (students and faculty).
- The implementation of a one-stop-shop student services office in fall 2017.

- The creation of a Diversity and Inclusion Council in spring 2016, which proposed the creation of a diversity and inclusion center, subsequently approved by the Chancellor and being implemented in fall 2017.
- The establishment of an Experiential Learning Task Force to review and assess existing experiential learning opportunities for students (which includes undergraduate research, internships, learning abroad, and civic engagement) and to make recommendations to the Chancellor and Provost on how to improve experiential learning efforts.
- The School of Business now offers a Professional MBA program which provides working professionals an opportunity to earn an MBA degree at convenient locations both on-campus and off-campus without disrupting full-time careers. The Rutgers Law School offers several graduate dual degree programs including JD/MD, JD/MA, JD/MBA, and JD/MPH. The school also offers accelerated dual-degree programs such as a "3+3" BA/JD program that allows highly accomplished students to complete both a BA and JD degree in six years, rather than the usual seven.
- An associate provost for research has been appointed to oversee all research activities across the campus and to establish initiatives and programs to promote faculty research and scholarship. A research coordinator was hired to assist the associate provost in these efforts. Research funding reached $16.8 million in FY2016, double the FY2015 total of $7.2 million.

Rutgers University–Newark Strategic Plan

The Rutgers University–Newark Strategic Plan, "Where Opportunity Meets Excellence," focuses on a set of eight strategic priorities in support of its vision "to be a model urban research university serving the public good for the 21st century:"

1. Investing in collaborative academic and research programs
2. Investing in our students
3. Investing in our faculty and graduate and professional students
4. Valuing our professional and support staff as key to our success
5. Investing in the spaces and places where we live, learn, create, and engage the world
6. Investing in anchor institution collaboration
7. Leveraging our diversity and building civic dialogue
8. Telling the Rutgers–Newark story more effectively

The planning process included hosting spring 2014 strategic planning dialogues (listening tours with undergraduate and graduate students, faculty and staff); gathering input through electronic communication with all current students, faculty, staff, and alumni; four town hall meetings; engagement with leadership bodies such as the Rutgers University–Newark Advisory Board and Newark Faculty Council, Essex County Legislators, Newark Municipal Council, community education advocates and nonprofit leaders, and feedback from strategic visioning sessions involving faculty, staff, and students. These engagements continued with listening tours with alumni and conversations with public and private sector leaders and advocates. The Rutgers University–Newark Strategic Plan was released in December 2014.

In spring 2017 Rutgers–Newark released a [Strategic Plan Update](#) documenting the outstanding progress that the campus is making in achieving its goals. Highlights include:

- A 13% increase in undergraduate enrollments, with the projected achievement of increasing enrollments by 1,000, especially focusing on students from the Newark area, through "RUNway" programs such as [RU-N to the TOP](#). The chapter on Standard IV includes more information on these programs.
- The development of the [Honors Living Learning Community](#), which had its first cohort begin in fall 2016, and now has a new facility currently under construction. The chapter on Standard IV discusses this further.
- Expanding the diversity of the faculty, and instituting programs to support faculty once they have joined the University, as well as growing the pipeline of diverse graduate students who pursue higher education careers.
- Anchor Institution work in Newark to improve the quality of life in the City of Newark. This includes participation in the [Safer Newark Council](#), the [Newark Fairmount Promise Neighborhood](#), the [NJ-STEP program](#), the [African American Brain Health Initiative](#), the [Newark Environmental Sustainability Initiative](#), [Express Newark](#), [Newark City of Learning Collaborative](#), and many others.
- The [RU-N 4 Success](#) software product utilizes 10 years of accumulated data to assist academic advisors in case-management for student success. As of spring 2017, 8,000 student-advisor interactions have been managed and recorded in the system.
- An Office of Institutional Effectiveness was created in early 2015 to promote a data-rich environment for better decision-making and increase outcome-driven assessment. The Office produces the Rutgers University–Newark Factbook – a data book that documents historical and current states of the University in the areas of student enrollment, retention, graduation, and financial aid – Factsheets on Strategic Initiatives, and Weekly Enrollment Reports. Most of these publications are shared and maintained via a Blackboard website, to which Rutgers–Newark faculty and staff members have access. The Office engages in the planning, design, and evaluation of new or existing student and faculty programs, and works in collaboration with other University units to set enrollment goals and to provide enrollment and budget projections.

Rutgers University–New Brunswick Strategic Plan

The Rutgers University–New Brunswick Strategic Plan, "[Revolutionary Past, Revolutionary Future: Strategic Plan 2015-2020](#)," reaffirms Rutgers–New Brunswick's aspirations as the flagship campus of the University and identifies critical priorities to further these goals:

1. Strengthening the academic core
2. Building faculty and staff excellence
3. Transforming the student experience
4. Advancing our inclusive, diverse, and cohesive culture
5. Enhancing our public prominence

A 55-member Strategic Planning Coordinating Committee of faculty, staff, and students spearheaded the planning process. Hundreds of faculty, staff, and students participated directly in

the process via the Rutgers–New Brunswick Strategic Plan website, surveys, multiple town halls, the work of eight cross-campus subcommittees, and proposal submissions by groups and individuals. In the condensing of the gathered data, responses, and submissions one vision became clear: "We reject the false dichotomy that a large public university cannot be both research-intensive and student-centered." Rutgers–New Brunswick has strengths in all five of the academic areas identified as integrating themes in the University-wide strategic plan, and this provides great opportunities for the creation of synergies across the academic units, including those with Rutgers Biomedical and Health Sciences.

In spring 2017, Rutgers–New Brunswick released an implementation report on the plan, noting that nearly 75 cross-cutting initiatives had been carried out to advance the critical priorities further, including the following highlights:

- The opening of the Honors College in August 2015, which will eventually include 2,000 students from across all academic units in New Brunswick. Each new approximately 500-member cohort spends the first year in residence at the facility, before moving out across the Rutgers community. The Honors College provides a significant step forward in reducing the "brain drain" of academically-excelling New Jersey high school students leaving the state for a higher education experience.
- The Chancellor's Excellence Fund. An initiative emanating from this fund is the designation of a select group of faculty members at the associate professor level as "Chancellor's Scholars." Deans nominate faculty members and those chosen by the Chancellor carry this designation for up to five years and receive a modest addition to their respective research accounts.
- The creation of a Cyberlearning Innovation & Research Center (CIRC) an innovation incubator, delivering state-of-the-art eLearning tools to students. An initial project with the General Chemistry course enabled 200 additional students to take the class, reducing demands on inter-campus transportation, and including an eLearning component that produced year-over-year increases in the ACS chemistry exam.
- The establishment of the Coastal Climate Risk and Resilience cross-disciplinary program, which takes a leading role in addressing sea-level rise and other impacts of climate change on the world's coastal communities and ecosystems.
- The development of the RU-1st program that provides support for first-generation college students at Rutgers–New Brunswick. The chapter on Standard IV provides additional information.
- A successful pilot test in fall 2015 of the Student Success Collaborative, a web-based academic advising system utilizing data from the past ten years of student achievement, resulted in a full rollout of the product in fall 2016.
- The Rutgers Connection Network Mentoring Program, designed to increase the interactions and scholarly activity of Rutgers faculty beyond departmental mentoring opportunities, had an initial participation of 54 faculty members in the 2015-16 academic year, increasing to 58 new faculty members in the 2015-16 academic year.
- The Summer Undergraduate Pipeline to Excellence at Rutgers Graduate Fellowship, or SUPER Grad Program, was launched to promote diversity of graduate students in the STEM fields. By leveraging strategic plan funds with matches from responsibility

centers, the number of fellowships doubled from the 2015-16 to the 2016-17 academic years. Participants are selected from alumni of the Research in Science and Engineering (RiSE) summer research program for outstanding undergraduates from diverse backgrounds.

- The Transfer Student Experience Task Force, formed in October 2015, released a report in June 2016 with many recommendations to bolster the transfer process as well as the support of transfer students following enrollment. A campus-wide Transfer Council has been formed to oversee initiatives for transfer students, address problems that arise, and make recommendations for changes that would enhance the transfer student experience.
- The submission of a report from the Council on Linguistic Diversity on "World Languages at Rutgers–New Brunswick" in response to the Strategic Plan's directive to consider a foreign language requirement, in addition to encouragement from the American Academy of Arts and Sciences for institutions of higher education to review these requirements.

On June 30, 2017, Chancellor Richard L. Edwards stepped down from his role as inaugural Chancellor of Rutgers University–New Brunswick. His replacement, Chancellor Debasish Dutta, joined the University on July 1, 2017. Dr. Dutta will review responses and resulting action plans based on the final reports and recommendations of several of the New Brunswick Strategic Planning Task Forces and Committees.

Rutgers Biomedical and Health Sciences Strategic Plan

The Rutgers Biomedical and Health Sciences (RBHS) Strategic Plan, "Building an Academic Health Care Center for the 21st Century," recognizes the changing health care environment and seeks to serve the state by improving health and access to health care in an academic and research-intensive setting. The plan emphasizes health-related initiatives that transcend the academic units that comprise RBHS, making the whole greater than the sum of its parts. Approved in October 2014, the plan benefited from input from more than 5,000 faculty, staff, students, stakeholders, members of the steering committee, and RBHS leadership through surveys, meetings, and discussions.

The plan centers on:

- Five *signature programs* representing current areas of strength–Cancer; Environmental and Occupational Health; Infection and Inflammation; Neuroscience; and Community Health and Health Systems.
- Two *complementary areas* that have the potential to be the best in the nation in the next five years–Clinical Research and Drug Discovery and Development.
- Seven *educational initiatives* that concentrate on the potential for each to improve and/or enrich educational training programs across RBHS including: Novel Approaches to Teaching; Inter-professional Education; Undergraduate Health-Related Education; Underrepresented Minority Group Pipeline Programs; Leadership Training; Joint Degree Programs; and Professional and Continuing Education.
- Clinical partnerships with its two principal teaching hospitals, University Hospital in Newark and Robert Wood Johnson University Hospital in New Brunswick.
- Commitment to clinical and community service.

