Rutgers,
The State University of New Jersey
Periodic Review Report

Submitted to: Middle States Commission on Higher Education

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SECTION 1: EXECUTIVE SUMMARY

In June 2008, the Middle States Commission on Higher Education (MSCHE) reaffirmed Rutgers University's regional accreditation. The university is now submitting its five-year Periodic Review Report to MSCHE as a requirement for continued accreditation.

Institutional Context

Mission and Governance
Dedicated to a threefold mission, Rutgers is equally committed to excellence in teaching, scholarship, and public service. Driving all of Rutgers’ activities is the defining characteristic of a premier research university: the continuous and vigorous creation of intellectual capital – the new discoveries and insights that drive the advancement of human knowledge and contribute to the improvement of the human condition, and the graduates who continue to create this new knowledge and apply it to every area of human endeavor.

Rutgers' unique history as a colonial college, a land-grant institution, and a state university, helped shape its current governance structure. From its founding as Queen's College in 1766 until it was reorganized as The State University of New Jersey in 1956, Rutgers was governed by a Board of Trustees. In 1956, state law created the Rutgers University Board of Governors as the governing body of the university and kept the Board of Trustees in an advisory capacity with certain fiduciary responsibilities. The Rutgers president implements board policies with the help and advice of senior administrators and other members of the university community.

University Campuses and Academic Structure
Rutgers consists of 28 schools and colleges located on campuses in New Brunswick and adjacent areas, Newark, and Camden. The university also maintains educational services in many other communities throughout the State.

New Brunswick has five distinct campuses: College Avenue (74 acres), G.H. Cook (170 acres), Douglass (147 acres), Busch (771 acres), and Livingston (935 acres). Rutgers-Newark is housed on 40 acres in downtown Newark, New Jersey's largest city. Rutgers-Camden’s 31 acre campus is located on the Camden Waterfront in the heart of the metropolitan Philadelphia region. Today, all three campuses are thriving, with undergraduate and graduate programs, research centers, and public service initiatives.
In total, the university operates research and instructional facilities on 5,973 acres in 13 counties and 28 municipalities. The New Jersey Agricultural Experiment Station has offices, faculty, and staff in all 21 of New Jersey’s counties and operates three on-campus research farms, five off-campus research stations, four coastal research stations, and a 4-H summer camp. Its off-campus facilities are located on 1,748 acres.

**Student Profile**

In fall 2012, Rutgers enrolled nearly 59,000 students, with almost 44,000 undergraduates and close to 15,000 graduate and professional students. Rutgers enrolls more female than male undergraduate and graduate students; women represented 50.2 percent of undergraduate and 54.8 percent of graduate enrollments in fall 2012. Rutgers’ undergraduate student body reflects New Jersey’s racial and ethnic diversity: in fall 2012, the undergraduate enrollment was 44 percent white, 23 percent Asian, ten percent African-American, 14 percent Latino, three percent foreign, four percent multi-ethnic/racial, and two percent unknown/other.

Graduate and professional student enrollment shows a slightly different racial and ethnic distribution. In fall 2012, 49 percent of graduate students were white, ten percent Asian, nine percent African-American, seven percent Latino, 19 percent foreign, two percent multi-racial/ethnic, and four percent unknown/other.

Two-thirds of undergraduates at Rutgers are between the age of 18 and 21 while almost three-quarters of all graduate students are 25 years of age and older. Ninety-two percent of the undergraduates and 69 percent of graduate students reside in New Jersey.

About 72 percent of Rutgers undergraduates enter the university directly from high school. The rest of the undergraduate student body typically transfers to Rutgers after beginning their higher education at another college or university. The majority of these transfer students come directly from one of New Jersey’s 19 county colleges. See Student Enrollment and Profile Tables in Appendix 1.1.

Retention of undergraduate students has improved: first-year retention for students entering Rutgers was 89.4 percent in 2006 and rose to 90.5 percent for the 2011 cohort of entering students. Four year graduation rates have also improved by nearly eight percentage points, growing from 44.3 percent for the 2002 entering cohort of first-time undergraduates to 52 percent for the 2008 entering class. Six-year graduation rates have also been moving steadily upwards, improving by four and a half percentage points over five entering cohort years (2002 through 2006). Appendix 1.2 presents universitywide retention and graduation rates for recent cohorts of entering undergraduate students.
The undergraduate student-faculty ratio of full-time equivalent students to full-time equivalent instructional faculty for fall 2012 was approximately 14:1.

**Educational Programs and Institutional Memberships**

The university offers a broad range of educational offerings in the arts and sciences and in professional fields. See Appendix 1.3 for a list of undergraduate and graduate degrees offered by Rutgers’ schools. The arts and sciences at both the undergraduate and graduate levels constitute a substantial share of the university’s teaching and research efforts. In academic year 2011-12, the arts and sciences departments and programs awarded approximately 60 percent of the baccalaureate degrees and 50 percent of all degrees conferred (through May 2012); they also comprised 63 percent of instruction across the three campuses of the university. A number of arts and sciences graduate programs are regularly recognized as among the nation’s best in annual or periodic rankings including philosophy, history, women’s studies, English, and mathematics. Appendix 1.4 lists degrees conferred by broad discipline area from October 2009 through May 2012.

The provision of excellent professional education, research, and service in a wide array of professional schools is also central to the university’s mission. Programs including agriculture, law, social work, education, business, communications, nursing, criminal justice, pharmacy, library studies, management, labor studies, engineering, planning and public policy, and public affairs and administration educate thousands of New Jersey citizens for social service and for the public and private sector throughout the state, nation and world. Within a three year period between academic years 2009-10 and 2011-12, Rutgers awarded over 25,000 degrees in these professional fields at both the undergraduate and graduate levels. See Appendix 1.5 for a list of Professional Accreditation Associations accrediting Rutgers programs.

In 1989, Rutgers-New Brunswick was elected to membership in the Association of American Universities (AAU), an organization consisting of the 62 leading research universities in the United States and Canada. The AAU focuses on important issues that are shared at research-intensive universities including funding for research, research policy, and graduate and undergraduate education.

In November 2012, Rutgers-New Brunswick became the 14th member of the prestigious Big Ten Conference. The Scarlet Knights will begin competing in the Big Ten in all intercollegiate athletic programs on the New Brunswick Campus at a date to be determined. In addition, at the same time Rutgers also accepted the invitation to become a member of the Committee on Institutional Cooperation (CIC), a consortium of world-class research universities dedicated to forging institutional collaborations while advancing their university’s academic missions. The CIC includes all Big Ten institutions,
as well as the University of Chicago. Membership in this consortium will create invaluable opportunities for new and expanded partnerships in cutting-edge research and academic programs.

**Faculty and Staff**

Rutgers employs more than 3,000 full-time faculty members and nearly 7,000 full-time staff to administer and support its academic and research programs, making it one of the largest employers in the state of New Jersey. Appendix 1.6 provides numerical information about faculty and staff by general job title and campus location. Rutgers’ faculty members are nationally recognized for excellence; individuals have been honored with an array of prestigious awards and grants, including MacArthur Fellowships, National Medals of Science, National Medals of Technology, and Fulbright and Guggenheim Fellowships. As of May 2013, 18 Rutgers faculty are members of the American Academy of Arts and Sciences, 24 are members of the National Academy of Sciences, seven are members of the Institute of Medicine, and eight are members of the National Academy of Engineering.

Rutgers takes great pride in the fact that just in the past year, faculty members have been the recipients of an eclectic and prestigious range of awards. For example, J. Frederick Grassle, founding director of the Rutgers Institute of Marine and Coastal Sciences, received the 2013 Japan Prize; Joachim Messing, the Selman A. Waksman Chair in Molecular Genetics received the Wolf Prize; Richard Frenkiel, senior consultant at the Wireless Information Network Laboratory received the 2013 Charles Stark Draper Prize; and Endre Szemeredi, State of New Jersey Professor of Computer Science, received the 2012 Abel Prize from the Norwegian Academy of Science and Letters.

**Research and Development**

Rutgers’ strong research and development enterprise depends on the excellence of its faculty and its graduate education programs, as well as a supportive research infrastructure, including nearly 200 specialized centers, many of which generate significant research funding and promote interdisciplinary collaborations.

Total expenditures in research and development reached an all-time high of $473.2 million in FY 2011, with $259.7 million in expenditures for grants obtained from federal agencies. Federal research and development funding accounted for 55 percent of all research and development expenditures, while state expenditures accounted for 14 percent, industry expenditures four percent, nonprofit expenditures five percent, institutional expenditures 20 percent, and expenditures from other sources accounted for three percent. (See Rutgers Office of Research and Sponsored Programs’ latest annual report, *Research and Innovation at Rutgers 2011*, for research highlights and more detailed information.)
New products and services are tangible outcomes of research at Rutgers. For these to be developed, the technology from Rutgers’ research must be transferred to the marketplace, a process that begins with the disclosure of inventions and the filing of patent applications. In fiscal year 2011, Rutgers disclosed 182 inventions, was granted 25 initiated patents, formed nine start-ups, executed 75 agreements, and received $5.9 million in licensing royalties. Rutgers ranked 11th among public institutions in the Association of American Universities in the dollar amount of royalties received in fiscal year 2005.¹

Description and Timeline of Periodic Review Process

April 2011: Executive Vice President for Academic Affairs Philip Furmanski announces the initiation of the Periodic Review Report process to the Administrative Council of the University, naming Deans Richard DeLisi and Susan Lawrence as co-chairs of the group to lead the review process.

June 2011: EVPAA Furmanski appoints a small universitywide Working Committee comprising faculty and administrators and charges it with development of the Periodic Review Response.

July 2011: Working Committee holds first meeting, reviews the university’s self-study documents, and the 2008 MSCHE report. Fact finding process begins, with Committee members assigned to contact various administrative offices to compile reports, documents, information and data related to preparing the response.

Aug 2011-May 2012: Committee meets regularly to review and sort compiled material, discuss report organization and content, and review the interplay between PRR development and the integration process.

Fall 2012: Committee members are assigned responsibility for specific chapters; committee meets periodically to review work done, identify overlaps and gaps in information, and sort material.

Nov 2012: First full draft of the PRR is produced and reviewed by the Committee.

Dec 2012: The Working Committee appoints a Writing Subcommittee to edit the full draft document, pare down, compile all appendices and electronic links

¹ Public AAU institutions that are reported as part of a system in these data are not included in this ranking.
and produce a draft that complies with Middle States format and page length suggestions.

Feb 2013: Next PRR draft is shared with Committee for review and comment. PRR Website is established.

March 2013: Writing Committee revises and completes final draft report. Shares draft with President Barchi and EVPAA Edwards.

March-April 2013: Report is placed on university website for review by university community; also explicitly shared with and reviewed by university bodies (University Senate, Committee on Academic and Student Affairs, Board of Governors).

May 2013: PRR Working Group makes final adjustments to PRR document in response to comments received from the university community.

June 2013: Periodic Review Report is submitted to Middle States Commission on Higher Education and external reviewers.

Highlights of the Periodic Review Report (PRR)

Although there were no Commission requirements or recommendations as a result of the decennial reaccreditation visit in 2008, in Section 2 of the PRR we report significant progress towards meeting the self-identified goals related to Transforming Undergraduate Education in New Brunswick (Appendix 2.1). The new Core Curriculum in New Brunswick has unified the undergraduate curriculum in an important way. A reorganization of New Brunswick student services, including a consolidation of counseling services, has significantly enhanced student life. Newark and Camden are now examining their curricula and implementing initiatives to strengthen their undergraduate offerings and educational opportunities. Since the last MSCHE review, we see improvements in retention and graduation rates, improved undergraduate admission processes, and an overall improvement in campus life.

Section 3 describes the challenges and opportunities associated with the institutional changes and developments since the last Middle States review. In addition to having new institutional leadership, over the last 18 months Rutgers has been undergoing one of the most significant structural changes in its history. With the integration of most of the academic units from the University of Medicine and Dentistry of New Jersey following the passage of The New Jersey Medical and Health Sciences Education Restructuring Act of 2012, effective July 1, 2013, we will add two medical schools (one of which includes a faculty practice plan), a National Cancer Institute-designated Cancer Center,
an additional nursing school, a dental school, a school of health-related professions, a graduate school of biomedical sciences, a school of public health, and University Behavioral HealthCare, a clinical care entity. President Barchi will oversee the university’s expanded mission, increased enrollment, increased number of faculty and staff, new degree programs, and new venues for instruction. The budget will grow by 50 percent. For a full description of these changes, see Rutgers Complex Substantive Change Request, submitted to MSCHE on December 19, 2012 (Appendix 3.1.a), with answers to additional questions submitted on January 22, 2013 (Appendix 3.1.b), and approved by MSCHE in March 2013 (Appendix 3.1.c). Section 3 also describes the university’s budgetary challenges and identifies other major university opportunities anticipated over the next five years.

Rutgers enrollment and financial planning data are presented in Section 4. In fall 2012, university enrollment reached a record 58,788 students in credit courses. After a period of significant growth, we hope to maintain, or slightly increase, current enrollment levels in New Brunswick. On the Camden and Newark campuses, goals are to increase enrollments by 19 and four percent, respectively. In addition, Rutgers is taking deliberate steps to increase the enrollment of international and out-of-state students on all campuses.