On July 17, 2015, RBHS Chancellor Brian Strom provided an update on the implementation of the strategic plan, noting many extraordinary accomplishments, including:

- The outstanding progression of the newly formed Rutgers School of Nursing, created by the merger of the legacy Rutgers College of Nursing and the legacy UMDNJ School of Nursing, into the top 10th percentile nationally among graduate schools of nursing.
- Increases in enrollments, including a 10% increase at the Robert Wood Johnson Medical School.
- The initiation of an RBHS-wide faculty mentoring program to serve the junior faculty in all academic units, expanding the best practices of current high functioning mentoring programs.
- The creation of dual chair positions for several clinical departments at Robert Wood Johnson Medical School and New Jersey Medical School for an increase in training opportunities both in undergraduate and graduate medical education, as well as the potential for increased overall clinical revenues and research strength.
- Through the efforts of the Rutgers University Foundation, $45.16M was raised in FY 2015 for RBHS units with specific purposes designated by the donor. In addition, several new endowed chairs have been created.
- The financial turnaround of RBHS with a projected FY 2014 budget deficit of approximately $41M and actual deficit of $29M; a projected $24M deficit in FY 2015 and, as of May 2015 the deficit had shifted to a small surplus of $3.4M, which represents a $21.4M positive variance to the fiscal year-to-date budget.
- The initiation of two leadership training opportunities that enabled three outstanding women at RBHS schools to attend the prestigious 12-day HERS Bryn Mawr Summer Institute, dedicated to creating and sustaining a community of women leaders; and for 12 RBHS faculty and staff to attend the Rutgers Leadership Academy, a two-year program for mid-career faculty and staff aspiring to broaden leadership roles within academic units and the University. Both programs utilize a robust competition across all RBHS units for participant selection.
- Three faculty evaluation committees were formed to develop metrics and processes for evaluating faculty performance in: 1) clinical excellence, 2) teaching, and 3) service. The RBHS provosts released a new evaluation process in June 2017.

A subsequent update was released on March 7, 2017 that details the continued developments at RBHS including:

- The launching of the Rutgers Cancer Institute of New Jersey at University Hospital in Newark, NJ.
- Two members of the Cancer Institute of New Jersey being selected as Inaugural Fellows in the American Association for Cancer Research Academy.
- The development of a new human brain imaging research core facility in Piscataway, NJ.
- The establishment of the Rutgers Institute for Translational Medicine and Science (RITMS).
- Held the largest RBHS-wide first year orientation with over 1,200 students in attendance.
- Rutgers Health was established and the Rutgers Health Group Board was seated.
- A surplus of $8.9M for FY 2016, compared to a budgeted deficit of $18.5M.

Appendix I.3 Alignment of University-wide Strategic Plan with Chancellor-based Strategic Plans

Alignment of University-wide Strategic Plan with Chancellor-based Strategic Plans				
University-wide	Rutgers– New Brunswick	Rutgers– Newark	Rutgers– Camden	Rutgers Biomedical & Health Sciences
Strategic Priorities				
Envision Tomorrow's University	Strengthening Our Academic Core

Advancing Our Inclusive, Diverse, and Cohesive Culture | Invest in Anchor Institution Collaboration | Playing a Leadership Role in Revitalizing Camden and in the Greater Delaware Valley | Signature Programs

Complementary Programs

Clinical Initiatives |
| Build Faculty Excellence | Building Faculty and Staff Excellence | Invest in Collaborative Academic and Research Programs

Invest in Our Faculty and Graduate and Professional Students | Advancing Faculty Research Excellence | Faculty Development Programs, Policies, and Practices

Leadership Training

Professional and Continuing Education |
| Transform the Student Experience | Transforming the Student Experience | Invest in Our Students

Invest in Collaborative Academic and Research Programs

Invest in Our Faculty and Graduate and Professional Students | Providing a First-Rate Undergraduate Education Grounded in Research and Providing Experiential Learning

Enhancing High-Quality and Interdisciplinary Graduate and Professional Programs | Novel Approaches to Teaching

Joint-Degree Program

Programs in Undergraduate Health Related Education

Interprofessional Education (IPE) Program |

Alignment of University-wide Strategic Plan with Chancellor-based Strategic Plans (Continued)				
University-wide	Rutgers–New Brunswick	Rutgers–Newark	Rutgers–Camden	Rutgers Biomedical & Health Sciences
Enhance Our Public Prominence	Enhancing Our Public Prominence	Invest in the Spaces and Places Where We Live, Learn, Create, and Engage the World Invest in Anchor Institution Collaboration Leverage Our Diversity and Build Civic Dialogue	Playing a Leadership Role in Revitalizing Camden and in the Greater Delaware Valley	Signature Programs Complementary Programs Advance Institutional Stature Clinical Initiatives
Foundational Elements				
Strong Core of Sciences and Humanities	Strengthening Our Academic Core			Clinical Initiatives Integration Across RBHS Schools and Across Rutgers
Inclusive, Diverse, and Cohesive Culture	Advancing Our Inclusive, Diverse, and Cohesive Culture	Leverage Our Diversity and Build Civic Dialogue		Underrepresented Minority Group Pipeline Programs
Effective and Efficient Infrastructure and Staff	Building Faculty and Staff Excellence	Value Our Professional and Support Staff as Key to Our Success		Leadership Training Integration Across RBHS Schools and Across Rutgers Other Enabling Structures
Financial Resources Sufficient to Fund Our Aspirations			Increasing Enrollment to Support Strategic Goals	Financial and Development Strategies

Alignment of University-wide Strategic Plan with Chancellor-based Strategic Plans (Continued)				
University-wide	Rutgers–New Brunswick	Rutgers–Newark	Rutgers–Camden	Rutgers Biomedical & Health Sciences
Robust Shared Governance, Academic Freedom, and Effective Communication	Enhancing Our public prominence	Tell the Rutgers–Newark Story More Effectively		
Integrating Themes				
Cultures, Diversity, and Inequality–Local and Global	Advancing Our Inclusive, Diverse, and Cohesive Culture	Invest in Anchor Institution Collaboration Leverage Our Diversity and Build Civic Dialogue	Playing a Leadership Role in Revitalizing Camden and in the Greater Delaware Valley Providing a First-Rate Undergraduate Education Grounded in Research and Providing Experiential Learning	Complementary Programs Educational Initiatives Clinical Initiatives Other Service Activities
Improving the Health and Wellness of Individuals and Populations		Invest in Anchor Institution Collaboration Invest in the Spaces and Places Where We Live, Learn, Create, and Engage the World Leverage Our Diversity and Build Civic Dialogue Value Our Professional and Support Staff as Key to Our Success	Playing a Leadership Role in Revitalizing Camden and in the Greater Delaware Valley Advancing Faculty Research Excellence Providing a First-Rate Undergraduate Education Grounded in Research and Providing Experiential Learning	Signature Programs Complementary Programs Educational Initiatives Clinical Initiatives Other Service Activities Integration Across RBHS and Across Rutgers

Alignment of University-wide Strategic Plan with Chancellor-based Strategic Plans (Continued)				
University-wide	Rutgers–New Brunswick	Rutgers–Newark	Rutgers–Camden	Rutgers Biomedical & Health Sciences
Creating a Sustainable World through Innovation, Engineering, and Technology	Strengthening Our Academic Core	Invest in the Spaces and Places Where We Live, Learn, Create, and Engage the World	Playing a Leadership Role in Revitalizing Camden and in the Greater Delaware Valley Advancing Faculty Research Excellence	Integration Across RBHS Schools and Across Rutgers
Educating Involved Citizens and Effective Leaders for a Dynamic World	Strengthening Our Academic Core Transforming the Student Experience	Invest in Our Faculty and Graduate and Professional Students Leverage Our Diversity and Build Civic Dialogue	Playing a Leadership Role in Revitalizing Camden and in the Greater Delaware Valley Advancing Faculty Research Excellence Providing a First-Rate Undergraduate Education Grounded in Research and Providing Experiential Learning Enhancing High-Quality and Interdisciplinary Graduate and Professional Programs	Signature Programs Complementary Programs Educational Initiatives Clinical Initiatives Integration Across RBHS Schools and Across Rutgers

Alignment of University-wide Strategic Plan with Chancellor-based Strategic Plans (Continued)				
University-wide	Rutgers–New Brunswick	Rutgers–Newark	Rutgers–Camden	Rutgers Biomedical & Health Sciences
Creative Expression and the Human Experience	Strengthening Our Academic Core	Invest in the Spaces/Places Where We Live, Learn, Create, and Engage the World Leverage Our Diversity and Build Civic Dialogue	Playing a Leadership Role in Revitalizing Camden and in the Greater Delaware Valley Advancing Faculty Research Excellence Providing a First-Rate Undergraduate Education Grounded in Research and Providing Experiential Learning	Clinical Initiatives Integration Across RBHS Schools and Across Rutgers

Appendix III.1 Degrees Offered by Rutgers University

Degree   **Program Title**

Pre-Associates Degree
Certificate   Dental Assisting, Dietary Management, Dietary Manager, Medical Coding

Associates Degrees
AAS   Associate in Applied Science
AS   Associate of Science

Post-Associate Degree
Certificate   Cardiac Sonography, Dental Hygiene, Diagnostic Medical Sonography, Nuclear Medicine Technology, Respiratory Therapy, Vascular Sonography

Pre-Bachelor's Degree
Certificate   Environmental Planning

Baccalaureate Degrees
BA   Bachelor of Arts
BS   Bachelor of Science
BFA   Bachelor of Fine Arts
BMus   Bachelor of Music
BSN   Bachelor of Science in Nursing

Post-Baccalaureate
Graduate Certificate   School Nurse, Science and Technology Management, Academic Leadership and Governance, Medical and Health Professions Education, Organizational Contexts of Higher Education, Packaging Engineering, Science and Technology Management, Computational and Data-Enabled Science and Engineering, Budgeting and Financial Management, Healthcare Administration, Leadership of Public Organizations, Nonprofit Management, Public and Nonprofit Performance Management, Science and Technology Management, Biomedical Sciences, Clinical Epidemiology, Cytotechnology, Dietetic Internship, Environmental & Occupational Health, General Public Health, Global Public Health, Health Care Informatics, Medical Laboratory Science, Neuroscience, Pharmacological Sciences, Public Health Preparedness, Public Policy & Oral Health Services Administration, Applied Behavior Analysis, and Stem Cell Biology [Pending Programs - ESL and Adult Literacy Education, Human Resources Development, and Higher Education Training]

Degree	Program Title
Master's Degrees	
Diploma	Artist's Diploma in Music
MA `	Master of Arts
MAcc'y	Master of Accountancy
MACC	Master of Accounting
ME	Master of Engineering
MEd	Master of Education
MFinA	Master of Financial Analysis
MPhil	Master of Philosophy
MALS	Master of Arts in Liberal Studies
MAT	Master of Arts in Teaching
MBA	Master of Business Administration
MBS	Master of Business and Science
MBS	Master of Biomedical Sciences
MCIS	Master of Communication and Information Science
MCRP	Master of City & Regional Planning
MCRS	Master of City & Regional Studies
MFA	Master of Fine Arts
MHRM	Master of Human Resource Management
MIT	Master of Information Technology
MLA	Master of Landscape Architecture
MLER	Master of Labor and Employment Relations
MLS	Master of Library Science
MM	Master of Music
MPA	Master of Public Administration
MPAP	Master of Public Affairs & Politics
MPH	Master of Public Health
MPT	Master of Physical Therapy
MQF	Master of Quantitative Finance
MS	Master of Science
MSN	Master of Science in Nursing
MST	Master of Science Teaching
MSW	Master of Social Work
MTA	Master of Theater Arts
PsyM	Master of Psychology

Post-Master's Degree

Graduate Certificate — Educational Leadership, Contemplative Studies, Educational Technology, Environmental Resource Monitoring, International Agriculture/ Environment, Library Services, P-3 Education Certification, Pharmaceuticals and Clinical Trials Management, Religion and Conflict, Religions in America, Religious Studies, Advanced Practice Nursing-Acute Critical Care, Advanced Practice Nursing-Adult Health, Advance Practice Nursing-Adult Psychiatric & Mental Health, Advanced Practice

Degree	Program Title
Graduate Certificate (Continued)	Nursing-Family Health, Advanced Practice Nursing-Family Nurse Practitioner in Emergency Care, Advanced Practice Nursing-Gerontology, Advance Practice Nursing-Oncology/Palliative Care, Anatomy Instruction, Clinical and Translational Science, Clinical Trials Research Nurse, Nurse Midwifery, Nursing Informatics, Professional Counseling, and Women's Health Advanced Practice Nursing

Doctoral Degrees

DCLS	Doctor of Clinical Laboratory Science
DCN	Doctor of Clinical Nutrition
DMA	Doctor of Musical Arts
DNP	Doctor of Nursing Practice
DPT	Doctor of Physical Therapy
DrPH	Doctor of Public Health
DSW	Doctor of Social Work
EdD	Doctor of Education
JD	Juris Doctor
MD	Doctor of Medicine
DMD	Doctor of Dentistry
PharmD	Doctor of Pharmacy
PhD	Doctor of Philosophy
PsyD	Doctor of Psychology

Professional Post-Doctoral Degrees

Graduate Certificate	Endodontics, General Dentistry Residency, Oral & Maxillofacial Surgery, Oral Medicine, Orthodontics, Pediatric Dentistry, Periodontics, and Prosthodontics

Appendix III.2 - Rutgers University Additional Locations - Domestic and International

Rutgers University Additional Locations - Domestic and International

Name	Total Annual Enrollment	Degree Programs Offered	Facility Details
Atlantic Cape Community College	348	BA in Business Administration (Rutgers–Camden) BA in Criminal Justice (Rutgers–Camden) BA in Liberal Studies (Rutgers–Camden) BA in Political Science (Rutgers–Camden) BA in Psychology (Rutgers–Camden) BA in Social Work (Rutgers–Camden) BA in Health Administration (Rutgers–New Brunswick) BA in Labor and Employment Relations (Rutgers–New Brunswick) BA in Nursing (Rutgers–Camden) BA in Public Health (Rutgers–New Brunswick) MSW (Rutgers–New Brunswick)	There is 22,000 sf of space in the facility, with 12 classrooms. There are about 300 students. On Monday the RN-BS course runs 9:00 a.m. - 8:40 p.m., with about 75 students. Other classes run Monday - Thursday, 6:00 p.m. - 8:00 p.m. There are 3 FT staff on site, providing Student Services, with referrals to the main campus of the respective program for additional assistance. They have seen some downward movement of enrollment from the closing of casinos as people move out of the area, but the new Health Sciences program should raise this back up. Monday would be the best day for a visit.
Camden County College	247	BA in Business Administration (Rutgers–Camden) BA in Criminal Justice (Rutgers–Camden) BA in Liberal Studies (Rutgers–Camden) BA in Political Science (Rutgers–Camden) BA in Psychology (Rutgers–Camden) BA in Nursing (RBHS) Psychosocial Rehabilitation - Associate and Master's Degree (RBHS - SHP) Vocational Rehabilitation - Master's degree (RBHS-SHP) Doctorate in Physical Therapy (RBHS-SHP)	We use 4 classrooms, classes meet Monday - Thursday, 5:15 p.m. - 7:55 p.m. About 130 students per semester. Yolanda Cosby is the only staff person on site. She assists students with all Student Services, and refers them to Rutgers-Camden for additional assistance.
Center for Puerto Rico	53	Graduate Certificate in Community Development (Rutgers–Camden) Master of Public Administration (Rutgers–Camden)	Program is temporarily suspended due to impact of Hurricane Maria.

Rutgers University Additional Locations - Domestic and International (Continued)			
Name	**Total Annual Enrollment**	**Degree Programs Offered**	**Facility Details**
County College of Morris	89	BA in Journalism and Media Studies (Rutgers–Newark) BA in Psychology (Rutgers–Newark) BA in Public and Nonprofit Administration (Rutgers–Newark) BA in Criminal Justice (Rutgers–Newark)	We use 2 classrooms. Classes meet Monday - Thursday, 6:00 p.m. - 9:30 p.m. Tara Wuorinen is the only staff person on site. She assists students with all Student Services, and refers them to Rutgers-Newark for additional assistance. BA in Journalism is currently not running, and BA in Public and Nonprofit Administration is phasing out fall semester.
Crowne Plaza Princeton - Conference Center	44	Master of Accounting (Rutgers–Camden) MBA (Rutgers–Camden)	This is a program for working professionals, utilizing hotel facilities. The PMBA classes meet 8am-5pm on Saturdays. The PMAc classes meet 8am-5pm on Saturdays, but do not meet during peak tax season in March and April.
Executive MBA Program in Singapore	50	MBA (Rutgers–Newark/New Brunswick)	14.5 month program covering 18 modules. Classes meet two days plus the weekend. We have 1 classroom in a shared-space facility with a student lounge. There are 2 FT staff members on site, and 18 module-specific RBS Faculty members rotate through the location. Combination of Singaporians and ex-pats compose the student body.
Harborside Financial Center	63	MBA (Rutgers–Newark/New Brunswick)	This is a part-time MBA program held in office space in Jersey City, NJ. There are 2 classrooms. Classes meet Monday - Thursday 6:00 p.m. - 9:00 p.m. These are core courses in the program.
Joint Base McGuire-Dix-Lakehurst	48	BA in Liberal Studies (Rutgers-Camden) BA in Criminal Justice (Rutgers-Camden) MA in Criminal Justice (Rutgers-Camden)	Courses are offered during 7 week sessions, occurring 4 times per year, based on deployment requirements of the armed forces. We utilize 4 classrooms at the location.
Marymount Manhattan College	52	MAs in Political Science, United Nations and Global Policy Studies concentration (Rutgers–New Brunswick)	Synchronous classroom with program at Rutgers-New Brunswick. Class meets during the week and on weekends. Conference room located in nearby townhouse. Faculty participate from both institutions.