Despite declining state support, Rutgers is in stable financial condition. The university has addressed budget shortfalls through modest increases in tuition, targeted reductions to unit budgets, and increased revenues from other sources.

Section 5 provides details regarding our progress in implementing assessment-related initiatives. We have made significant progress universitywide in assessment since the 2008 review. Three important assessment units at Rutgers are: the Office of Institutional Research and Planning, which provides institutional-level support with data warehousing, survey development, and data analyses; the Center for Teaching Advancement and Assessment Research, which supports the coordination of teaching and learning assessment and improvement activities throughout the university; and the Center for Organizational Development and Leadership, an institutional and national resource for organizational review, assessment and improvement efforts in academic units, student life, and administrative and service departments.

The directors of these three organizations serve on the Executive Council for Assessment (ECA), the strategic planning body for learning outcomes assessment in the university. This group recommends policy; coordinates efforts among the offices; integrates approaches to information gathering, dissemination and use; and more generally, enhances the culture of, and linkages among planning, assessment and continuous improvement throughout the university. The ECA collects annual reports
from all schools in the university and uses a rubric or ‘checklist’ of standards by which the assessment reports are reviewed. Curricular assessments underway on each campus are also described.

Linkages between Rutgers planning and budgeting processes are described in Section 6. The uncertainty of funding and the chronic underfunding of higher education in New Jersey complicate these linkages. To address these challenges, the university must ensure that all revenue sources are being considered, maximized and leveraged. Furthermore, the university must continually seek to increase the effectiveness and efficiency of its administrative operations. While recognizing the financial challenges, the university is committed to:

- investing in current and new academic programs that will promote academic distinction;
- maintaining reasonable costs to students;
- integrating essential technology into academic and administrative operations; and
- funding critical capital needs within a state system that provides only episodic capital funding.

The university’s use of All Funds Budgeting (AFB), a type of Responsibility Centered Management (RCM) budget process, provides a comprehensive framework to identify academic goals and a fiscal strategy for accomplishing those goals to advance the university’s overall vision. In light of the complexities of the integration process, these budgeting and resource methods are being assessed and will be modified as needed in FY 2013-2014.

The strategic planning process now underway provides an opportunity to clarify our goals and interweave expanded healthcare research, training, and clinical services into Rutgers’ mission areas, while carefully preserving the university’s traditional strengths and areas of excellence.

Rutgers is at a crossroads – facing enormous opportunities to enhance university education and research and facing significant challenges both organizationally and fiscally. We are moving forward enthusiastically, with strong leadership, creative solutions, and sound practices.

Please see Certification Statement attached below.
SECTION 2: RESPONSES TO RECOMMENDATIONS FROM THE PREVIOUS EVALUATION AND TO COMMISSION ACTIONS

The visiting Team in 2008 did not identify any requirements or recommendations as part of their decennial review. The Team noted:

“The self-study process gave the University the opportunity to assess progress made to date on these projects and to gauge the attitudes of its various constituents toward these changes. The Team’s visit, along with careful consideration of the self-study report, made clear to the Evaluation Team that the institution’s efforts over the last several years have resulted in significant progress toward its goal of integrating the undergraduate programs.”

The Team commended the university and endorsed the suggestions identified by the Steering and Executive Committees in the self-study process, and summarized its interpretation of these [Rutgers identified] suggestions as the following goals:

- raise money for financial aid
- invest in functions that help improve student retention and graduation efforts
- invest in facilities and technology to support the new vision for the student experience
- pay attention to mental health services and making students aware of these services
- support less self-directed students
- continue to encourage faculty to include learning goals in syllabi and develop plans to assess student learning outcomes relative to program goals
- promote and expand undergraduate research opportunities on all campuses
- continue working on general education assessment and tracking unit progress
- consider assessing learning communities with tools such as the National Survey of Student Engagement.

In the past five years, these suggestions have served to inform and prioritize planning for the university. Following-up on the suggestions in the self-study which focused on undergraduate education, significant progress toward meeting the goals for the reorganization of undergraduate education in New Brunswick has been made, but the transformation of undergraduate education remains an ongoing process (see Appendix 2.1). The New Brunswick campus has initiated new admissions processes and new core curricula, made changes in the organization of student affairs programs designed to enhance undergraduate campus life, increased retention rates, embarked on an
ambitious building program, provided new options in instructional formats and more research opportunities for undergraduate students, and revamped student health and counseling services, among other improvements. Summary information about student services and activities is presented in the 2011-12 Student Affairs Annual Report.

Camden and Newark have both undertaken examinations of their curricula and are implementing initiatives to strengthen undergraduate education and undergraduate student experiences on their campuses. For example, in Camden the Chancellor created the new position of Associate Chancellor for Academic Services to renew and focus efforts on improving retention and persistence to the degree. In addition, an undergraduate student success initiative was launched in December 2011 to explore and identify patterns or barriers to student success in light of the quality of the student experience. On the Newark campus learning communities were established to provide academic support and advisement as well as develop research opportunities and internships, and the Academic Foundations Center has sponsored empowerment programs to retain underrepresented students of color.

Appendix 2.2 focuses on the progress we have made in addressing each of the suggestions.
SECTION 3: CHALLENGES AND OPPORTUNITIES

The important challenges and opportunities that Rutgers expects to face over the next five years are presented briefly below; their relation to specific MSCHE standards is noted at the bottom of each major section.

New Leadership

Dr. Richard L. McCormick served as Rutgers president from 2002 to June 2012. In spring 2011, he announced his decision to step down as of June 30, 2012. On April 11, 2012, Rutgers’ Governing Boards named Dr. Robert L. Barchi the 20th president of Rutgers University with academic tenure and the rank of university professor, effective September 1, 2012. A neuroscientist, clinical neurologist, and educator, Dr. Barchi had served as president of Thomas Jefferson University since 2004. Prior to that appointment, he was provost and chief academic officer at the University of Pennsylvania, where he had responsibility for 12 schools, all academic programs, athletics, students, and faculty. Dr. Barchi replaced Executive Vice President Richard Edwards, who served as Rutgers’ Interim President for July and August 2012.

Integration – and the new Rutgers

We believe that the integration of Rutgers and UMDNJ will bring significant benefits to New Jersey, including enhancement of educational opportunities, strengthened recruitment of top faculty and students, increased federal research funds, and a climate that fosters highly productive and innovative multidisciplinary projects, strengthened partnerships between higher education and the health care industry in New Jersey, and greater opportunities to promote and facilitate economic growth. The university’s annual operating budget will grow by 50 percent with the integration of the academic units of the University of Medicine and Dentistry of New Jersey that are joining Rutgers. That dollar growth only hints at the potential expansion of our reach and our capacity to serve the needs of the state and strengthen our own community. These changes are associated with significant challenges, which are being addressed in the complex inter-institutional integration process.
In compliance with the standards of the Middle States Commission on Higher Education (MSCHE), Rutgers prepared a complex substantive change request that delineates the proposed changes. The report documents the integration process and provides evidence that Rutgers is maintaining all of the standards required for accreditation by MSCHE. Full details regarding the integration and its impact on the institution, are documented in the university’s Complex Substantive Change Request, submitted to MSCHE on December 19, 2012 (Appendix 3.1.a), with answers to additional questions submitted on January 22, 2013 (Appendix 3.1.b), and approved by MSCHE in March 2013 (Appendix 3.1.c).

**New mission elements**

Rutgers is engaged in a transformation process that will greatly expand its functions as it incorporates medical and health related academic programs and services into its core mission. The New Jersey Medical and Health Sciences Education Restructuring Act of 2012 calls for the integration into Rutgers of nearly all of the units of the University of Medicine and Dentistry of New Jersey (UMDNJ), including the Graduate School of Biomedical Sciences (GSBS), New Jersey Dental School (NJDS), New Jersey Medical School (NJMS), Robert Wood Johnson Medical School (RWJMS), the School of Public Health (SPH), the School of Health Related Professions (SHRP), the School of Nursing (SN), University Behavioral HealthCare (UBHC), and the Cancer Institute of New Jersey (CINJ). As a result of this incorporation, Rutgers’ scope and mission will be significantly expanded.

Currently, Rutgers tripartite mission includes:

- 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.

As we plan for the newly integrated institution, the university is assessing the impact of UMDNJ’s current mission. Rutgers’ revised mission statement will likely include a fourth element about healthcare to reflect the mission of the schools that Rutgers will incorporate from UMDNJ.

**New program offerings**

The seven schools that will become part of Rutgers grant the following degrees and certificates in a total of 52 programs: MD, DMD, PhD, DCN, DNP, DPT, DPH, MS, MBiomedSci, MSN, MPH, Master’s, BS, BSN, AS, AAS, post-doctoral certificates, post-
master's certificates, post baccalaureate certificates, and undergraduate certificates. On March 18, 2013, Rutgers received approval for the requested transfer of UMDNJ’s degree/certificate-granting authority for these programs from the New Jersey Secretary of Higher, effective July 1, 2013.

The addition of the MD degree at NJMS and RWJMS, the DMD at NJDS, and the associate degree programs at SHRP represent a significant development from the existing educational program offerings and credential levels previously included in the institutional accreditation of Rutgers. These changes have an impact on Rutgers’ mission and thus constituted part of the Substantive Change request. Beginning July 1, 2013, Rutgers’ Academic Program Inventory will be amended to include the additional programs. The incorporation of these schools and degree and certificate programs presents operational and budgetary challenges, but also provides tremendous opportunities for expanded educational offerings and greater interdisciplinary teaching and research programs.

The integration of UMDNJ units into Rutgers presents significant opportunities for growth and collaboration in academic programs. These issues are fully described in the university’s Complex Substantive Change Request (Appendix 3.1.a). Multiple committees within the university continue to address the critically important areas of general education, curricular development, and students’ development of essential skills. The university also continues to meet MSCHE guidelines regarding locations, sponsorships, and mode of delivery.

**New physical locations**
The incorporation of new locations brings another set of challenges and opportunities. Rutgers currently has three principal campuses in Newark, New Brunswick, and Camden, and additional locations throughout the state and abroad. Incoming UMDNJ schools are located on three campuses: in Newark, in Piscataway/New Brunswick, and in Stratford. UMDNJ has also maintained a branch campus in Scotch Plains, which is currently being reclassified as an additional location.

**New strategic and capital planning processes**
Rutgers has launched a strategic planning process to identify a vision and clear priorities for the strategic investment of resources to help Rutgers move to the next level of excellence and nationwide reputation. This process, to be completed in spring 2014, is broadly inclusive, involving representation from all of our stakeholders. To strengthen the physical plant and make our growth possible, the university will also develop a facilities master plan based on the strategic plan. In tandem with the master plan, Dr. Barchi has formed a Capital Projects Advisory Council, with representatives from all campuses, to
consider proposals for capital projects before they go to the Rutgers Boards for approval.

**New leadership and governance structures/processes**

The 2012 Act calls for several important changes in leadership and governance. As required by the Rutgers Act of 1956, any change to university governance or structure requires the approval of both the university’s governing boards: the Board of Governors and the Board of Trustees. Ultimately these boards are responsible for ensuring the continued high quality of the university and making certain that any major changes result in a stronger, more vital institution.

The boards met over the course of the fall 2012 semester to carefully assess the proposed changes, to identify and resolve outstanding issues associated with them, and to fully discharge their fiduciary responsibilities. On November 19, 2012, both boards endorsed the integration as described in the New Jersey Medical and Health Sciences Education Restructuring Act of 2012, authorizing the following governance changes:

- The Act creates a Chancellor of Biomedical and Health Sciences within Rutgers University, who reports directly to the president of Rutgers. By legislation, the new unit will include the UMDNJ schools and clinical units transferred to Rutgers, as well as the Rutgers College of Nursing, the Ernest Mario School of Pharmacy, and the Institute for Health, Health Care Policy, and Aging Research. Other units may be added at Rutgers’ discretion.
- A campus Board of Directors will be established for Rutgers-Camden. The Board of Directors will have nine voting members in addition to the Camden Chancellor. Membership will include three members from the Rutgers Board of Governors, two from the Rutgers Board of Trustees, and four members appointed by the Governor. The Rutgers-Camden Board of Directors will provide general supervision of the campus, subject to the authority of the Rutgers University Board of Governors.
- A new seven member Rutgers-Camden/Rowan Board of Governors will be created with oversight over new or expanded programs in the health sciences only. The Board will comprise two members from the Rowan Board of Trustees, two members from the Rutgers-Camden Board of Directors, and three members appointed by the Governor.
- The Newark and New Brunswick campuses will each be headed by a Chancellor appointed by Rutgers’ president, and each will have an advisory board that will work with the Chancellor to implement the teaching, research, and service mission of Rutgers; to strengthen the engagement of the campus with its local community, its region, and the state; and to enhance campus commitment to academic excellence, access, and diversity.
A transition committee, under the direction of the New Jersey State Treasurer, will be created to take all necessary steps to implement the provisions of the act.