Rutgers University Additional Locations - Domestic and International (Continued)			
Name	**Total Annual Enrollment**	**Degree Programs Offered**	**Facility Details**
Mercer County Community College	147	BA in Business Administration (Rutgers–Camden) BA in Criminal Justice (Rutgers–New Brunswick) BA in Political Science (Rutgers–New Brunswick) BA in Labor and Employment Relations (Rutgers–New Brunswick) BA in Nursing (Rutgers–Camden) Master of Public Administration (Rutgers–Camden)	Utilize 10 classrooms each semester. Classes are Monday - Thursday, 6:00 p.m. - 8:40 p.m. Nursing program runs 3 classes during the day on Wednesdays. There are usually 40-50 nursing students on site on Wednesdays, and 30-40 students in the evenings. The programs began in 2013, and draw a very diverse student population from the Mercer County area, those continuing directly from MCCC and much older students returning to complete a degree.
Raritan Valley Community College	75	BA in Criminal Justice (Rutgers–Camden) BA in Liberal Studies (Rutgers–Camden) BA in Political Science (Rutgers–New Brunswick) BA in Psychology (Rutgers–Newark) BA in Social Work (Rutgers–New Brunswick) BA in Labor and Employment Relations (Rutgers–New Brunswick)	We use 4-5 classrooms. There are about 70 students. Classes meet Monday - Thursday, 6:00 p.m. - 8:40 p.m., and on Monday from 4:20 - 5:40. Judy Grausso, and 1 PT assistant are the staff on site. They assist students with all Student Services, and refer them to the respective campus for their program for additional assistance.
Rowan College at Burlington County	53	BA in Business Administration (Rutgers–Camden)	We use 2 classrooms at the location. Classes meet Monday - Thursday, 6:00 p.m. - 8:50 p.m. There is a staff office that is utilized on an as needed basis, staffed by Cal Maradonna from Rutgers-Camden. RCBC limits Rutgers' ability to recruit students from the general RCBC population.
Rutgers University-Newark Institute at Northeast Normal University	480	BA in Supply Chain Management BA in Finance BA in Public and Non-Profit Administration	This program is currently being phased out, and will most likely be converted to a 2+2 degree transfer program.

Rutgers University Additional Locations - Domestic and International (Continued)			
Name	**Total Annual Enrollment**	**Degree Programs Offered**	**Facility Details**
Scotch Plains Campus of School of Health Professions	356	Programs of the RBHS School of Health Professions: AS in Occupational Therapy Assistant AS in Psychosocial Rehabilitation and Treatment BA in Psychiatric Rehabilitation BA in Clinical Laboratory Sciences BA in Medical Imaging Sciences MS in Rehabilitation Counseling PhD in Psychiatric Rehabilitation	The programs at this facility are currently being phased out and moved to the School of Health Professions space in the Bergen Building at RBHS Newark.
Western Monmouth Higher Education Center (Brookdale)	411	BA in Business Administration (Rutgers–Camden) BA in Criminal Justice (Rutgers–New Brunswick) BA in Journalism and Media Studies (Rutgers–Newark) BA in Liberal Studies (Rutgers–Camden) BA in Political Science (Rutgers–New Camden) BA in Psychology (Rutgers–Newark) BA in Social Work (Rutgers–Newark) BA in Labor and Employment Relations (Rutgers–New Brunswick) BA in Public Health (Rutgers–New Brunswick)	We use 4 classrooms, a Computer Lab, Faculty offices. May use some Brookdale space if there is an additional class. There are about 350 students. Classes meet Monday - Thursday, 5:15 p.m. - 7:55 p.m. Joe Walsh is the only staff person on site. He assists students with all Student Services, and refers them to the main campus for their respective program for additional assistance.
East Jersey State Prison	45	BA in Sociology (Rutgers–Newark)	Students have completed an A.S. at Mercer County Community College. 15 students to graduate in May, 2018. This is a 2nd Chance Pell site. We have access to 9 classrooms and a computer lab at the location.
Edna Mahan Correctional Facility for Women	17	BA in Sociology (Rutgers–Newark)	There are 10 students from Maximum security, 10 from Minimum security. All students have completed an A.A. from Raritan Valley Community College. First graduates of the program will be in May, 2018. We have access to 12 classrooms and 2 computer labs distributed across the two compounds at the facility.

Rutgers University Additional Locations - Domestic and International (Continued)			
Name	**Total Annual Enrollment**	**Degree Programs Offered**	**Facility Details**
Garden State Youth Correctional Facility	6	BA in Sociology (Rutgers–Newark)	8 students, going down to 3 students due to transfers. All have an A.A. degree from Mercer County Community College. The current students should graduate in May, 2018, and the program will most likely be twilighted until there are additional enrollees. The attrition rate is due to participants aging out of the location, or being transferred to other facilities for other reasons. We have access to 11 classrooms and a computer lab at the facility.
Northern State Prison	18	BA in Sociology (Rutgers–Newark)	Students have an A.A. degree from Mercer County Community College. This is a new program that has only been running for 1 1/2 years. We use 9 classrooms, including a computer lab, at the facility.

Appendix III.3 Summary of Process for New Academic Program Review and Approval at Rutgers University

Following approval by the faculty in a department, proposals for new degree programs go through multiple stages and levels of review, involving assessment by school-wide faculty committees and administrative review by the appropriate Chancellor's office and the Senior Vice President for Academic Affairs. Rutgers' Office of Institutional Research and Academic Planning coordinates the institution-level and state of New Jersey approval processes for new degree programs. The institutional process involves an expert academic consultant from a peer university who conducts a site visit and writes an evaluative report to advise on the design and implementation of the program. The Board of Governors Committee on Academic and Student Affairs reviews the proposed program and makes a recommendation to the Board of Governors, who then acts by resolution on the program.

A program announcement is prepared and distributed to other New Jersey institutions of higher education for comment. The announcement contains a detailed evaluation and learning outcomes assessment plan to measure the effectiveness of the program, including the following:

- Statement of student learning outcomes: the knowledge, skills, and competencies that students are expected to exhibit upon successful completion of this academic program; and

- Statement of the measures, tools, and strategies that will be used to assess students' achievement of the program's learning outcomes.

The Academic Issues Committee of the New Jersey Presidents' Council then conducts its review by closely examining the documentation for the program, including the program announcement, consultant curriculum vitae, consultant report, response to the consultant report, and comments received from other colleges and universities. If the program receives a favorable recommendation from the Academic Issues Committee, it proceeds to the New Jersey President's Council for action. Curricula in professional schools and programs additionally go through reviews and assessments by external accrediting bodies to ensure compliance with professional standards.

Appendix IV.1 Student Support Services

Program	Academic Level	Location	Link
Support Services	All	RU–NB	https://access.rutgers.edu/student-support-services
Support Services	All	RBHS	Coordinated through each school
Support Services	All	RU–N	https://www.ncas.rutgers.edu/student-support-services-0
Support Services	All	RU–C	https://www.camden.rutgers.edu/academics/academic-support-advising
Learning Assistant Program	Undergraduate	RU-NB	https://rlc.rutgers.edu/services/learning-assistant-program
Learning Assistant Program	Undergraduate	RU-N	https://www.ncas.rutgers.edu/node/11637
Learning Center	Undergraduate	RU–NB	https://rlc.rutgers.edu/
Learning Center	Undergraduate	RBHS	Coordinated through each school
Learning Center	Undergraduate	RU–N	https://www.ncas.rutgers.edu/rlc
Learning Center	Undergraduate	RU–C	https://learn.camden.rutgers.edu/
Learning Center	Graduate	RU–NB	https://access.rutgers.edu/graduate-educational-opportunity-fund/resources/rutgers-learning-centers
Learning Center	Graduate	RBHS	Coordinated through each school
Learning Center	Graduate	RU–N	https://www.ncas.rutgers.edu/writing-center/graduate-student-information
Learning Center	Graduate	RU–C	https://learn.camden.rutgers.edu/
Tutoring	Undergraduate	RU–NB	https://rlc.rutgers.edu/services/peer-tutoring
Tutoring	Undergraduate	RBHS	Coordinated through each school
Tutoring	Undergraduate	RU–N	https://www.ncas.rutgers.edu/rlc
Tutoring	Undergraduate	RU–C	https://learn.camden.rutgers.edu/tutoring
Tutoring	Graduate	RU–NB	Coordinated through each school
Tutoring	Graduate	RBHS	Coordinated through each school
Tutoring	Graduate	RU–N	https://www.ncas.rutgers.edu/writing-center/graduate-student-information
Tutoring	Graduate	RU–C	https://learn.camden.rutgers.edu/peer-tutor
Writing Coaching	Undergraduate	RU–NB	https://rlc.rutgers.edu/services/writing-coaching
Writing Center	Undergraduate/ Graduate	RBHS	https://www.ncas.rutgers.edu/rbhswritingcenter
Writing Center	Undergraduate	RU–N	https://www.ncas.rutgers.edu/writingcenter
Writing and Design Lab	Undergraduate	RU–C	http://wdl.camden.rutgers.edu/

Program	Academic Level	Location	Link
Graduate Writing Program	Graduate	RU–NB	http://wp.rutgers.edu/academics/graduate/graduate-writing-program
Graduate Research and Writing Workshops	Graduate	RU–N	https://www.ncas.rutgers.edu/writing-center/graduate-student-information
Graduate Writing Assistant	Graduate	RU–C	https://graduateschool.camden.rutgers.edu/writing/
Student-Athlete Academic Support	Undergraduate	RU–NB	http://www.scarletknights.com/academics/
Student-Athlete Academic Support	Undergraduate	RU–N	http://www.rutgersnewarkathletics.com/sports/2007/10/17/mission.aspx
Student-Athlete Academic Support	Undergraduate	RU–C	http://scarletraptors.com/sports/2013/12/20/GEN_1220133524.aspx

Appendix IV.2 Other Advising Resources

Advising Resources from Professional Association, NACADA

Rutgers–Camden brought in consultants from the National Academic Advising Association (NACADA) to create a campus wide academic advising mission, vision, training plan and advisor/student responsibilities. Rutgers–New Brunswick, Rutgers–Newark and Rutgers–Camden also all have degree audit tools for undergraduate students that allow them to review requirements, create "what if I change my major" scenarios and plan course selections over multiple years. Some programs also provide eight semester templates and multi-year course sequencing to allow students to fully plan out degree programs and move toward four-year degree completion where possible. Many units have also increased marketing and promotion of five courses per semester or 30 credits per year to decrease the time students take to graduate. Also, programs such as the Education Opportunity Fund offer academic services such as academic workshops, career path development, advising, and seminars and the HLLC at Rutgers–Newark provides an intensive cohort-based academic and social orientation program. SAEE provides academic counseling and advising via program units, such as McNair and RU-1st. In addition to EOF and Trio at Rutgers–Camden, The Leadership Institute, International Student Services, and Veterans Services provide specialized advising and support services for students in order to help them engage with the University and connect to peers and service offices.

Student Success and Advising Initiative at Rutgers–Camden

Rutgers–Camden's student success and advisement initiative, planned for spring 2017 and fully launched by fall will include EAB, upgrades to Degree Navigator, and student success coaches. Coaches will guide all students, encourage engagement, check-in with students regarding progress, and promote resources (e.g., career center, academic advising, tutoring, and health services).

Student Advising at RBHS

The RBHS schools (Graduate School of Biomedical Sciences at NJMS, Graduate School of Biomedical Sciences at RWJMS, New Jersey Medical School, Robert Wood Johnson Medical School, Rutgers School of Dental Medicine, School of Health Professions, School of Nursing, and School of Public Health) that were part of UMDNJ each maintain a student handbook. These guide students through their respective curricula and provide relevant policies. The School of Nursing is an exception in that the traditional BS degree, RN to BS degree and School Nurse programs are supported by the Rutgers–Newark policies; while the MSN and DNP programs are supported by RBHS policies.

Appendix IV.3 Assessment of Student Support Services at RBHS Schools

Each of the hyperlinks for the RBHS schools below leads to the respective student handbook or bulletin. Each publication outlines the often unique policies that govern student enrollment and related services. The following information captures assessment practices at each school – which are again unique to the students and programs provided, and are largely dependent on discipline-based accreditors.

[Ernest Mario School of Pharmacy](#) - [Student Handbook](#)

Means for assessing student services:

- American Association of Colleges of Pharmacy (comparison data on all US schools of pharmacy)
    - Graduating Student Survey
    - Faculty Survey
    - Preceptor Survey
    - Alumni Survey
- Big Ten Pharmacy Assessment Collaborative (comparison data on 10 schools)
    - Annual Placement Data Survey
    - Annual Report on Residency matches
- Exit Survey on Employment (data on students graduating from EMSOP)
- Annual open forum with all Ernest Mario School of Pharmacy students
- Periodic meetings of Student Organization leaders and deans
- Open door policy – deans regularly solicit informal assessments of student services; deans meet regularly and current and emerging student services issues are discussed

Student Services programs are continually assessed for impact on student retention, progress through the curriculum, and time to graduation.

- Examples of student support programs:
    - Mandatory Supplemental Instruction/Tutoring- for all pre-professional first year students and students on academic probation
    - Student Ambassadors/Mentoring Program- (for all students – with an emphasis on EOF students)
    - A Day in the Life of a Pharmacy Student Shadowing Program for High School Students
    - Community Service/Outreach Projects, e.g., Soup Kitchens (Elijah's Promise), Senior Centers, Jersey Cares, MS Walk, Adopt-A-Family Program with RWJUH
- Examples of career oriented and professional development programs:
    - Career & Rotation Round Table - (School-wide and EOF program based)
    - Pharmacy Career Networking evening
    - Annual Organization Involvement Fair
- Examples of student advising programs:
    - Pre-pharmacy advising program
    - White Coat Ceremony and other orientation programs

- o Faculty/Student Advising "Meet & Greet Program" for students entering first professional year
- o Formal advising program (for students in the professional years of the program)
- o Informal advising, based on expertise of faculty/staff (primarily for dual degree interests and professional opportunities)

Challenges and Opportunities in Student Services

In response to clearly identified needs for larger, modern classroom and study spaces, the School is now completing a 60,000-foot addition to the building.

- Space for classes, study space, social space, etc. has been very limited in William Levine Hall because the class size (about 220/each class year) is more than twice what the class size was when Levine Hall was built. The Pharmacy School addition (opening in September 2017) addresses these concerns with state-of-the-art teaching/learning facilities, including:
  - o Two 250-seat smart classrooms
  - o Three 60-seat and one 48-seat smart classrooms for smaller classes, breakout sessions, and de-briefing
  - o Seven small conference rooms for student/faculty/staff use
  - o Large atrium for students to socialize/study
  - o New simulation rooms and assessment rooms to enhance the curriculum and support inter-professional education.
  - o A community practice suite to develop skills in patient-centered healthcare
  - o New addition also provides a large atrium for socializing and studying and a café for coffee and snacks.

  Students will take most of their classes in the building and will have resources to study here as well. These physical enhancements will help build a stronger Pharmacy community, which we believe will contribute to an enhancement in student services.

In response to clearly identified needs for clearer communication with prospective and current students, we are in the final stages of revamping our website:

- The School's new web site is better organized, more user-friendly, and designed to serve our students. This will enable students to locate appropriate programs and services to meet their diverse needs.

In surveys of Big Ten schools of pharmacy, we consistently see that our graduates complete their studies with less debt than their peers. Nevertheless, in our student satisfaction surveys, students explain that they need more financial aid.

- As part of our 125th anniversary, the School has launched a campaign that includes new resources for student scholarships; we anticipate an increase in our capacity to support our students with these funds.

[Graduate School of Biomedical Sciences – Newark Division](#) (merged into the School of Graduate Studies - July 1, 2017)

GSBS has periodic assessments of the effectiveness of programs by having monthly track directors as a group, executive council, and individual track/program meetings. The GSBS also has a mandatory exit interview with the Assistant Dean and an exit survey that is submitted to the GSBS Deans office. GSBS has recently opened a new student lounge and study center for the students. The school also supports the Graduate Student Association and its sub-organizations. Sub-organizations include Medical and Dental Scholars, ACA-Alliance for Career Advancement, Underrepresented Minority Organization, Out at GSBS, etc.

[Graduate School of Biomedical Sciences – Piscataway Division](#) (merged into the School of Graduate Studies - July 1, 2017)

Based on exit survey results from 2012, GSBS–Piscataway made several changes to address student concerns. The GSBS website has been improved for clarity of information. Additionally, the iJOBS program was established in January 2015 to support career preparation and advising of PhD students. Students are tracked to ensure annual committee meetings attendance, and Individual Development Plans are required to ensure goals are set and met. The assistant deans meet with the students who are experiencing mental issues or depression. Peer tutoring has been initiated for the PhD students and Rutgers Global Access and International Affairs (GAIA) has assumed responsibility for international student services.

The library now offers more journals through open access, and exams for Masters' students are distributed over more than one week. Writing and communications classes are now offered for PhD students to assist in improving skills in those areas. The merger of GSBS and GSNB will eliminate some of the 'quality of life' disparities between the two groups of PhD students.

Work remains to be done in several areas:
1. a study space/lounge for GSBS students
2. equal access to parking for all students
3. faculty mentor relationships
4. lab facilities in the Research Tower
5. electronic theses
6. Teaching Assistants

[Robert Wood Johnson Medical School](#)

The response rate on the Graduation Questionnaire (GQ) nationally administered for medical schools for RWJMS was above 80% for 2015 and 2016. Seeing satisfaction rates for students' involvement with faculty and research decline, RWJMS increased funding to support an eight-week summer program. Student satisfaction with independent projects with faculty climbed in 2016 to above the national average. Data in 2015 showed a decline in satisfaction with the responsiveness of Student Affairs personnel although the rate was above the national average. To reverse this decline, RWJMS rebranded the career advising activities. Each first-year student meets with one of the three deans to begin career advising, discuss summer plans, and explore different specialties. The Specialty Interest Groups were reorganized and a Student Affairs Portal

was set up for easy retrieval of career information. The result of these interventions was an increase of several points. RWJMS scored several points above the national average on a new metric that addressed students' perception of how their particular medical school was nurturing their development as a person and as a future physician.

Continuing challenges for RWJMS are Tutoring, Student Space, and Student Mistreatment Awareness. Tutoring results indicated only a 66% satisfaction rating. With three educational psychologists on staff and a nationally known Cognitive Skills Program, the school realized that a walk-in tutoring program was missing. This was piloted at the end of 2015-16 and is now a weekly occurrence. Now 96% of participants reported top scores on a (1-5) scale. Due to a lower than the national average on student health & wellness questions in 2015, RWJMS introduced new efforts in medical student programming, University Behavioral Health programming, and curricular programming (Patient Centered Medicine sessions on Reflection, Mindfulness, Building Wellness and Resilience). The satisfaction rate increased from 71% to 79%. Due to well below the national averages on library, computer centers, study space and relaxation space, RWJMS launched several efforts: new carpeting, new lighting, new study desks with electrical access, and new study nooks. New computers were added to the internet café. Skype access was added for the Piscataway students to the librarians on the clinical campus and signage was improved to expand knowledge of librarian services. Results for 2016 remained low and were not surprising as these are mainly issues of first and second year students and the graduating students did not experience the changes.

The GQ asks if students know how and where to report any mistreatment of students. Following the distribution to students of the Professionalism and Learning Environment Policy, sending a reminder on procedures for reporting, and placing emphasis on the issue of mistreatment at student meetings, the satisfaction rating improved 12% from 2015 to 2016. The de-identified school-wide mistreatment issue/intervention/resolution was sent to all students. RWJMS will not be satisfied until a 100% satisfaction rating on this matter is achieved.

All leadership of the multiple student groups meets monthly to distribute information. Individuals from the Office of Education (senior associate dean and student affairs deans), and facilities and administration (Director, assistant director of teaching laboratories) attend. A notable change was the need to establish transportation between the New Brunswick and Piscataway campus since the cost for validating parking in the public lot was prohibitive.

Dissatisfaction with the cafeteria crowding during the one hour that the medical students had for lunch led to restrictions on times the Rutgers undergraduates could use meal cards.