New compliance responsibilities
Since September 2009 UMDNJ has been under a five-year Corporate Integrity Agreement (CIA) with the Department of Health and Human Services, Office of the Inspector General (OIG). Fourteen months of the CIA obligation will remain after the integration transfer, followed by an additional six to eight month close-out period. UMDNJ has maintained a good, active working relationship with the Office of the Inspector General (OIG) and has fully complied with all obligations thus far. Rutgers will assume the CIA as part of the integration. Rutgers and UMDNJ have jointly submitted a formal request to the OIG to limit the CIA obligations to UMDNJ entities that will transfer to Rutgers. Thus, essential elements of UMDNJs compliance program will be migrated to Rutgers. In order to meet the requirements of this new obligation, Rutgers has established the position of Healthcare Compliance Officer, a role analogous to UMDNJ’s Chief Compliance Officer, to manage compliance and the terms of the CIA.

New senior management
In order to effectively manage the expansion associated with the UMDNJ acquisition and to ensure that all components of the university are positioned to achieve their potential, the university is restructuring the organization of its senior leadership by creating new positions, reconfiguring existing positions, and hiring new leaders, as needed. A brief description of the major changes follows.

- A Senior Vice President for Finance (new position) has been created by reorganizing the responsibilities of the Senior Vice President for Administration. The finance vice president will act as chief financial officer for the newly expanded university, including oversight of the complex financial arrangements required to effectively manage medical and dental schools and their related clinical functions. The university is conducting a national search to fill this position. Bruce Fehn, the Senior VP for Administration, will retain the remaining responsibilities of his current position.
- The Executive Vice President for Academic Affairs position will remain in the new structure. Richard Edwards, who had served as interim EVPAA, has been officially named EVPAA. Coordination of academic programs, including those the university acquires from UMDNJ and monitoring of the tenure review and academic promotion process across the expanded university are his major responsibilities. To enable him to focus on the key components of academic quality in the new Rutgers, the EVPAA will no longer have chief budgetary authority for the university.
Rutgers will have four Chancellors—one each at our Newark, Camden, and New Brunswick campuses, and a Chancellor for Biomedical and Health Sciences. All four Chancellors will report directly to the president, and all four will have an equal voice in decision-making. The university is launching national searches for the Chancellors of Rutgers-Newark and Biomedical and Health Sciences. Executive Vice President Richard Edwards will serve as Chancellor for the New Brunswick Campus on an interim basis while we determine what the new structure will require in New Brunswick. Dr. Wendell Pritchett will remain Chancellor of Rutgers-Camden.

Each of the Chancellors’ offices will be supported by the appointment of a campus provost (and, in the case of the Biomedical and Health Sciences, by two provosts, one in Newark and one in New Brunswick). The provosts will oversee academic matters on their campuses.

Leading and managing the integration process
Rutgers and UMDNJ faculty and leadership have been working collaboratively on plans to integrate and enhance the complementary components of the two institutions. This integration plan requires consolidation and coordination on many levels. Christopher Molloy, Interim Provost for Biomedical and Health Sciences at Rutgers, is heading the integration process. Provost Molloy is working in collaboration with Denise Rodgers, UMDNJ’s interim president, who leads integration efforts at UMDNJ. To address the numerous details and ensure a smooth transition, Rutgers and UMDNJ have jointly established 12 functional teams with representatives from both universities: Academic and Educational Programs, Advancement/Development, Clinical Programs/Affiliation Agreements, Communication/Government Affairs, Compliance, Facilities and Capital Planning, Finance and Procurement, Human Resources, Information Systems, Legal Issues, Research, and Student Services. Rutgers Substantive Change Request document, included as Appendix 3.1.a, outlines the process in greater detail. Basic information about the integration and progress updates may be found on the integration website.

These teams are meeting regularly to identify issues, establish and monitor progress on work plans, make crucial decisions, and ensure that operational integration is achieved by July 1, 2013. In doing so, careful attention is given to protecting the students from any adverse impacts and using appropriate processes for managing the impact on staff.

Integration with UMDNJ poses challenges with regard to faculty appointments, tenure policies and procedures, and benefits. Rutgers and UMDNJ are working collaboratively to evaluate existing Rutgers and UMDNJ policies and procedures for faculty and staff. To the extent possible, these are being aligned so that they can be evenly applied to all. Existing negotiated collective bargaining agreements will remain in force until new
contracts are negotiated. Over the longer term, Rutgers will face both challenges and opportunities as it reviews best practices nationally and modifies its policies and procedures as appropriate.

In addition, a host of other issues including enrollment levels, tuition income, space capacity, student services, and multiple technical issues are associated with the integration of UMDNJ units into Rutgers, posing a range of challenges and opportunities. Given the complexity of the integration, the members of these teams will continue to address the full range of institutional changes over the next several years, as the integration process becomes institutionalized and as our complex policies and systems are successfully merged.

Budgetary Challenges

Rutgers' total FY 2013 operating budget is $2.207 billion and includes revenue derived from tuition and fee income, housing and dining charges, and restricted funds including grants, contracts, and student aid. The budget provides for contractual salary increases, inflationary increases in fringe benefits, insurance and other costs, and other commitments to support and enhance the university’s academic mission. Strategic priorities, of course, drive budgetary planning. For example, the dramatic growth in online, out-of-state, and international student enrollments brings in new tuition dollars. At the same time the continuing reduction in state support and the pressing need to address deferred maintenance of our physical plant, lower our available resources. See Section 4 for additional information about the university’s finances.

The FY 2013 budget gave special attention to the following areas chosen as strategic emphases for the university in the years ahead:
• **Improving student success**: Rutgers seeks to improve retention and graduation rates for all of its students and to attract greater numbers of outstanding high school graduates from other states and countries, while maintaining the university’s historical mission as a place of opportunity for New Jersey residents of all social economic backgrounds. (See Section 5.)

• **Completing the integration**: Bringing the majority of the units of UMDNJ under the Rutgers umbrella will enable the state’s flagship university to become among the best in the world in fields such as bioengineering, drug development, medical nanotechnology, stem cell research, structural biology, and many more.

• **Expanding research**: To increase federal research funding in New Jersey, Rutgers is planning critical new investments in university research while also seeking to align its research activity more closely with the needs of Garden State businesses.

• **Bolstering the university’s faculty**: To enhance an already-outstanding faculty, the university seeks to establish additional endowed chairs in a range of academic disciplines.

• **Expanding and improving campus facilities**: Rutgers continues to implement improvements in its physical plant on all three campuses, particularly in the university’s teaching and research facilities (Appendix 3.2).

• **Increasing private giving**: Initiatives such as those noted above require additional funding. Given the ongoing decline in financial support from state government, private giving is more critical than ever. In FY 2013, Rutgers continues its $1 billion capital campaign (*Our Rutgers, Our Future*) while seeking another new record in annual giving.

In FY 2014 the budget will increase by ~50 percent to $3 billion, with the integration of the UMDNJ units. The budget for the newly integrated institution will be developed once the full analysis of the fiscal implications of the integration is completed. The new budget, along with that of FY 2015, will also reflect the results of the universitywide strategic planning process which will be concluded during the spring 2014 semester.

Despite the fiscal challenges, Rutgers has forged ahead with much needed capital improvements. Hundreds of millions of dollars have been invested to continue to support teaching, research and service. See Appendix 3.2 for a status report on significant facilities projects across all campuses, as of June 2012.

Rutgers’ budgetary challenges will have an impact on the university’s continuing ability to serve multiple audiences in teaching, research and service. State support is continuing to decline. The university has aggressively pursued expense reduction strategies along with revenue enhancement strategies, such as online learning and off-
campus outreach. Still, more is needed to bridge the financial gap and many new initiatives are being pursued, including growing online learning with the help of an external partner and growing Rutgers global reach by attracting more international students and partnerships. The university is pursuing new paths, growing more entrepreneurial and more financially independent by securing additional external research funding, exploring new opportunities for technology transfer, and seeking increased philanthropic support.

The increasing cost of higher education is one of the university’s most significant challenges. Students are paying a steadily increasing share of the cost of their education as the State share declines. In 1989 students paid for about 30 percent of the cost of their education with the state contributing 70 percent. This split recognized that there is both a public and private benefit to higher education. In FY 2012, these shares are reversed with students paying more than twice what the state contributes to the cost of their education.

Other Opportunities

The Campaign for Rutgers
As it approaches its 250th year, Rutgers is engaged in a $1 billion capital campaign, Our Rutgers, Our Future, to sustain the university’s work in education, research, and service, and to help secure its place among the most renowned public research universities in the nation. The campaign supports a set of strategic objectives that will position Rutgers to thrive as a leader in higher education in the 21st century: to enrich the learning experiences of students, to address contemporary problems, to pioneer interdisciplinary scholarship, and to educate citizens and leaders. The campaign seeks funding in four key areas: faculty and their research; students and learning; campuses and facilities; and university and community programs. The campaign is designed to broaden and enhance the myriad ways the university serves students, the state, and the world. The campaign was launched against the background of a challenging financial landscape; its successes will be critical for sustaining the university’s tradition of access to educational excellence.

As of February 2013 the campaign had raised more than $723 million in private donations, including a $40 million gift from an anonymous donor to create a challenge
grant for 18 new endowed chairs, support a new building on the Livingston Campus in Piscataway for the Rutgers Business School-Newark and New Brunswick, and establish the Bennett L. Smith Endowed Chair in Business and Natural Resources. Over 100,000 individual donors have contributed to the campaign. A record 678 new scholarships and fellowships have been created from campaign donations.

**Standard 2: Planning, Resource Allocation, and Institutional Renewal**
**Standard 3: Institutional Resources**

**Membership in the Big Ten and the Committee on Institutional Cooperation (CIC)**
In November 2012, the Big Ten Conference Council of Presidents/Chancellors voted unanimously to accept Rutgers University as a member of the Big Ten. All of the Scarlet Knights intercollegiate athletic programs on our New Brunswick Campus will compete in the Big Ten, beginning at a date to be determined. Membership in the Big Ten is expected to bring Rutgers substantially higher revenues each year. This is critical to Rutgers long-held goal of achieving a financially self-sustaining athletic program and providing greater support for all our teams and student athletes. Rutgers remains deeply committed to our strong focus on academic as well as athletic success—a commitment reflected in our *student athletes’ high graduation rates* and Academic Progress Rate scores.

Simultaneous with our entry into the Big Ten, Rutgers-New Brunswick accepted an invitation to join the Committee on Institutional Cooperation (CIC), the nation’s premier higher education consortium of top-tier research institutions. CIC Chair and Michigan State University Provost and Vice President for Academic Affairs Kim A. Wilcox said, “We welcome Rutgers University and the University of Maryland, two top-tier public research institutions that share the academic values, aspirations and challenges of the CIC member universities.” Commenting on the membership offer, President Barchi noted,

> “Most of the schools in the consortium are, like Rutgers, large state universities that serve a similar mission...This is where Rutgers belongs. The CIC is committed to advance its members’ academic missions, leverage campus resources, share expertise, and expand academic and research opportunities for students and faculty.”

Collaborations with CIC members offer Rutgers students, faculty and staff access to world-class resources and programs, including new courses through distance learning technology, millions more library volumes, new study abroad programs and the CIC’s Summer Research Opportunities Program for underrepresented
students. Membership also provides our faculty and staff with a wide range of interdisciplinary and other collaborative opportunities to advance their research and scholarship and sharpen their professional skills. Rutgers' membership in the CIC becomes effective July 1, 2013.

Leveraging Technology for Online and Hybrid Learning

In 2011, the university created the Center for Online and Hybrid Learning and Instructional Technologies (COHLIT), for the advancement and advocacy of online and hybrid education at Rutgers, and related instructional technologies. COHLIT serves as a facilitator of universitywide collaborations and high quality training related to online and hybrid learning and instruction based on nationally-accepted best practices, pedagogically sound principles, and standards of excellence. Online enrollments have been on the rise at Rutgers, increasing from approximately 1,650 in fall 2008 to just over 7,000 in spring 2012. The opportunity for significant growth through online instruction across all units is expected to have a direct impact on enrollments within the next few years.

Summary

Many of the challenges Rutgers faces in meeting student needs and providing a quality education at the undergraduate, graduate, and professional levels are the same challenges faced by all public institutions of higher learning in the U.S. This is a critical time for Rutgers as our institution incorporates the seven schools of UMDNJ, under a new administration. With our strategic planning process well underway, we see tremendous opportunities for growth in all of our mission areas.
SECTION 4: ENROLLMENT AND FINANCE – TRENDS AND PROJECTIONS

Enrollment Overview

Enrollment goals for the university are set annually by campus, school, and sometimes by program. Targets are established in consultation with the academic deans and affirmed by the university's administration. Goals are based on extended enrollment projections, application and enrollment trends, budgetary resources, and special initiatives affecting short- and long-term enrollments.