The spring survey corroborated most of the information covered above regarding the student experience. It clarified that students are satisfied with library space. A repeat survey is planned for the spring and in November RWJMS will launch the official LCME independent student analysis for the Self Study.

Rutgers New Jersey Medical School

Rutgers New Jersey Medical School (RNJMS) provides comprehensive student support services that assist students as they matriculate, progress through medical school, and prepare for

residency training. These services include academic support and development, mental health and wellness programs, medical services, peer and faculty mentoring, and career advisement and planning. The efficacy of these services is assessed on an ongoing basis through surveys, focus groups, and review of academic outcome measures.

Each year the graduating class is asked to complete the Graduation Questionnaire (GQ) which is administered by the Association of American Medical Colleges (AAMC). The GQ includes a number of items assessing student services. RNJMS reviews this data annually and addresses programming in areas that are found to be deficient. The GQ is a valuable resource in helping us implement continuous quality improvement. The results of the GQ are also reviewed by the Liaison Committee on Medical Education (LCME) during the re-accreditation process.

In addition to the GQ, the student body is routinely surveyed using internal instruments to assess, at a granular level, specific programs and initiatives undertaken to improve student success. RNJMS also periodically uses targeted focus groups of students to help guide the implementation of changes in support services. The Office of Student Affairs, the Dean and Vice Dean of RNJMS also have monthly meetings with student government leadership to identify areas of student concern that need to be addressed.

These ongoing assessments guide support services development and implementation. Recent changes that resulted from this process include:

1. The development of a new initiative to address student stress and promote wellness that built on the existing peer mentoring program. This initiative, the Embracing New Goals to Adapt, Grow and Evolve (ENGAGE) Program, incorporates techniques from positive psychology to help address barriers to student wellness. Ongoing surveys and focus groups are currently utilizing to refine and develop this initiative.

2. Results from the GQ indicated in past years that students did not find the career advising program to be effective. This led to RNJMS implementing a learning community model that includes faculty advisors who work with students throughout their tenure in medical school to assist them with professional development and career decision making. After instituting this change annual surveys are used to identify and address any areas of weakness, leading to a significant improvement in career advising efforts.

3. Recently student surveys are being utilized to assess the efficacy of the academic skills development program. The results of these surveys provide evidenced-based guidance to assist students who are experiencing academic difficulty. Future assessment will review if this approach improves academic performance as measured by grades and licensing board scores.

[Rutgers School of Dental Medicine](#)

With regard to outcomes, the following opportunities exist on the student services side:

1) 15-minute meetings 4 times a year with all first-year students
2) 15-minute meetings annually with all second-year students
3) Focus groups with 3rd and 4th year students
4) Monthly meetings with class officers

Students can bring forth issues and address questions directly to school leadership. For example, students review exam calendars in this setting and offer input to scheduling. Students also raise issues on facilities, communications, and other elements of the larger educational environment.

A very recent example of changes made include:
- Final exams for the winter term were moved in two subject areas: Biochemistry and Physiology.
- Tables and chairs were added to the Oral Health Pavilion multipurpose room to facilitate student studying.
- An internal IT phone number was initiated for the copier/printer in the student lounge. This was previously not serviced internally, but is now checked three times a day (up from once, for paper), and a phone number is provided to reach the IT group directly for assistance (jams, ink, etc).

[School of Health Professions](#)

SHP currently utilizes several forms of assessment when reviewing students' overall experience. New leadership at SHP is expanding assessments in the near future to align with the school's new strategic plan. Current assessments at SHP include: SHP Graduate Survey, SHP Program Accreditation, and SHP Annual Student Outcome Report. The SHP Graduate Survey is collected from graduates for each of the three annual graduation terms, and is distributed currently through REDCAPP. The survey was intended to provide much of the information stated in Criterion 1. The Graduate Survey historically produced results for the SHP Student Outcome report, completed by the Associate Dean of Academic Affairs on an annual basis. Student Affairs and Enrollment Management have utilized these reports to gather information from recent graduates to gauge perceived needs during SHP enrollment. Responses by SHP to past surveys have been: the creation of a school wide orientation (in-person and online) and the development of online student forms in Enrollment Management. SHP Program Accreditation - Many of SHP programs go through an extensive accreditation process (of the 37 SHP programs (23) are accredited separately). Each year SHP submits an Annual Assessment report to the Rutgers Center for Teaching Assessment and Assessment Research detailing the following: Learning Goals, School Wide Goals, Program Learning Outcomes and Course level Learning Outcomes.

Efforts which will move forward under new SHP leadership include the following:

- New Taskforce on Student Experience – Student Affairs, Enrollment Management, Faculty, and Administration will work to develop and implement a new taskforce to review, analyze and modify (if needed) current assessment tools and develop new forms

of assessment as needed. This committee anticipates reviewing the graduate surveys completed by the January 2017 graduates.

- SERU Survey – SHP seeks to take advantage of this Rutgers survey tool currently being utilized by the Rutgers Office of Institutional Research & Academic Planning.
- Student Focus Groups – Student Affairs and Enrollment Management are planning student focus groups to offer current students the opportunity to present feedback directly to the administration.

School of Public Health

SPH conducts a regular survey of students. As a result of responses, an additional survey was created to probe further. Areas of student interest that emerged were: Cultural diversity and inclusiveness, Project Management, and Communications tools. Although students wanted these areas addressed, there was reluctance from students to allocate personal resources to move these items forward. Additionally, a Cross Campus Newsletter was created to foster more consistent messaging to students.

Academic Advising was improved in two ways:

- Certificate students are now advised by campus offices rather than individual faculty members.

- Students in the articulated BS/MPH program with Rutgers–New Brunswick had several issues related to the transition from undergraduate to graduate study. SPH leadership met with a representative group of students and made three changes:
  o Dr. Bernadette West was named as advisor to the BS/MPH program.
  o Students would retain their existing departmental faculty advisor.
  o Students could enroll as degree-seeking students, not 'visitors,' during the summer between degree programs.

New Student Orientation was improved with the addition of:

- Information on Disability Services

- IT staff to assist with the use of Moodle and initiation of e-mail accounts

School of Nursing

The School of Nursing has developed an Assessment Plan for 2017-18 expanding the core foundations for assessment from three to seven. Three of these, in particular, focus on the assessment of student support services: Institutional Level Assessments, Assessment of Student Learning, and Program Assessment. Additionally, to help maximize the usage of data that has already been collected, while focusing more on the success of School of Nursing students, the school's Office of Institutional Research is increasing the number of qualitative assessment

methods, such as focus groups, and decreasing the number of quantitative methods, such as surveys.

Under Institutional Level Assessments, the following items are undertaken:

- The Subsequent Enrollment of Accepted Students (SEAS) Report - examining applicants who were admitted but declined the offer, to assess why these students have opted to pursue their education elsewhere.
- The New Student Questionnaire - administered to all newly enrolled students to assess factors influencing decisions to apply and attend, gather expectations and concerns of the cohort, and review cross-applicant institutions and school choice data.
- The Student Satisfaction and Engagement Report - an in-house, web-based survey of all enrolled students assessing satisfaction with services, education, and resources, as well as the level of academic engagement.
- The Non-Returning Student Report - examining matriculating students enrolled in a fall semester and not returning the following fall semester to assess why these students opted to drop or transfer out, enabling internal evaluation of attrition patterns.
- The Skyfactor/AACN Exit Assessment - a national survey for BSN, MSN, and DNP nursing programs accredited by the Commission on Collegiate Nursing Education, collecting student perception of program and institutional effectiveness, and providing the School of Nursing with robust benchmarking data from hundreds of participating nursing schools.
- The Alumni Survey - distributed to School of Nursing graduates 10-12 months after graduation to gather their employment data, future educational plans, and their perceptions of the effectiveness of the School of Nursing program. The survey assesses what items successfully prepared them for their current employment as well as the items that were lacking in their School of Nursing education and would have been helpful.

Within the Assessment of Student Learning foundation, the school is currently reviewing external student learning assessment products and hopes to have a new system in place for fall 2017 to provide ongoing assessment of how well student learning corresponds to outcomes and expectations.

Under the Program Assessment foundation, the school will assess a number of external criteria including scores on standardized tests, pass rates on licensure exams, graduation rates, and employment rates, in alignment with data on students completing the program and working within the field of nursing to assess the success of the School of Nursing programs at both the macro and micro levels.

Appendix V.1 Selected Examples of School and Program-Level Learning Goals/Expected Outcomes

Camden College of Arts and Sciences [Learning Goals](#)

Edward J. Bloustein School of Planning and Public Policy [School-wide Learning Goals](#)

Ernest Mario School of Pharmacy [Ability-Based Outcomes Map](#), linking PharmD Program Learning Goals and Individual Course Goals (resize pdf to more easily read text)

Graduate School–Camden [Learning Goals (by Program)](#)

Graduate School–Newark, [Peace and Conflict Studies Program Learning Goals](#)

New Jersey Medical School, [Overview of Goals, Objectives and Assessments](#)

Rutgers School of Business–Camden [Bachelor of Science Learning Goals](#)

Rutgers School of Nursing, Program Outcomes for [Bachelor of Science in Nursing](#) and [Master of Science in Nursing](#)

School of Arts and Sciences [Core Curriculum Learning Goals](#) and [Program Goals](#)

School of Criminal Justice [Undergraduate Learning Goals](#)

School of Management and Labor Relations [Learning Objectives](#)

School of Public Affairs and Administration School [Student Learning Outcomes](#)

Appendix V.2 Samples of Posted Course Syllabi/Course Learning Goals

Camden College of Arts and Sciences, Writing Program, [Staff and Syllabi](#)

Graduate School of Education, Special Education Course [Syllabi](#)

Newark College of Arts and Sciences, Department of Chemistry, [Learning Goals for Chemistry Courses](#)

School of Arts and Sciences, Department of Genetics, Undergraduate Major, [Syllabi/Synopses](#)

School of Arts and Sciences, Department of Spanish and Portuguese, [Course Synopses](#)

School of Business–Camden, MBA Program [Syllabi](#)

School of Environmental and Biological Sciences, Bioenvironmental Engineering Undergraduate Program, [Course Descriptions and Syllabi](#)

School of Health Professions, [Program Requirements/Course Description Database](#) (select Undergraduate or Graduate Program of Study, and then click on each course for link to syllabus)

School of Management and Labor Relations, Bachelor's Degree in Labor Studies and Employment Relations, [Courses and Syllabi](#)

School of Social Work, Master of Social Work [Coursework and Syllabi](#)

Appendix V.3 2017 Membership of Assessment Councils

Executive Council on Assessment (ECA)
Barbara Lee, *Chair,* and *Senior Vice President for Academic Affairs*
Barbara Bender, *Senior Associate Dean, School of Graduate Studies*
William FitzGerald, *Director, Teaching Matters and Assessment Center, Rutgers–Camden* Gary
Gigliotti, *Associate Vice President for Academic Affairs - Teaching and Assessment*
      Research
John Gunkel, *Vice Chancellor for Academic Programs and Services, Rutgers–Newark*
Robert Heffernan, *Vice President for Academic Planning and Research*
Bart Holland, *Director, Educational Evaluation and Research, Rutgers New Jersey Medical*
      School
Susan Lawrence, *Vice Dean for Undergraduate Education, School of Arts and Sciences,*
Roberta Leslie, *Associate Vice President for Academic Affairs*
Richard Novak, *Vice President for Continuing Studies and Distance Education*
Brent Ruben, *Executive Director, Center for Organizational Leadership*

Assessment Council on Learning Outcomes (ACLO)
Gary Gigliotti, *Chair,* and *Associate Vice President for Academic Affairs–Teaching and*
      Assessment Research
Barbara Bender, *Senior Associate Dean, School of Graduate Studies*
Jeanne Boyle, *Associate University Librarian for Planning and Organizational Research*
Richard De Lisi, *University Professor*
Antoinette Farmer, *Associate Dean for Academic Affairs, School of Social Work*
William FitzGerald, *Director, Teaching Matters and Assessment Center, Rutgers–Camden*
Carol Goldin, *Associate Dean for Assessment, Ernest Mario School of Pharmacy*
John Gunkel, *Vice Chancellor for Academic Programs and Services, Rutgers–Newark*
Robert Heffernan, *Vice President for Academic Planning and Research*
Bart Holland, *Director, Educational Evaluation and Research, Rutgers New Jersey Medical*
      School
Lynn Kuzma, *Associate Dean for Educational Initiatives, Faculty of Arts and Sciences–Newark*
Susan Lawrence, *Vice Dean for Undergraduate Education, School of Arts and Sciences,*
Roberta Leslie, *Associate Vice President for Academic Affairs*
Thomas Leustek, *Associate Dean of Academic Administration, School of Environmental and*
      Biological Sciences
Carolyn Moehling, *Associate Dean for Undergraduate Education, School of Arts and Sciences*
Angela O'Donnell, *Professor, Graduate School of Education*
Brent Ruben, *Executive Director, Center for Organizational Leadership*
Joseph Schiavo, *Associate Dean for FASC Undergraduate Programs and University College*
Phyllis Siegel, *Senior Associate Dean for Graduate Programs, Rutgers Business School-Newark*
      and New Brunswick
Ben Sifuentes-Jauregui, *Vice Chancellor for Undergraduate Academic Affairs, Rutgers–New*
      Brunswick
Carol Terregino, *Professor of Medicine, Senior Associate Dean for Education, and Associate*
      Dean for Admissions, Rutgers Robert Wood Johnson Medical School

Assessment Council on the Student Experience (ACSE)

Gary Gigliotti, *Chair,* and *Associate Vice President for Academic Affairs–Teaching and Assessment Research*

Katherine Anderson, *Interim Director, Robeson Library*

Mary Beth Daisey, *Vice Chancellor for Student Affairs, Rutgers–Camden*

Susan Hamilton, *Assistant Vice Chancellor, Academic and Student Affairs, Rutgers Biomedical and Health Sciences*

Michael Hewson, *Senior Director, Undergraduate Academic Affairs, Rutgers–New Brunswick*

William Jones, *Senior Director, Career Services*

Sunita Kramer, *Associate Dean, Academic Affairs and Services, Honors College, Rutgers–New Brunswick*

Bil Leipold, *Associate Vice Chancellor, Enrollment Services, Rutgers–Newark*

Matt Matsuda, *Dean, Honors College, Rutgers–New Brunswick*

Salvador Mena, *Associate Vice Chancellor, Student Affairs, Rutgers–New Brunswick*

Felicia McGinty, *Vice Chancellor, Student Affairs, Rutgers–New Brunswick*

Victoria Porterfield, *Research Analyst, Institutional Research and Planning*

Ben Sifuentes-Jauregui, *Vice Chancellor, Undergrad Academic Affairs, Rutgers–New Brunswick*

Corlisse Thomas, *Vice Chancellor, Student Affairs, Rutgers–Newark*

Ann Treadway, *Director, Office of Military and Veteran Programs and Services*

Dayna Weintraub, *Director of Research and Assessment, Student Affairs*

William Welsh, *Executive Director, Office of Disabilities Services*

Erica Williams (alt. for Corlisse Thomas), *Assistant Dean and Director, Student Life & Leadership, Newark*

Appendix V.4 Examples of School Assessment Structures and Processes

Ernest Mario School of Pharmacy [Assessment Plan](#)

Rutgers School of Business-Camden [Assessment Plan, Process and Structure (Pages 4-5)](#)

School of Arts and Sciences [Department and Program Assessment](#) and [Core Curriculum Assessment](#)

School of Environmental and Biological Sciences [School Level Assessment](#)

School of Health Professions [Overview of the Assessment Process](#)

School of Public Affairs and Administration, Master of Public Administration Program [Student Learning Outcome Measurement Handbook](#)

Appendix V.5 Committee on Academic Planning and Review (CAPR) Activities and Reports since AY 2012-13

Academic Reviews:

Department of Physics and Astronomy Review - The Department of Physics and Astronomy review site-visit took place April 23-24, 2012. The review included the department, the affiliated centers and institutes (The New High Energy Theory Center, the Laboratory for Surface Modification, the Center for Materials Theory, Rutgers Center for Emergent Materials, and the Institute for Advanced Materials, Devices and Nanotechnology), and the graduate program. CAPR completed its report during the fall 2012 semester.

Rutgers Center for Cognitive Science Review - The Rutgers Center for Cognitive Science review site-visit took place December 5-6, 2012. CAPR completed its report during the spring 2013 semester.

Modern Languages and Literature Cluster Review -
The MLL cluster review site-visit took place March 13-14, 2013. The review included the Ph.D. programs within the Comparative Literature Program; the Department of French; the Department of Germanic, Russian, and East European Languages and Literatures; the Department of Italian; and the Department of Spanish & Portuguese. CAPR completed its report during the fall 2013 semester.

Joint Review of the Institute for Advanced Materials, Devices and Nanotechnology (IAMDN) and Laboratory for Surface Modification (LSM) - The site-visit for the joint review of IAMDN/LSM took place April 2-3, 2014. CAPR completed its report during the fall 2014 semester.

SAS - Department of Art History Review - The site-visit for the Department of Art History review took place May 13, 2014. CAPR completed its report during the fall 2014 semester.

Center for Advanced Biotechnology and Medicine Review - The site-visit for CAS took place October 26 – 27, 2015. CAPR completed its report during the fall 2016 semester.

Center of Alcohol Studies (CAS) Review - The site-visit for CAS took place November 23 – 24, 2015. CAPR completed its report during the fall 2016 semester.

Institute for Women's Leadership (IWL) Review -The site-visit for IWL took place May 3 – 4, 2017. CAPR will complete its report during the fall 2017 semester.

School of Environmental and Biological Sciences (SEBS) - CAPR is coordinating an external review of SEBS, including a team of experts from comparable US and Canadian institutions, with a site-visit taking place in November 2017.

Division of Continuing Studies (Docs) Review - Review planned for 2017-18.

Other Activities/Reports:

Revision of the CAPR Centers & Institutes report – March 2017

Revision of the CAPR mission statement – November 2016
CAPR memo to chancellors re: Graduate Ph.D. education and support of students on research grants – January 2016

CAPR memo to SVPAA Lee re: annual reporting May 2015

Appendix V.6 The Student Instructional Rating System (SIRS) Process

1. The Center for Teaching Advancement and Assessment Research (CTAAR) collects a list of all courses offered across the University from the Office of Information Technology (OIT), with the cooperation of the Registrar and the Office of Institutional Research and Planning (OIRAP), which maintains the data warehouse.

2. Office of Instructional and Research Technology (OIRT) operates the Sakai course management system
- OIRT uploads rosters for every course offered into the Sakai system.
- CTAAR uses the EvalSys Survey Tool in Sakai to distribute the Student Instructional Ratings Survey to the students.
- Once the survey period ends, OIRT sends to CTAAR the raw survey data and comments.