In fall 2012, Rutgers enrollment reached an all-time high with 58,788 students enrolled in credit courses universitywide. This figure includes students enrolled in hybrid and online courses as well as traditional classroom courses, and includes credit enrollment at both on- and off-campus locations. Of this total, 43,967 were undergraduate students and 14,821 were graduate and professional school students; among the undergraduates, 7,707 were new first-year students and 3,852 were new transfer students. Table 4.1 presents enrollments by campus and level for 2009-2012 and growth projections for 2013-2017 for Rutgers pre-integration campuses, and the UMDNJ health sciences units to be integrated into Rutgers on July 1, 2013. Projected enrollments in the medical/health sciences units are shown as flat for purposes of this summary, and do not reflect any UMDNJ deliberate enrollment planning decisions.

While student demand for admission to Rutgers University continues to grow, the university is making a concerted effort to limit enrollment growth on the New Brunswick campus, which continues to be near capacity. The intention is to gradually reduce first-year enrollment to 5,500 students by 2015 (down from 6,468 in fall 2011). Other areas of enrollment growth (e.g., transfer students) will be limited to five percent or less. Level enrollment will ensure that course offerings and instructional quality as well as the quality of student life can be maintained given the expected constraints of allocated state resources. The New Brunswick campus will continue its focus on improving the academic profile and yield rate of admitted students and increasing the diversity of the student body.

Conversely, both the Newark and Camden campuses are seeking to increase their enrollments by attracting more new students both on the undergraduate and graduate levels. To accommodate their campus growth and increased student interest, the university is investing in new residence halls and classroom buildings on these
### Table 4.1 Five-year Campus Enrollment Growth Projections

#### Total Headcount Enrollment (Undergraduate, Graduate, New, Continuing)

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<tr>
<td>New Brunswick</td>
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<tr>
<td>Undergraduate</td>
<td>28,095</td>
<td>30,351</td>
<td>31,286</td>
<td>31,593</td>
<td>31,918</td>
<td>32,865</td>
<td>32,483</td>
<td>32,877</td>
<td>32,901</td>
<td>2,496</td>
<td>1,308</td>
<td>4.1%</td>
<td>4.5%</td>
<td>4.2%</td>
<td>4.0%</td>
<td>3.9%</td>
<td>3.7%</td>
<td>3.6%</td>
<td>3.5%</td>
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<tr>
<td>Graduate</td>
<td>8,289</td>
<td>8,661</td>
<td>8,682</td>
<td>8,841</td>
<td>9,000</td>
<td>9,114</td>
<td>9,228</td>
<td>9,342</td>
<td>9,469</td>
<td>572</td>
<td>616</td>
<td>7.0%</td>
<td>7.3%</td>
<td>7.1%</td>
<td>7.0%</td>
<td>6.9%</td>
<td>6.8%</td>
<td>6.7%</td>
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<td></td>
<td>37,384</td>
<td>38,912</td>
<td>39,968</td>
<td>40,434</td>
<td>40,916</td>
<td>41,382</td>
<td>41,711</td>
<td>42,019</td>
<td>42,367</td>
<td>3,070</td>
<td>1,923</td>
<td>4.8%</td>
<td>4.9%</td>
<td>4.7%</td>
<td>4.6%</td>
<td>4.5%</td>
<td>4.4%</td>
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<tr>
<td>Newark</td>
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<tr>
<td>Undergraduate</td>
<td>7,307</td>
<td>7,479</td>
<td>7,485</td>
<td>7,666</td>
<td>7,736</td>
<td>7,810</td>
<td>7,852</td>
<td>7,964</td>
<td>8,026</td>
<td>359</td>
<td>360</td>
<td>4.7%</td>
<td>4.6%</td>
<td>4.5%</td>
<td>4.4%</td>
<td>4.3%</td>
<td>4.2%</td>
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<tr>
<td>Graduate</td>
<td>4,193</td>
<td>4,319</td>
<td>4,339</td>
<td>4,345</td>
<td>4,365</td>
<td>4,365</td>
<td>4,405</td>
<td>4,425</td>
<td>4,445</td>
<td>152</td>
<td>100</td>
<td>2.3%</td>
<td>2.3%</td>
<td>2.3%</td>
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<td>11,500</td>
<td>11,798</td>
<td>11,804</td>
<td>12,011</td>
<td>12,130</td>
<td>12,196</td>
<td>12,287</td>
<td>12,379</td>
<td>12,471</td>
<td>511</td>
<td>460</td>
<td>3.8%</td>
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<td>Camden</td>
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<tr>
<td>Undergraduate</td>
<td>4,121</td>
<td>4,467</td>
<td>4,653</td>
<td>4,706</td>
<td>4,802</td>
<td>5,028</td>
<td>5,265</td>
<td>5,506</td>
<td>5,784</td>
<td>567</td>
<td>1,056</td>
<td>22.4%</td>
<td>22.3%</td>
<td>22.2%</td>
<td>22.1%</td>
<td>22.0%</td>
<td>21.9%</td>
<td>21.8%</td>
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<tr>
<td>Graduate</td>
<td>1,680</td>
<td>1,681</td>
<td>1,775</td>
<td>1,805</td>
<td>1,886</td>
<td>1,791</td>
<td>1,735</td>
<td>1,770</td>
<td>1,805</td>
<td>(26)</td>
<td>170</td>
<td>10.4%</td>
<td>10.4%</td>
<td>10.4%</td>
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<tr>
<td></td>
<td>5,781</td>
<td>6,148</td>
<td>6,428</td>
<td>6,541</td>
<td>6,687</td>
<td>6,817</td>
<td>6,941</td>
<td>7,278</td>
<td>7,589</td>
<td>562</td>
<td>1,220</td>
<td>15.3%</td>
<td>15.1%</td>
<td>15.0%</td>
<td>14.9%</td>
<td>14.8%</td>
<td>14.7%</td>
<td>14.6%</td>
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<tr>
<td>Total</td>
<td>40,523</td>
<td>42,327</td>
<td>43,386</td>
<td>43,987</td>
<td>44,458</td>
<td>45,106</td>
<td>45,628</td>
<td>46,139</td>
<td>46,691</td>
<td>2,444</td>
<td>2,724</td>
<td>6.2%</td>
<td>6.1%</td>
<td>6.0%</td>
<td>5.9%</td>
<td>5.8%</td>
<td>5.7%</td>
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<tr>
<td>Graduate</td>
<td>14,122</td>
<td>14,641</td>
<td>14,796</td>
<td>14,821</td>
<td>15,033</td>
<td>15,200</td>
<td>15,366</td>
<td>15,537</td>
<td>15,709</td>
<td>859</td>
<td>865</td>
<td>6.0%</td>
<td>6.0%</td>
<td>5.9%</td>
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<td></td>
<td>54,645</td>
<td>56,968</td>
<td>58,182</td>
<td>58,788</td>
<td>58,481</td>
<td>60,306</td>
<td>60,996</td>
<td>61,676</td>
<td>62,397</td>
<td>4,143</td>
<td>3,009</td>
<td>6.1%</td>
<td>6.0%</td>
<td>5.9%</td>
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**Rutgers Medical/Health Sciences**

| Undergraduate   | 4,848         | 5,258    | 5,457   | 5,353 | 5,353 | 5,353 | 5,353 | 5,353 | 5,353 | 505  | -    | 0.0%    | 0.0%       | 0.0%      | 0.0%      | 0.0%      | 0.0%      | 0.0%      |
| Graduate        | 684           | 973      | 1,106   | 931   | 931   | 931   | 931   | 931   | 237   | -    | 0.0%  | 0.0%    | 0.0%       | 0.0%      | 0.0%      | 0.0%      | 0.0%      | 0.0%      |
|                 | 5,542         | 6,231    | 6,565   | 6,284 | 6,284 | 6,284 | 6,284 | 6,284 | 6,284 | 742  | -    | 0.0%    | 0.0%       | 0.0%      | 0.0%      | 0.0%      | 0.0%      | 0.0%      |

**Grand Total**

| Undergraduate   | 49,111        | 50,459   | 50,981  | 51,462| 51,624| 52,044| 52,494| 52,849| 68,661| 4,835| 3,009| 5.6%    | 5.5%       | 5.4%      | 5.3%      | 5.2%      | 5.1%      | 5.0%      | 5.0%      |
| Graduate        | 15,064        | 16,131   | 16,269  | 16,468| 16,657| 16,672| 16,672| 16,672| 16,672| 936  | 808  | 5.9%    | 5.9%       | 5.9%      | 5.9%      | 5.9%      | 5.9%      | 5.9%      | 5.9%      |

**Notes:**

- Assumptions: gradual NB reduction of first-year class to 5500 by 2015, and otherwise comparable growth to 2009 to 2012 period.
- Camden campus (growth plan under review) shows projected 2% growth for Fall 2013, and 4% campus growth thereafter (2% annual for graduate).
- Rutgers Medical/Health Sciences excludes School of Osteopathic Medicine and Graduate School of Biomedical Sciences at Stratford; counts include slight duplication (<2% for 2012) for students who enrolled in multiple programs. UMDNJ data for 2009-2012.

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Research and Enrollment Information Services
Division of Enrollment Management
December, 2012
campuses. The Camden campus has expanded its program offerings to include the School of Nursing-Camden (opened in fall 2012) and has increased its Ph.D. programs to three. Overall, about four percent growth is projected on the Newark campus; while on the Camden Campus enrollment growth is targeted at 19 percent.

In New Brunswick, the transition from the individual undergraduate colleges to the combined School of Arts and Sciences (SAS) is complete; it began in the fall 2007 when the first incoming class was admitted to SAS, and culminated officially in 2010 when the last classes to graduate from the individual undergraduate colleges received their degrees. Undergraduate enrollment in SAS increased steadily during the transition period.

Some other school-specific changes in admissions policies have had direct impacts on enrollment levels in those schools. Beginning with the class entering in fall 2008, Rutgers Business School–Newark and New Brunswick adopted a direct admissions policy for first-year students, resulting in a quadrupling of business-interest applications in comparison to the previous year. The School of Business-Camden also now admits first-year students directly. The School of Public Affairs and Administration and the School of Criminal Justice in Newark have also recently moved to a direct admissions policy. The Bloustein School of Planning and Public Policy and the School of Management and Labor Relations in New Brunswick have begun direct admission of small numbers of upper division transfer students.

As noted in Section 3, plans for significant growth in online instruction across all units are also expected to have a direct impact on enrollments, especially in graduate education. Online enrollments have more than quadrupled in the last four years, increasing to just over 7,000 in spring 2012.

Similar to many public research institutions, Rutgers has taken deliberate steps to increase the enrollment of international and out-of-state students. The goal is to increase these enrollments to 20 percent of the entering first-year class over the next seven years (and with a projected tuition differential of over $47 million). A universitywide committee produced a proposal and action plan in 2010 that articulated a goal to increase the number of incoming undergraduate international students (first-year and transfer) by 12 percent per year for the next five years. The recommendations in that report are now being implemented, and included the hiring of a Director of International Recruitment in spring 2011. The Office of Undergraduate Admissions has developed enrollment agreements with international high schools, such as the prestigious Shude High School in Guanghua, China. In addition, Rutgers academic units have signed sixteen new transfer student agreements with international institutions of higher education since 2008, with several more pending. In 2012, total universitywide non-foreign, out-of-state
enrollments were up seven percent over 2009, while total universitywide international enrollments increased 36 percent in that time period.

For online information on enrollments over time, see Rutgers Enrollment Reports.

Financial Overview

The university’s most recent financial audit submitted on November 7, 2012, reported that Rutgers was in stable financial condition on June 30, 2012, with net assets increasing by 2.1 percent or $54.4 million over FY 2011 and net non-operating revenues decreasing 15.2 percent primarily as a result of decreases in the fair value of investments. Total FY 2012 operating revenues increased by 6.5 percent or $81.9 million, with increases of 5.1 percent in net student tuition and fees, 9.6 percent in grant and contract revenue, and 48.4 percent in auxiliary revenues. Operating expenses in FY 2012 increased 7.2 percent over the previous year.

Rutgers continues to be challenged by the erosion in support provided by the State of New Jersey. In FY 2012, the base state appropriation was reduced by $400,000, which when added to the loss of $10.4 million in American Recovery and Reinvestment Act (ARRA) funding, resulted in a total reduction of $10.8 million, or 3.9 percent less than FY 2011 funding. The FY2012 amount is $28.5 million, or 9.8 percent, less than the available state and ARRA funding in FY2010. In addition, the state did not provide any funding for Rutgers’ salary program increases in either FY 2011 or 2012, and a recent five percent reduction in the number of positions supported by state-paid fringe benefits at New Jersey’s senior public institutions is estimated to have cost Rutgers $7.8 million in FY 2012.

The university has addressed these shortfalls with increased enrollments and modest tuition increases, an average increase of 4.0 percent for in-state undergraduates in FY 2011, and an increase of 1.8 percent for its state resident students and 5.0 percent for non-resident students in FY 2012. In addition, the university has imposed targeted reductions to unit budgets as necessary, and placed strong emphasis on increasing revenues from other sources. The major sources of revenue for the university are displayed in Figure 4.1.

Increasing enrollments, and the university’s desire to improve the quality of its academic and student life facilities, have resulted in an increased commitment of resources to infrastructure improvement, construction of new state-of-the-art academic buildings and residential halls, equipment upgrades and technology enhancement initiatives. Capital assets showed a net increase of $203.5 million in 2012, as compared to $141.6 million in 2011 and $91.6 million in 2010. See Appendix 3.2 for a description of major capital projects completed recently and currently underway.
Financial aid challenges continue as federal and state financial aid programs remain level or, in some cases, have been reduced. Changes in federal programs coupled with the national economic downturn, have resulted in ever increasing pressures on institutionally-based aid programs. Still, Rutgers has continued to make significant investments in student financial aid, primarily through the Rutgers Assistance Grant. To address these issues universitywide, Rutgers:

- invested $11.5M in the Rutgers Assistance Grant program in 2007-2008 providing funds to more than 3,600 students;
- increased investment by 226% by 2011-12 academic year;
- currently awards over $25M to 8,000 students annually;
- raised over $71M in additional funds for the Rutgers endowment through the Foundation, resulting in an increase of $3M in scholarship funds.

![Figure 4.1 Primary Sources of Revenue for Rutgers University](source)


**Financial Documents**
For audited financial statements and university financial reports, see the Rutgers website for **Division of Grant and Contract Accounting**.

See **Appendix 4.1** IPEDS Financial Surveys, FY 2010-11 – 2007-08.

See **Appendix 4.2** Working Budget Projections and the assumptions used in developing them, FY 2012-2016.
SECTION 5: ORGANIZED AND SUSTAINED PROCESSES TO ASSESS INSTITUTIONAL EFFECTIVENESS AND STUDENT LEARNING

Offices with Responsibility for Assessment

The Office of Institutional Research and Planning provides institutional-level support to enhance effectiveness and respond to the needs of the university community and the citizens of the State. The Center for Teaching Advancement and Assessment Research supports the coordination of teaching and learning assessment through programs on pedagogy, faculty development and classroom technologies, and Student Instructional Ratings. The Center for Organizational Development and Leadership serves as a resource for organizational review, assessment, and improvement efforts in academic units, student life, and administrative and service departments. The directors of these three organizations serve on the Executive Council for Assessment (ECA), the strategic planning body for learning outcome assessment in the university. This group meets to set policy; coordinate efforts among the offices; integrate approaches to information gathering, dissemination and use; and more generally, enhance the culture of, and linkages among planning, assessment, and continuous improvement throughout the university.

Office of Institutional Research and Academic Planning

The Office of Institutional Research and Academic Planning (OIRAP) gathers, analyzes, and uses data to inform institutional planning, policy development, and decision-making. The Office provides reporting, benchmarking, planning, assessment, and public information services to support institutional effectiveness and to respond to the needs of the university community and the citizens of New Jersey.

OIRAP compiles and maintains a variety of data sources, including the Rutgers Fact Book which provides a ready and comprehensive source of historical and current information on students, faculty, finances, facilities, and instruction. It also includes substantial benchmark data on Rutgers and its peer group, the public members of the Association of American Universities.

The Office also developed a set of Dashboard Indicators to review functional areas of the university that are closely tied to its mission of instruction, research, and service and to assess how the university is meeting its institutional goals. Of special note is OIRAP’s work in assessing the academic profile and diversity of our student body, a long and meaningful commitment of the university. The Office of Institutional Diversity and Equity coordinates and implements programs and initiatives to increase the diversity of our students, faculty and staff. Beginning July 1, 2013, a new Office of Institutional Diversity
and Inclusion will oversee our efforts in this area. Dr. Jorge Reina Schement, who has been appointed the first Vice President for Institutional Diversity and Inclusion, will direct the new universitywide office. Additional information about diversity may be found at We Are Diverse.

As an active member of the American Association of Universities (AAU) Data Exchange, OIRAP collaborates with respective offices of other schools in the AAU to develop a set of comparative indicators for both undergraduate and graduate education. These indicators are used by the AAU and its member schools not only to facilitate internal assessment of institutional effectiveness, but to provide critical information about institutional performance to external stakeholders. Many of these indicators are already in use and others are continually being developed for use by the individual AAU institutions.

OIRAP also administers and compiles the results of Student Surveys, including Student Experience in the Research University survey (SERU), the National Survey of Student Engagement (NSSE), and other student surveys.

Center for Teaching Advancement and Assessment Research
The Center for Teaching Advancement and Assessment Research (CTAAR) was established as the Teaching Excellence Center in New Brunswick in 1992. It has been renamed twice as its responsibilities and scope of work have expanded. In 2007 it was given responsibility for coordinating various assessment activities for the university.

CTAAR has three major functions:

- Operation of the Student Instructional Ratings Survey (SIRS), administered across the university each academic term. CTAAR makes the data from the SIRS available to all members of the university community. It also is responsible for creating the reports containing the SIRS data for the promotion and tenure process.

- Support for the advancement of teaching, including providing workshops, seminars, consulting with faculty and departments, etc. CTAAR’s work includes support for the use of new technologies in all formats of teaching and instruction.

- Support and consultation to schools, departments, and faculty in the development and design of assessment plans, assessment methods, and the implementation of change based on the results of these assessments.

University Center for Organizational Development and Leadership
The University Center for Organizational Development and Leadership (ODL) was created to translate successful organizational practices from education, healthcare, and
business to promote improvements in effectiveness within colleges and universities. More specifically, ODL identifies, develops, tests, and implements new approaches to leadership, assessment, planning, and improvement for Rutgers and for the higher education community more generally.

ODL has undertaken a number of major assessment initiatives in the years since the 2008 Self Study. These include:

- **Advancing Community Engagement**, an assessment of collaborations between the university and the community.
- **Mission Alignment, Assessment and Planning (MAAP)** Program, an initiative designed to document and assess the contributions of the many units and programs that impact the undergraduate educational experience at Rutgers-New Brunswick. MAAP seeks to clarify the ways in which various New Brunswick units contribute to six university-level mission goals in undergraduate education.

**Excellence in Higher Education (EHE)** has been an especially valuable tool used by ODL to facilitate the self-assessment and improvement activities on all three campuses. EHE is a higher education adaptation of the Malcolm Baldrige National Quality program – developed and instituted by the National Institute for Standards and Technology. The goals of the Baldrige program include defining essential elements of organizational excellence, identifying organizations that demonstrate these characteristics, promoting information sharing among exemplary organizations, and encouraging the adoption of effective organizational principles and practices. ODL has not only facilitated EHE self-assessments at the university, but has also undertaken a study to evaluate the impact of these organizational self-assessments using the Baldrige/EHE framework. The study found that in most cases the assessment program led to both a commitment to organizational change and tangible improvements.

ODL provides strategic planning facilitation to schools, departments, and programs at Rutgers, as well as other colleges, universities, and affiliated organizations. Using a framework developed by ODL, the process provides a blueprint for a comprehensive planning approach that includes meetings with leadership, pre-planning surveys, a retreat of key stakeholders, and post-retreat follow-up. ODL recently completed a **Strategic Planning Program Evaluation** to assess the effectiveness of its strategic planning process.

**Executive Council on Assessment and Its Subordinate Structure**

The Executive Council on Assessment (ECA) is the strategic planning body for learning outcomes assessment at the university. It is chaired by the Vice President for
Undergraduate Education and its members include representatives of the Chancellors in Newark and Camden and the Executive VP for Academic Affairs, the Director of the Office of Institutional Research and Academic Planning, the Director of the Center for Organizational Development and Leadership, and the Associate VP for Teaching and Assessment, the VP for Information Technology, plus faculty and administrative representatives from the schools and colleges. The ECA makes recommendations to the Executive Vice President for Academic Affairs on all assessment matters and acts as a clearinghouse for learning outcomes assessment information.

The dean of each school has appointed an assessment advisory committee, or added assessment to the responsibilities of existing committees, to coordinate learning outcomes assessment activities for their unit. These committees, typically headed by an associate dean, develop school-wide assessment strategies, assist departments in the school as they develop assessment plans, and implement changes based on those assessments.

Each school, department, and program has a curriculum and assessment committee that reviews and recommends changes in major and minor programs, curricula, and courses. The committees coordinate assessment activities within the department or program, and implement curricular change based on these assessment activities.

**Annual Process for Learning Outcomes Assessment Reports by the Schools**

The Executive Council on Assessment collects annual assessment reports from all schools in the university and uses a rubric or ‘checklist’ of standards by which the assessment reports are reviewed (see Sample Assessment Checklist). The assessment reports are sent to the ECA annually and are reviewed by ECA subcommittees. After the initial review, the subcommittee reports are presented to the full ECA. Comments and suggestions for improvement, according to the assessment rubric, are then sent back to the schools. The schools are then expected to respond to the comments and suggestions and assess improvements in the next cycle of reports.

For AY2011-2012, 19 schools or curricula submitted assessment reports, and two (Engineering, Mason Gross) schools had their reports deferred to January 2013 due to preparation for professional school accreditation visits. The table below shows the evaluation criteria and results for AY2011-2012. The six schools who have not submitted reports are currently in the process of developing procedures for their assessment programs working with representatives of the ECA.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Meets Current ECA standards</th>
<th>Making Reasonable Progress</th>
<th>At Early Stages of the Process</th>
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<tr>
<td>Learning Goals</td>
<td>GSAPP, GSNB, LawN, Nursing, Pharm, RBS, RUL, SAS, SASCore</td>
<td>GSE, EJB, FASNewark, GSNewark, RSBC, SCI, SSW</td>
<td>CAS, SEBS, SMLR, SPAA</td>
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<tr>
<td>Course Syllabi</td>
<td>GSAPP, Nursing, RUL, SAS, SASCore</td>
<td>FASNewark, GSNB, GSNewark, Pharm, SSW</td>
<td>CAS, EJB, GSE, LawN, RBS, RSBC, SCI, SEBS, SMLR, SPAA</td>
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<tr>
<td>Assessment plan, structure and</td>
<td>GSAPP, RUL, LawN, Pharm, RBS, SAS, SASCore</td>
<td>GSE, GSNewark, Nursing, RSBC SCI, SMLR, SSW</td>
<td>CAS, EJB, FASNewark, GSNB, SEBS, SPAA</td>
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<tr>
<td>process</td>
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<tr>
<td>Assessment tools and measures</td>
<td>GSAPP, RUL, LawN, Pharm, RBS, RSBC, SAS, SASCore</td>
<td>FASNewark, GSE, GSNB, GSNewark, Nursing</td>
<td>CAS, EJB, SCI, SEBS, SMLR, SPAA</td>
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<tr>
<td>Benchmarks and Standards</td>
<td>GSAPP, RUL, LawN, Pharm, RBS, SAS, SASCore, SSW</td>
<td>GSE, GSNewark, RSBC</td>
<td>CAS, EJB, FASNewark, GSNB, Nursing, SCI, SEBS, SMLR, SPAA</td>
</tr>
<tr>
<td>Assessment implementation and</td>
<td>GSAPP, LawN, Nursing, RUL, Pharm, RBS, SAS, SASCore</td>
<td>GSE, GSNewark, RSBC</td>
<td>EJB, FASNewark, CAS, GSNB, SCI, SEBS, SMLR, SPAA</td>
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<td>results</td>
<td></td>
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<tr>
<td>Closing the loop activities</td>
<td>GSAPP, LawN, Nursing, Pharm, RBS, SAS, SASCore</td>
<td>EJB, GSE, GSNB, GSNewark, RUL, RSBC</td>
<td>CAS, FASNewark, SCI, SEBS, SMLR, SPAA</td>
</tr>
</tbody>
</table>

Click to find the full [Submitted Assessment Reports and Responses](#) for the AY 2011-2012 assessment cycle.
New Brunswick (NB)

General Education: The Undergraduate Core Curriculum
Following the 2006 adoption of the Transforming Undergraduate Education: Report of the Task Force on Undergraduate Education and the resulting consolidation of the multiple liberal arts colleges into a single School of Arts and Sciences (SAS) in New Brunswick, a faculty committee began a year and one-half of deliberation resulting in an innovative new goal-based undergraduate Core Curriculum. The faculty adopted the Core in the spring of 2008 and it went into effect with students entering in the fall 2011 and beyond. Students matriculating in SAS and the New Brunswick Business School, including those planning to complete majors offered by the Edward J Bloustein School of Planning and Public Policy (EJB), the School of Communication and Information (SCI), the School of Management and Labor Relations (SMLR), the School of Social Work (SSW), the Mason Gross School of the Arts (MGSA) BA programs, and the five-year program with the Graduate School of Education (GSE) participate in the NB Core Curriculum and these schools are represented on the Core Requirements Committee (CRC). In addition, the School of Biological and Environmental Sciences’ (SEBS) core requirements overlap heavily with the Core and largely consist of courses certified and assessed in the Core. All of these schools offer courses certified for the Core as do the various SAS departments.

The Core Curriculum includes 28 learning goals clustered in three areas, structured to ensure that all students meet a minimum of 17 of the learning outcome goals that faculty have identified as forming the core of a modern liberal arts and sciences education at a leading 21st Century public research university. These goals are publicly posted in multiple places as the goals themselves are the Core Curriculum requirements students must meet. The Core Curriculum is aligned with the university learning goals, as can be seen in the table, SAS Majors Aligned with Core Curriculum Learning Goals and Rutgers University Learning Goals.