3. During the 1st half of an academic term, CTAAR distributes a list of all instructors to be surveyed and solicits corrections, changes and special instructions from each academic department, with the course number and title of the courses these instructors are teaching.
- CTAAR requests from the academic departments the NetID of each instructor or obtains an email address for each instructor.
- Once CTAAR receives the list of instructors, courses, and NetID or email for that instructor, it is prepared to upload the SIRS to the Sakai system.
- Each instructor is contacted via the NetID or email address provided to inform them that the SIRS will be conducted and to ask to make sure all information is correct, such as course number, due date for the survey, and so forth. A deadline is set for the response by the instructors.
- When the deadline passes, the surveys are ready for upload. Once they are uploaded to the Sakai system, the survey can begin.
- When the surveys are ready to begin, each student in each course to be surveyed receives an email at their designated official university email address that the survey period has begun, and gives the survey end date.
- Instructors receive updates on the progress of the SIRS as it is being conducted. They can also visit the CTAAR webpage for updates. These updates give a count (number and percentage) of the class members that have responded. The process is anonymous.

4. The SIRS runs to the end date. OIRT then sends the survey results to CTAAR for processing and distribution.
- CTAAR processes the SIRS raw data.
- CTAAR distributes the SIRS results directly to the instructor via the email address provided, as mentioned above. The instructors are given time to comment on the results, and correct any possible malfunctions, i.e., wrong name, wrong course, etc.
- Once any corrections have been made, CTAAR distributes to each department via a secure Sakai dropbox the results for that department. The results are also distributed to a designated dean's office via a secure Sakai dropbox.

5. Before the next registration period, the SIRS statistical results are made available on a web site for any student, faculty or staff member with a university NetID. These can be found at https://sirs.ctaar.rutgers.edu

- CTAAR eliminates all data for teaching assistants and graduate assistant before making the statistical data available.
- CTAAR also maintains a secure archive website holding the SIRS statistical results accessible only to department heads and designated staff via NetID login.

6. Every summer, CTAAR prepares a 'teaching grid' for each NTT, and tenure track renewal, promotion and tenure candidate for the next cycle. (In Summer 2015 this was 366 candidates.)

Appendix V.7 University-wide Task Force on Teaching Evaluation

Barbara Lee, *Senior Vice President for Academic Affairs, Chair*
Drew Gitomer, *Rose and Nicholas DeMarzo Chair in Education, Graduate School of Education*
Gary Gigliotti, *Associate Vice President for Academic Affairs–Teaching and Assessment*
        Research
Jack Lynch, *English, Faculty of Arts and Science-Newark*
Jessica Ware, *Biological Sciences, Faculty of Arts and Sciences-Newark*
Sangeeta Lamba, *Associate Dean, New Jersey Medical School*
Barbara Gladson, *Associate Dean, School of Health Professions*
William Fitzgerald, *English, Faculty of Arts and Science-Camden*
Cynthia Ayres, *Associate Dean, Rutgers School of Nursing-Camden*
Carol Terregino, *Senior Associate Dean, Robert Wood Johnson Medical School*

Appendix V.8 Selected Examples of School and Program-Level Changes Implemented in Accordance with Assessment Results

Faculty of Arts and Sciences-Newark, Department of History Assessment Initiative

New Jersey Medical School, Annual Assessment Report, 2016

Rutgers School of Business-Camden, Learning Assessment Goals, Tools and Measurements, Academic Year 2015-16 (see especially the discussion of Closing the Loop Activities on pages 6-11)

School of Environmental and Biological Sciences, Annual Assessment Report (see pages 10-14 for a discussion of the evaluation of the SEBS school-wide undergraduate signature course for at-risk first-year students, named *Portals to Academic Study Success* (PASS))

School of Arts and Sciences, Examples of Best Practice in SAS Program Assessment

School of Public Affairs and Administration, Executive Council on Assessment Annual Report - 2016 (see pages 15-17 for a discussion of changes in the methodology and protocols used in MPA program assessment as a result of analyzing findings from the previous year's assessment)

Appendix VI.1 Rutgers–Newark and Rutgers–Camden Applications, Admissions and
Enrollments, Fall 2015 and Fall 2016

	First Year + Transfers			First Year Only			First Year African American			First Year Hispanic			All Students		
	2015	2016	% change	2015	2016	% change	2015	2016	% change	2015	2016	% change	2015	2016	% change
Rutgers-Newark															
Applications	16150	17777	10.07%	11623	13084	12.57%	2093	2396	14.48%	2402	2690	11.99%			
Admissions	10118	11466	13.32%	7511	8545	13.77%	913	947	3.72%	1389	1593	14.69%			
Admit Rate	62.65%	64.50%	2.95%	64.62%	65.31%	1.06%	43.62%	39.52%	-9.39%	57.83%	59.22%	2.41%			
Enrollment	2122	2432	14.61%	1199	1344	12.09%	207	216	4.35%	307	369	20.20%	11720	12321	5.13%
Rutgers-Camden															
Applications	11094	12453	12.25%	7513	12453	65.75%	1617	1979	22.39%	1292	1505	16.49%			
Admissions	6632	7108	7.18%	4385	7108	62.10%	607	693	14.17%	662	767	15.86%			
Admit Rate	59.78%	57.08%	-4.52%	58.37%	57.08%	-2.20%	37.54%	35.02%	-6.72%	51.24%	50.96%	-0.54%			
Enrollment	1282	1498	16.85%	424	675	59.20%	62	111	79.03%	76	123	61.84%	6408	6475	1.05%
Total Applications	70972	75435	6.29%	54458	62214	14.24%	7532	8565	13.71%	8588	9311	8.42%			
Total Admissions	41715	43850	5.12%	32537	36537	12.29%	2702	2718	0.59%	4186	4462	6.59%			
Total Enrollments	12404	13297	7.20%	8171	8485	3.84%	730	712	-2.47%	1216	1276	4.93%	67556	68942	2.05%
Avg. Admit Rate	59.84%	59.16%	-1.13%	60.47%	59.78%	-1.16%	37.36%	33.42%	-10.54%	50.90%	50.42%	-0.93%			

Source: Rutgers University Fact Book - https://oirap.rutgers.edu/instchar/factbook.html

Appendix VII.1 Authority of the Board of Governors

As the governing body of the University, the Board of Governors oversees operations for the University. According to the 1956 law, the Board of Governors has the authority and responsibility to:

a. Determine policies for the organization, administration and development of the University;

b. Study the educational and financial needs of the University, annually acquaint the Governor and Legislature with the condition of the University, and prepare and present the annual budget to the Governor, the Division of Budget and Accounting in the Department of the Treasury and the Legislature, in accordance with law;

c. Disburse all moneys appropriated to the University by the Legislature, moneys received from tuition, fees, auxiliary services and other sources, and from or by direction of the Board of Trustees;

d. Direct and control expenditure and transfer of funds appropriated to the corporation and the University by the state in accordance with the provisions of the state budget and appropriation acts of the Legislature; and, as to funds received from the Trustees and other sources, direct and control expenditures and transfers in accordance with the terms of any applicable trusts, gifts, bequests, or other special provisions, reporting changes and additions thereto and transfers thereof to the Director of the Division of Budget and Accounting in the State Department of the Treasury. All accounts of the University shall be subject to audit by the state at any time;

e. Borrow money for the needs of the corporation and the University, as deemed requisite by the Board, in such amounts and for such time and upon such terms as may be determined by the Board, with the consent and advice of the Board of Trustees; provided, that no such borrowing shall be deemed or construed to create or constitute a debt, liability, or a loan or pledge of the credit, or be payable out of property or funds (other than moneys appropriated for that purpose) of the state;

f. 1.) Purchase all lands, buildings, equipment, materials and supplies; 2.) and employ architects to plan buildings; secure bids for the construction of buildings and for the equipment thereof; make contracts for the construction of buildings and for equipment; and supervise the construction of buildings;

g. Manage and maintain, and provide for the payment of all charges on and expenses in respect of, all properties utilized by the University;

h. In accordance with the provisions of the budget, have the sole power (subject to the provisions of NJ Revised Statutes Section 18A:65-31) to elect, appoint, remove, promote or transfer all corporate, official, educational and civil administrative personnel, and fix and determine their salaries in accordance with salary schedules adopted by the Board of Governors . Such salary schedules shall prescribe qualifications for the various

classifications and shall limit the percentage of the educational staff that may be appointed or promoted to any given classification;

i.   In accordance with the provisions of the budget, appoint, remove, promote and transfer all other officers, agents, or employees, assign their duties, determine their salaries, and prescribe qualifications for all positions, and in accordance with the salary schedules of the State Civil Service Commission wherever possible; and

j.   Authorize any new educational department or school consistent with the institution's programmatic mission or approved by the New Jersey Presidents Council and the NJ Secretary of Higher Education.

Appendix VII.2 President's Cabinet

Antonio Calcado, Executive Vice President, Strategic Planning and Operations, and Chief
        Operating Officer
Nancy Cantor, Chancellor, Rutgers University–Newark
Debasish Dutta, Chancellor, Rutgers University–New Brunswick
Vivian Fernandez, Senior Vice President for Human Resources and Organizational Effectiveness
Timothy J. Fournier, Senior Vice President, Enterprise Risk Management, Ethics, and
        Compliance
J. Michael Gower, Executive Vice President for Finance and Administration and University
        Treasurer
Phoebe A. Haddon, Chancellor, Rutgers University–Camden
Patrick Hobbs, Director, Intercollegiate Athletics
John J. Hoffman, Senior Vice President and General Counsel
Nevin Kessler, President for Rutgers University Foundation and Executive Vice President for
        Development and Alumni Relations
Barbara A. Lee, Senior Vice President for Academic Affairs
Peter McDonough, Jr., Senior Vice President for External Affairs
Christopher Molloy, Senior Vice President for Research and Economic Development
Michele Norin, Senior Vice President and Chief Information Officer
Kimberlee Pastva, Secretary of the University
Brian Strom, Chancellor, Rutgers Biomedical and Health Sciences and Executive Vice President
        for Health Affairs