The Core Requirements Committee (CRC) oversees the operations of the Core Curriculum. The CRC is a faculty committee made up of representatives from the various schools that use the Core Curriculum including the Dean for the Core Curriculum. The SAS Assistant Dean for Assessment serves on the CRC and provides assessment assistance to faculty and assessment deans in the several NB schools.

Assessment is integral to the Core Curriculum. The CRC requires that all courses certified for the Core include a clear statement of the Core Curriculum goal(s) on the syllabus and a plan for assessing student achievement of the specified Core learning goal(s). These assessment plans are reviewed by the CRC before a course is recommended to the full faculty for certification as meeting a Core Curriculum
requirement. As assessment is built into the structure of Core courses, the CRC expects these assessments will be conducted every time that the Core course is offered. The CRC asks departments for formal assessment reports on all Core certified courses in a cycle of three year intervals such that each year the CRC reviews assessment reports from a third of the departments. These assessment reports are intended to:

- compile systematic evidence that students are achieving the Core Curriculum goals;
- identify gaps between the aspirations of the course and actual student achievement; and
- provide a trigger for modification or department review of the course and its appropriateness for the Core.

Core courses primarily employ direct assessment of student learning, scoring an embedded assignment or exam question(s) using the Core Curriculum Rubrics the CRC has developed for each goal. The CRC believes that this assessment tool best balances the demands for efficiency, effectiveness, and sustainability, while providing genuinely useful information for continuous improvement right at the point where fruitful change is mostly likely to be made – at the department and instructor level. For more detailed discussion of assessment in the Core, please visit Core Assessment Report and Faculty Guide to Core Certification.

The School of Arts and Sciences (SAS) in New Brunswick
Enrolling over 20,000 undergraduates annually and housing over 40 departments or programs, the School of Arts and Sciences (SAS) is the largest undergraduate unit at Rutgers. It is the school of matriculation for students completing majors offered by the arts and sciences departments and by the Bloustein School of Planning and Public Policy, the School of Communication and Information, the School of Management and Labor Relations, the School of Social Work, the Mason Gross School of the Arts BA programs, and the five-year program with the Graduate School of Education. It provides foundational math, science, and writing courses and humanities and social science general education courses to students matriculating in the Business School in New Brunswick (which also requires the Core Curriculum), the School of Environmental and Biological Sciences, the School of Engineering, and the School of Pharmacy. As such, assessment in SAS departments measures learning among undergraduate students in all the New Brunswick schools.

Over the last five years, SAS has emerged as a leader in assessment at Rutgers. The SAS model of submitting annual departmental assessment reports for review by the SAS faculty Assessment Committee with individualized feedback to departments is noted as a best practice and served as the beta test for the process later adopted by the
University’s Executive Council on Assessment. In addition to assessment of student learning in students’ major and minor programs offered by SAS departments, SAS’s Office of Academic Services and Honors Program are early participants in the Mission Alignment, Assessment, and Planning initiative (MAAP) for assessment of the institutional effectiveness of units in meeting their and the university’s undergraduate mission goals.

SAS departmental learning goals, NB Core Curriculum learning goals, and university learning goals have been aligned, as described above and charted at the link.

In addition to the Core Curriculum goals, SAS students will achieve:

- rigorous disciplinary learning goals in their major and minor fields of study (or a single credit-intensive major field of study) and
- an advanced level of achievement on those Core Curriculum learning goals of particular relevance to the individual student’s major, minor, and areas of elective interest.

The SAS faculty Assessment Committee, along with the SAS Dean’s office², oversees department based assessment of disciplinary learning goals. Departments submit annual assessment reports that include:

- the learning goals
- the strategy or site for student achievement of the learning goal(s)
- a description of at least one direct measure of student learning outcomes, and the benchmarks for these;
- a summary of the results of the assessment; and
- planned or implemented changes in light of the results, as well as a projected timeline for the follow-up re-assessment of student outcomes on the goal(s).

The SAS Assessment Committee reviews the departmental reports and prepares individual reviews of each department’s assessment report noting “strengths,” “points of concern,” and “suggestions for moving forward.” In reviewing department plans, the Committee is guided by the university’s Assessment Checklist for Academic Programs. Throughout the year, the SAS Dean’s office assists departments in designing, implementing, interpreting, and improving their assessment efforts.

All of the SAS departments have developed and published program learning goals available on SAS and department web pages and in the official catalog. Similarly, all SAS departments are either already actively engaged in regular direct assessment of student learning outcomes or are working together as a faculty to implement such plans. For the latter, the SAS Assessment Committee does mid-year follow-ups to ensure departments are moving forward and to provide assistance where needed. Overall, SAS departments are reporting strong assessment results and over two-thirds of SAS departments/programs have recently “closed the loop” by implementing curricular changes to advance student learning in a process of continuous improvement. Several illustrative examples can be found in Appendix 5.1. In the annual report on the state of assessment in SAS prepared for the Executive Dean and the university’s Executive Council on Assessment, SAS uses the ECA checklist to assess its own progress in advancing assessment and uses the results to improve its own support for assessment.

In addition to academic-department-based assessment of student learning outcomes, the SAS Office of Academic Services (OAS) and the SAS Honors Program (SASHP) are engaged in a recursive process of articulating, aligning, and assessing their goals in relation to the university’s undergraduate mission goals in the six broad areas identified in the Mission Alignment, Assessment, and Planning (MAAP) initiative: Student Recruitment; Rutgers Support and Pride; Personal and Professional Development; Academic Degree; Progress to Degree; and Post-Graduation Success. To this end, the Office of Academic Services: SAS Academic Advising and the SAS Honors Program have developed several dashboard pages that indicate key areas of contribution and provide a baseline for continuous improvement.

SAS uses assessment as an important tool in maintaining excellence in undergraduate education. With multiple emphases, SAS utilizes sustainable, efficient, and authentic assessments that provide valid practical information for decision-making about how to improve student learning outcomes in both general education and in students’ major and minor programs and promotes a culture of continuous improvement based on evidence in our administrative support for students and faculty.

Graduate and Professional Education

Each of the New Brunswick professional schools assesses its curriculum. Click here for illustrative examples. The Graduate School-New Brunswick conducts program reviews regularly, meeting with the directors of graduate programs to review each program’s curriculum, its examination methods, its completion rate and time-to-degree, and other issues. Placement and recent internal considerations of program rules and procedures are discussed, as are the results of a doctoral exit survey. Plans are made to address
deficiencies uncovered by any of the above methods. A new summary of the exit survey is also anticipated soon and will be part of the new round of reviews.

More recently, the Graduate School-New Brunswick was awarded an NSF grant specifically intended to promote the dissemination of best practices across NSF fields and the School is now entering its fourth year of the project. Among the products of this process are new 0 credit courses in mentoring, scientific writing, and research conduct.

The Graduate School – New Brunswick has also been a leader in the development of future faculty for those doctoral students who hope to secure positions as faculty in colleges and universities. The School participated in and was a leader in the international Carnegie Academy for the Scholarship of Teaching and Learning and in recent years has implemented the offering of three interdisciplinary courses on college teaching for Ph.D. students. The most recent course provides Ph.D. students with the opportunity to create an online and hybrid course in their own discipline (implemented in cooperation with Continuing Education). A new initiative designed to prepare students for academic leadership has had a huge response from students and, in addition to course sessions, fellows of this Pre-doctoral Leadership Development Institute have been assigned to internships with academic administrators across the university. This has become a national model for other schools.

Graduate programs have adopted learning goals and assessment procedures tailored to their particular fields of study (for example, see Graduate School-New Brunswick). Especially important, for the approval of any new program or course offerings, learning goals and assessment methods must be included. Click here for a list of program-level learning goals and assessment methods. For detailed examples, click on the following programs: Entomology MS and Entomology PhD.

Camden

Faculty of Arts and Sciences (FASC)
In AY 2011-12 the FASC Faculty Senate addressed several provisions in the 2007-08 Assessment Plan for the Camden College of Arts and Sciences (CCAS). These included the provision of a framework for the development and review of learning goals college-wide, and a method to collect assessment data and use it to improve student learning. Most important, a revision and review of the college-wide learning goals was mandated, in light of the new general education requirements under development. This revision and review includes the development and implementation of assessment strategies and methods. The Academic Policy Committee of the college is charged with monitoring assessment procedures and developing and implementing the methods of assessment for CCAS.
Regarding General Education, in 2012 the FASC Faculty Senate passed the following:

- An amendment to Section III of the By-Laws of the Faculty of Arts and Sciences, ‘Committees and Their Duties.’ The By-Laws will be changed to include a 12th standing committee of the faculty, the General Education Committee. The Committee will come into existence immediately after Senate approval of the final report and/or proposals of the General Education Review Committee. It will consist initially of up to six members of the General Education Review Committee, to be determined by the current committee co-chairs. Additional members will be elected as necessary to serve three-year overlapping terms. It is the intention of the Senate that as soon as possible there be two members from each of the three divisions of the faculty.

- This General Education Committee will be responsible for the continuous review and modification of the general education requirements, for the implementation of the assessment methods, for the development of effective assessment strategies, and to review departmental courses to meet specific general education requirements.

In addition, the Faculty Senate passed a measure that establishes a Writing Board consisting of at least three members of the Faculty of Arts and Sciences for the purpose of coordinating and overseeing the W (Writing Intensive) requirement in general education. The head of the writing board will likely be a member of the English Department, but may be any faculty member with expertise in writing instruction. The Head of the Writing Board shall be appointed by the dean. Remaining board members shall be appointed by the dean in consultation with the General Education Committee. The Writing Board will work to develop and maintain a culture of writing across the curricula in the college, create and conduct all assessments of the effectiveness of writing instruction, and to advocate for resources to achieve the goals for student writing outcomes. An overview of our progress in the Rutgers-Camden College of Arts and Sciences on student assessment by department can be found in Appendix 5.2.

Newark

Faculty of Arts and Sciences (FASN)

Core Curriculum
The largest single assessment initiative within FASN by far during the past year has been the preparation, review, and approval of courses for the new Core Curriculum, implemented for all incoming first-year students in the Newark College of Arts and Sciences (NCAS), University College-Newark (UC-N), the Rutgers Business School Newark (RBS-N), and the School of Criminal Justice (SCJ) as of fall 2012. This initiative
is coordinated by the Committee on General Education (CGE), which has approved a total of 61 courses for the Core. Each approved course meets a minimum of five of the nine general education learning objectives for the Core. For each course, a description of how the offering department plans to assess and maintain the quality and consistency of the course across different semesters and instructors is required. More important, before being approved, a detailed analysis of the specific ways in which each course aligns with the general education learning objectives within both its disciplinary context and the context of the specific topics addressed in the class is provided. For each learning objective, there is a detailed plan of how students’ progress on each learning objective addressed in the class is to be evaluated. Finally, each class proposal must be accompanied by a model syllabus that prominently displays the Core Curriculum learning goals that successful students can expect to achieve in the class.

During academic year 2012-2013, the CGE continues to evaluate and approve additional courses for the Core Curriculum. Beginning in 2013, once students have completed the first semester of these new classes, the committee will begin a rolling periodic review of departmental assessment reports for Core Curriculum coursework.

Assessment of department and program learning outcomes
Academic programs within FASN represent a diverse array of disciplines, some of which are externally evaluated by disciplinary accreditation bodies. As is expected for such a diverse group, the learning goals of these programs and methods of assessment vary considerably. To date, programs in FASN have been asked to report on their assessment activities through a questionnaire. (See Appendix 5.3 for a list of links to FASN and other Newark department and program learning goals).

Since 2010-2011, departments have made substantial progress in developing program-level assessment plans, although as noted above, there is wide variability in both the format and the effectiveness of these plans. Some departments within FASN have sufficiently small numbers of majors that they can track and discuss the progress of individual students on a regular basis. These programs report that they engage in ongoing discussions of program effectiveness and that they regularly make minor course and program adjustments in the service of improving student outcomes. These programs include Chemistry, Earth and Environmental Science, and Physics. Eleven programs report that they have written assessment plans. Nine report that such plans are under development. English and Psychology report that they have assessment plans in place at the course level for their newly approved Core Curriculum courses.

Externally accredited programs, Social Work and Urban Education, have clearly defined standards and benchmarks by which to assess student-learning outcomes. These standards are provided by the Council on Social Work Education and the Teacher
Education Accreditation Council. The Department of Earth and Environmental Science maintains an external advisory board that is comprised of local employers of majors in their program to identify and update its program standards as well as its standards for student performance. Those programs with external accreditors (Social Work, Urban Education) as well as the writing program and the developmental math program have developed extensive targeted, direct measures for evaluating student performance. Other programs that make extensive use of direct, targeted, quantitative assessment measures are Economics, Math, and Spanish and Portuguese. A number of departments use student performance in capstone courses as a direct measure of program-level student learning; these include African and African-American Studies, Chemistry, Economics, History, Journalism, and Theater.

Some academic departments within FASN report that they use embedded assessments across courses to directly assess student performance. Departments such as Earth and Environmental Science, Journalism, Physics, Social Work, and Urban Education report the use of indirect measures such as senior exit surveys, employer needs surveys, informal tracking of majors after graduation, and alumni surveys to assess program performance.

Nearly half of the programs reported modifications to pedagogical practices and/or curriculum based on formally or informally gathered data on student achievement during the past year. For example, Chemistry has changed its course structure on the basis of reports of student difficulty in upper-level, capstone courses. History has required that students complete at least one Writing Intensive course before beginning its year-long senior capstone course based on weak writing skills demonstrated by students in the previous year’s capstone seminar. Through fieldwork performance data, Social Work has identified weaknesses in specific student skills that they are addressing by incorporating more macro-practice focused course assignments. Journalism and Earth and Environmental Science have both modified their curricula to align them more closely with employer needs. Urban Education has incorporated a video component to its Clinical II evaluations to assist evaluators in providing accurate, meaningful student performance data.

**Summary**

As the new Core Curriculum is implemented and departments respond to the requests of the dean, a new institutional structure is under development in FASN, involving most particularly the Committee on General Education that acts as the collaborative center of assessment in FASN.

The CGE itself is now the locus of assessment activity in FASN, and has well-developed assessment procedures in place both for the courses being admitted to the new Core Curriculum and for matching these courses with FASN general education learning
objectives. Additional procedures, including a revised assessment reporting system for departments and programs, will enable the FASN to provide more consistent, precise, and accurate data on assessment activities within the unit and will allow them to compare performance and improvement effectively within and across academic programs from year to year.

The Graduate School-Newark (GS-N)

Programs administered through the Graduate School-Newark are expected to have consistent and sustainable assessment plans, with clearly stated learning goals. Assessment activities are coordinated throughout the Graduate School by the Assistant Dean for Institutional Research, a newly-created position. Out of the 14 Ph.D. programs offered by GS-N, 13 have clearly stated learning goals, as do 15 out of 17 Master’s programs and one Master’s concentration. The learning goals are made available on the program assessment page of the GS-N website and on some individual program websites.

The GS-N has created an Assessment Committee to act as a strategic planning body and to coordinate the programs’ assessment activities. This Committee’s first task is to assist the Graduate School with an already-drafted new Mission Statement for GS-N, and to create an assessment schedule for the school. Each program’s assessment plan is expected to have five components – learning goals, assessment measures and the role of the program in helping students to achieve those goals, findings, proposed changes, and closing the loop (including re-assessment). Program assessment plans completed to date appear on the program assessment page of the GS-N website.

Other Broad Program Assessment Activities

Reassessment of the Academic Program Review Process
The Committee on Academic Planning and Review (CAPR) is an integral component of academic planning, assessment, mission alignment and resource allocation at Rutgers. The purpose of CAPR is to help determine how university resources can be most effectively used in supporting specific disciplinary areas. Presently, CAPR reviews and evaluates academic programs, either singularly or as part of a broader cluster review of departments/units that have some connection in their missions, from a strategic comprehensive perspective.

The intent of reviews is to tie them to the broader strategic goals of the academic unit, campus, and university, and consider the budgetary resources available to meet them. The committee includes distinguished senior faculty from across the university and from
disciplines in the arts and sciences and professional fields. Recent examples of CAPR strategic reviews include:

- Computer and Information Science and Engineering
- Psychology cluster
- Business Cluster
- School of Environmental and Biological Sciences
- BioMaPs Institute for Biology

CAPR is presently undertaking a self-study with two essential goals: to assess how it can better serve the President and the Executive Vice President for Academic Affairs in the planning and evaluation of important universitywide projects; and to evaluate whether the present mechanism for reviewing academic programs needs to be modified, and if so, how.

**New Brunswick Division of Undergraduate Academic Affairs**

The New Brunswick Division of Undergraduate Academic Affairs (formerly the Office of Undergraduate Education) oversees four functional areas pertaining to retention, graduation rates, and assessment of learning:

- Instructional Support, including the Learning Centers, the Math and Science Learning Center, Student Support Services, The McNair Program, Disability Services, RU-STEPed UP for Success, and the Louis Stokes Alliance for Minority Participation
- Academic Engagement and Programming, including the First Year Interest Groups, the Discovery House Learning Communities, and other learning environments
- The Byrne Seminars for first year students
- The Aresty Center for Undergraduate Research.

Detailed information on these areas may be found at the link for the office, above.

The Division conducted external reviews of several student service offices during 2012. These reviews included those performed to evaluate the Office of Career Services, the Office of Disability Services for Students, and the Learning Centers. In addition, the Division houses the Office of Distinguished Fellowships, which assists students applying for undergraduate and graduate scholarships, internships and fellowships. Since the office was created in 2007, the university has seen record increases in the numbers of Rutgers students applying for and receiving prestigious national and international awards.
Division of Student Affairs in New Brunswick

The wide range of activities housed in the Division of Student Affairs requires a multi-faceted approach to assessment. Until recently, each unit within the Division developed its own assessment tools and responses to what it learned from those measures. As a student-centered service division, many units within Student Affairs use attendance and participation data and student surveys to assess the success of particular programs or events (e.g. see the 2011-2012 Student Life Annual Report), and make adjustments in programming as indicated. Pre-and post-tests are also used to assess student achievement of learning outcomes. Unit staff members write narrative assessments after every event making suggestions that are used to improve subsequent events and programs. A Summary of Assessment Activities undertaken by units within the Division in the last several years is provided.

The Division of Student Affairs is in the process of transitioning divisional assessment efforts to the newly created Office of Student Affairs Assessment and Research (OSAAR). The OSAAR supports coordination of division-wide assessment efforts and provides professional development opportunities for Student Affairs professionals to improve assessment and research skills. The OSAAR also provides assessment support, assisting with the development of survey instruments, interview and focus group protocols, as well as planning for analysis and dissemination of results. The OSAAR is committed to developing a culture of evidence across the Division of Student Affairs, providing outcomes-based data to inform decision making and support continuous improvement of co-curricular programs and services. The OSAAR also functions as a liaison to the Office of Institutional Research and Planning (OIRAP), coordinating use of student survey results, and accessing institutional data relevant to assessment efforts within the Division through OIRAP’s Data Warehouse. To effectively share information and build an enthusiastic culture of assessment, Student Affairs launched a magazine, “Assessment in Action,” in the summer of 2012.

The Division of Student Affairs participated in Phase 1 (2010 – 2012) of the Mission Alignment, Assessment, and Planning (MAAP) Program, designed to facilitate and organize assessment across the Division of Student Affairs by aligning wide-ranging unit goals with the university’s undergraduate mission goals. (For brief descriptions of all the Phase 1 MAAP Programs, see MAAP Pilot Projects.) As Student Affairs moves forward the next step will be for them to develop appropriate indicators and measures of success in meeting the particular mission-articulated goals of their specific programs.

Assessment in the University Libraries

Assessment and evaluation in the Rutgers University Libraries is user-centered and applies to all programs. The overall strategy is to continuously improve service by utilizing assessment and accountability indicators that measure user needs and inform practices that will strengthen the provision of services across the university.
The Libraries use surveys and focus groups extensively to understand the needs of students, faculty, and staff users of library services. Survey results can be found here.

Current assessment activities include:

- Adoption of the MAAP process of alignment of unit goals with university undergraduate education goals and use of the MAAP matrix for reporting assessment results which can be seen here: [MAAP at RUL](#).

- The reporting of learning outcome assessment activities to the Executive Council on Assessment by establishing learning goals, implementing assessment mechanisms that demonstrate student learning, and showing positive use of assessment results.

The Libraries have established [Information Literacy Goals and Outcome Expectations](#).
SECTION 6: LINKING INSTITUTIONAL PLANNING AND BUDGETING PROCESSES

The Broader Context

As with all large research universities, institutional planning and budgeting at Rutgers do not operate in a vacuum. Rutgers is a public university and is necessarily affected by state funding patterns and allocations to colleges and universities. The university works with the State in setting its operating budget for the following fiscal year by estimating expected changes in mandatory expenditures (e.g., salary increases) and any expected spending additions, and matches it to expected revenues from all sources. The process follows the steps outlined below:

- Through the Office of the University Vice President for Budgeting, the university develops an asking budget that is shared with the Governor’s Office, the State Legislature, and the Office of the Secretary of Higher Education.
- In addition, the New Jersey Presidents’ Council, consisting of all college and university presidents in New Jersey, prepares a budget policy statement for all higher education institutions in the state.
- After a series of discussions among the university, the state Secretary of Higher Education, and various members of the governor’s staff, the Governor presents his proposed budget for the coming fiscal year.
- The Governor’s proposed budget is the basis for legislative review and the presidents of New Jersey’s colleges and universities provide input during budget hearings through the NJ Presidents’ Council and the Office of the Secretary of Higher Education.
- The President of Rutgers is often called upon to appear before legislative task forces and committees to answer questions.
- An appropriations bill is subsequently passed by the legislature and signed by the governor, who has line item veto authority. The funding contained in the bill provides the basis for the university to set institutional priorities within the context of stated institutional goals and available resources.

The above annual budget process usually begins in October and ends in June or July.

New Jersey has a long history of underfunding higher education. Rutgers University has experienced a decline in state support over many years; the FY2013 appropriation for Rutgers (just over $262 million, excluding fringes) was the second lowest state appropriation for Rutgers since FY1994 (just over the $260 million appropriated by the state in FY2012). During this period of time, the state share of the cost of a Rutgers
education dropped from two-thirds to less than one-third, with students now assuming nearly 68 percent of the cost of their education.

In this demanding fiscal environment, it is especially important for Rutgers to have efficient and effective linkages for planning and budgeting to ensure the proper administration of valuable resources while remaining true to its core mission of instruction, research, and service. The following is an overview of various initiatives that have enabled the university to meet its difficult fiscal challenges.

The All Funds Budgeting Process (AFB)

New Jersey's structural budget deficits and their concomitant pressure on state support for higher education makes it incumbent upon the university to have in place a regular assessment of its fiscal status and plans and procedures to maximize the efficient utilization of its resources. The university must:

- invest in current and new academic programs that will promote academic distinction
- maintain reasonable costs to students consistent with the university's mission
- increase the effectiveness and efficiency of administrative operations
- integrate costly but essential technology into academic and administrative operations
- fund critical capital needs within a state system that provides only episodic capital funding
- ensure that all revenue sources are being considered, maximized, and leveraged and are all components of annual planning and budget considerations.

The university uses an All Funds Budgeting (AFB) process, a modified Responsibility Centered Management (RCM) budgeting and resource allocation system, designed to provide a comprehensive framework to identify academic goals with a fiscal strategy for accomplishing those goals. AFB promotes understanding of all revenue sources that support unit budgets and encourages focused attention on increasing those revenue sources over which units have control. With a transparent allocation of revenues (e.g., a direct allocation of tuition revenues to generating units) and incentives to increase certain revenues by an equitable and aggressive allocation to the generating units (e.g., an increased F&A return to units), AFB seeks to foster a clear understanding of the effects of unit actions on revenues and the trade-offs involved in expenditure decisions. AFB stresses the need to make priority decisions within available resources and to leverage multiple revenues to advance strategic objectives. In addition, AFB provides units with more flexibility in the use of limited resources to encourage the best possible use of them. For example, recently revised budget regulations permit the end of year
carryover of unexpended funds with a plan for the use of those funds encouraging more careful and more strategic planning for the longer term use of funds. AFB establishes a clear process for making budget choices among all needs rather than on a first come, first funded or the “squeaky wheel gets the dollars” approach to allocating scarce funds.

A critical component of the AFB process is a series of annual budget meetings with the Executive Vice President for Academic Affairs, the University’s Chief Budget Officer and each dean and campus chancellor. These meetings focus on academic plans for the coming years, successes and challenges of the past year, as well as strategies to generate the resources needed to achieve mutually agreed upon goals. This link between academic priorities and the plans to generate resources necessary for their accomplishment is critical to ensuring that aspirations are matched by the resources to support them.

The university’s All Funds Budgeting system is designed to align the mission and goals of the university with budget planning and allocation. While one of the goals of AFB is to promote longer term planning and budgeting, the extreme underfunding by the state of New Jersey, coupled with several years of legislative tuition caps and/or self-imposed minimal tuition increases, have made long term budgeting difficult. While this shortage from a major revenue stream has affected institutional planning and budgeting, it has also highlighted the importance of the AFB system with its attention to aligning plans with resources and increasing other sources of funds to reduce the university’s reliance on annual state appropriations.

**Strategic Initiatives to Enhance Revenues**

Guided by the AFB process, academic units have become more proactive and entrepreneurial and less reliant on the uncertainties of state funding in their planning and budgeting functions. The following is a brief description of these activities and how the university and its academic units have responded to the long-term trend of declining state support for higher education.

**Enrollment growth and diversity in strategic academic areas**

- Enrollments at Rutgers have grown by 13 percent since 2002, with growth of 12.5 percent in undergraduate and 14.7 percent in graduate enrollments. While all three Rutgers campuses have registered substantial gains in enrollments, the greatest growth has occurred on the Camden campus (22.5 percent), followed by the Newark (14.1 percent) and New Brunswick (11.3 percent) campuses. These increases in enrollments are contributing to the university’s success in meeting the demand for a Rutgers education while increasing tuition revenues. There is recognition, however, that such unbridled growth may not be sustainable in the
future and a more proactive approach to enrollment planning will be needed. As of now, the university is continuing to increase enrollments in Camden and Newark, where there is still room for growth, while limiting enrollment in New Brunswick in those fields of study where there is no room for additional students.

- Much of this expansion over the recent past has occurred in specific academic units and degree programs that have been identified for strategic growth either through the AFB process or more directly by senior leadership. Over the last five years, the university has developed 33 new degree programs (eight bachelor’s, 18 master’s, and seven doctoral programs). Of these, eleven of the new degree programs are located in Camden, seven are in Newark, and 15 are in New Brunswick.

- Development of Professional Science Master’s programs on all three Rutgers campuses is one program area targeted for strategic growth. The Master of Business and Science degree (MBS) is part of a national movement of Professional Science Master’s programs that brings together master’s level study in science or engineering with courses in business and policy. Rutgers is the only university in New Jersey that offers a Master of Business and Science degree of this scope. This new master’s degree program involves an unprecedented number and level of partnerships at all three Rutgers campuses.

- The Childhood Studies programs on the Camden campus represent another unique and strategically situated new area of study. With multidisciplinary curricula in degrees at the bachelor’s, master’s, and Ph.D. levels, the programs provide students with a strong background in both humanistic and social science perspectives on children, childhood, and representations of this stage of life. These programs represent new opportunities for scholarship and new degree programs that can enhance enrollment in Camden.

- The establishment of the School of Public Affairs and Administration on the Newark campus, the School of Nursing on the Camden campus, and the new direct first-year admissions policy at the Rutgers School of Business-Newark and New Brunswick and at the School of Business-Camden have all contributed to growing enrollments during this period of time.

- Finally, at Rutgers-New Brunswick, in order to enhance revenues from tuition while at the same time diversifying the geographical backgrounds of its student body (addressing the long-term campus goal of increasing the share of out-of-state undergraduate students to the levels of aspirant institutions), efforts are underway to double the proportion of out-of-state and international students in the incoming class, reaching 18 percent and seven percent, respectively, within ten years.
Expansion of off-campus and online education programs

- The Rutgers Division of Continuing Studies has established off-campus partnerships with a number of New Jersey Community Colleges including Brookdale Community College, Atlantic Cape Community College, Raritan Valley Community College, Mercer County Community College, and County College of Morris. We also have just opened the new Rutgers at Atlantic Cape Lifelong Learning Center, which will enhance the university’s ability to provide academic opportunities for students from Atlantic, Cape May, and surrounding counties who hold associate degrees and wish to earn Rutgers baccalaureate degrees. Rutgers also offers master’s degrees at some of these county college sites. In addition, the Camden campus has off-campus partnerships with Camden County College and the Joint Base McGuire-Dix-Lakehurst, and is exploring opportunities at Gloucester County College.

- These partnerships were established to provide degree completion opportunities in areas of the state that are considered underserved by four-year institutions of higher education. Presently, over 170 courses in ten unduplicated undergraduate degree completion programs across three locations have approximately 3,000 enrollments. Since the 2008-2009 academic year, these enrollments have grown by 50 percent; there are now 740 full-time and part-time students enrolled in off-campus partnership programs.

- There also has been growth in enrollments of fully online degree programs. Currently four Rutgers academic units have seven degree programs that are completely online: School of Communication & Information (Master of Library and Information Science and Master of Communication and Information Studies); Graduate School of Education (Master of Education in Learning, Cognition, and Development); Rutgers Business School-Newark and New Brunswick (Master of Accountancy in Governmental Accounting); and the College of Nursing (M.S., Ph.D., and Doctor of Nursing Practice). Aligned with the university’s intention to continue to expand these programs, several academic units have committed to developing fully online degree programs that include Master’s in Biomedical Engineering and Master’s in Pharmaceutical Engineering, Master of Business and Science, Master of Arts in Jazz History, Master’s in Music Education, Education Master’s in Language Education and Education Master’s in Adult Education, Master of Arts for Teachers in Spanish, Master of Arts in Criminal Justice, Master of Social Work, Master of Arts in Liberal Studies, Master of Arts in French, and Master’s in Public Affairs and Administration. This dramatic expansion has been enabled by the public-private partnership that Rutgers has entered with Pearson Education and by the internal restructuring of Rutgers Online as an overall brand to support all online degree programs.

- Planning for additional expansion of online and hybrid education continues. The Center for Online and Hybrid Learning and Instructional Technologies has
recently been formed to further the university’s goal of expanding online education through the provision of support and resources to faculty for the development of online courses and new instructional technologies.

**Increases in Research and Development**

- Research and development grants and expenditures have increased. Since 2008 total grants and contracts awarded to Rutgers faculty has increased by 15 percent, while federal R&D dollars increased by one-third. Overall and federal expenditures in R&D grew by 42 percent and 70 percent respectively, during this same period.

- Facilities and administration (F&A) costs are awarded to the university to help defray the costs associated with grant-supported research. The amount of F&A generated is often used to determine the allocations distributed to units and faculty, in part as a reward or incentive for obtaining grants. In an effort to provide the generating units with a more equitable distribution of costs associated with grant projects, the university administration has raised the amount of funding it returns to the units of the researchers. The increase in the allocation of F&A, combined with the trend of growing R&D-funded dollars, has had the compounded effect of providing additional resources to academic units for planning and development.

**Moving Ahead**

As described in Section 3, Rutgers is undergoing an extraordinary transformation process. The integration will have significant implications for our budgeting and planning processes.

**Reevaluation of the All Funds Budgeting process**

A presidential task force has been working during the present academic year to review our All Funds Budgeting process and determine how it may be modified to better meet the needs and goals of the new administration. The objective of this task force is to design a full Responsibility Centered Management system with all revenues accrued and expenses borne by the generating units, matching the revenues generated by programs with their costs, and with a well-designed revenue-sharing model to provide for centrally-incurred costs, collaborative efforts, and strategic initiatives.

**Strategic planning process**

The university is presently engaged in a large-scale, highly-integrated process of strategic planning to outline an ‘ambitious but realistic vision’ for the entire university. Development of the strategic plan is supported by an outside consulting group to assist the university in conceptualizing, planning, implementing, and communicating a
universitywide planning process to address the challenges and opportunities that lie ahead. The strategic planning process is gathering input from across the university community and beyond through interviews, surveys, focus groups and other methods; assessing the university’s strengths, weaknesses, opportunities and challenges; reviewing trends in higher education and benchmarking academic peers; and identifying key areas of academic excellence and strategic investment over the next 10-15 years. Developing a University Strategy provides details about the ongoing strategic planning process and framework. This new strategic plan is expected to provide the blueprint for how planning and budgeting will be linked in the transformed Rutgers University.

President Barchi expects to present an interim report to the university’s governing boards in fall 2013 and a final strategic plan in the spring 2014 semester.

Capital Planning Advisory Council (CPAC)
New Jersey’s public colleges and universities have been forced to borrow funds for most capital projects. This funding situation led Moody’s to report that “the most significant financial challenge facing Rutgers will be managing its growing capital needs with limited state capital funding.” In the November 2011 election the citizens of New Jersey passed a bond referendum to fund capital expenditures, with $750 million overall to institutions of higher education, including $300 million directly to the senior public research universities for new construction. To assist in this effort to enhance the university’s ability to develop and manage capital projects, President Barchi has appointed a universitywide committee, which he will chair, to examine the capital needs and funding requirements of the university over the coming years.

CPAC will review and prioritize capital projects within the context of the university’s strategic and physical master plans. Among the Council’s responsibilities are: establishing and maintaining the university’s Capital Plan and priorities; evaluating projects’ pertinence to the university’s strategic plan; evaluating projects’ programmatic needs and identifying potential solutions; and evaluating project business plans and pro-forma operating assumptions.

Other factors that will continue to impact planning and budgeting at Rutgers include:

Collective bargaining agreements
The university is highly unionized and is one of the few public AAU institutions with a faculty union that includes graduate students in the bargaining unit. The university’s preparation for negotiations with the various bargaining units representing faculty, graduate students and staff is illustrative of the linking of planning and budgeting processes over a multi-year period. These bargaining efforts involve the designation of a group of senior administrators that comprise universitywide advisory groups who engage in planning processes that entail the multi-year allocation of resources such as salaries,
salary increases, benefits, etc. The financial modeling done in preparation for negotiations is critical not only to the success of the negotiating process, but also to the success of the university in meeting its mission and goals.

Recent agreements with faculty unions demonstrate how these negotiations are closely aligned with broader institutional goals. For example, the agreement to establish a multi-year fund for recruitment and hiring of new faculty enables Rutgers to pursue excellence while being fiscally responsible, and to minimize workforce disruptions through layoffs and cutbacks due to state budget reductions. With the integration of the UMDNJ units, Rutgers will assume all obligations under collective negotiations agreements that cover employees of UMDNJ.

**Debt**

In order to provide guidance in the area of debt management, the Board of Governors adopted a debt management policy in June 2006. The debt policy formalizes the link between the university’s strategic planning process and the issuance and management of debt, and applies to all forms of debt financing including long-term, short-term, fixed rate, and variable rate debt. The policy relates to other forms of financing including both on-balance and off-balance sheet structures such as leases, and other structured products that impact the credit of the university. The policy also contemplates the use of financial derivatives for managing the university’s debt portfolio and in structuring transactions to best meet the university’s financial objectives within an acceptable risk tolerance.

Although we are a public institution, Rutgers manages and is responsible for its own debt, and therefore must make decisions about debt capacity in light of real market pressures. The institution’s bond rating is monitored carefully and is higher than that of the state of New Jersey. The university has a well-developed internal capacity to manage debt, as well as professional financial advisors who also advise other leading research universities. The existence of a debt policy, coupled with the realities of the market pressures described above, serve as strong checks on excessive institutional leveraging.
CONCLUSION

In accordance with the guidelines of the Middle States Commission on Higher Education, Rutgers University has conducted a self-study and prepared a Periodic Review Report five years after the 2008 decennial accreditation report. This report documents significant progress towards meeting our self-identified goals, which focused on improvements in undergraduate education and assessment. New admissions policies are in place, retention and graduation rates have improved, core curricula have been developed; universitywide structures to support assessment are in place, and the culture of assessment (of student learning and program effectiveness) is increasingly integrated into campus life. The university’s faculty and its senior leadership have demonstrated a commitment to continuous evaluation, feedback, and “closing the loop.” Assessment, planning, and budgetary decisions are increasingly aligned throughout the institution.

At the time of the 2008 decennial reaccreditation, the university reported on its progress with respect to Middle States standards, identified areas for needed improvement, and documented plans for improvement. But with the passage of The New Jersey Medical and Health Sciences Education Restructuring Act of 2012, the framework shifted; Rutgers has been asked to assume responsibility for a far larger share of public higher education in the State. Rutgers’ mission, structure, and programs have to change to accommodate the dismantling of the University of Medicine and Dentistry of New Jersey, as legislated by the State. As a result, Rutgers is engaging in a complex, ongoing integration process designed to develop policies, procedures, and systems to incorporate those units of UMDNJ that will be integrated into Rutgers. The official integration is set for July 1, 2013, but we recognize that the full process of integration will take place over a longer time frame.

The transformative changes brought about by the integration create significant challenges and opportunities. With a budget for the next fiscal year that is 50% higher than the previous year; a significant increase in faculty, staff, and students; and responsibility for clinical services, the university continues to plan and develop policies and procedures that maximize the benefits of the integration. A key objective is to make the transition as seamless as possible, especially for the students who will be transferred to Rutgers from UMDNJ.

In light of these changes, Rutgers’ new leadership is spearheading a major inclusive strategic planning process to reassess and update its mission. The process will interweave a strong focus on biomedical and health related mission areas with the university’s traditional strengths in arts and sciences and graduate and professional education and research.
As mandated by the Restructuring Act, the university has created Rutgers Biomedical and Health Sciences to integrate former UMDNJ schools and institutes with biomedical and health science units at Rutgers. We see tremendous opportunities as interdisciplinary and cross-unit cooperation becomes easier and synergistic collaborations are forged by the new structure and budget policies.

Other significant changes that will benefit students and faculty are not directly a result of the institutional integration, but will have a positive impact. These include the invitation to join the Committee on Institutional Cooperation; enhanced online, out-of-state, and non-traditional student enrollment programs; new philanthropic efforts to improve long-term financial stability; and an improved financial management system designed to align strategic priorities and programmatic decisions more closely with the budgetary process.

Budgetary constraints associated with state underfunding continue to be among the university’s most serious challenges. Rutgers continues to address this issue by increasing the effectiveness and efficiency of administrative operations and by ensuring that all revenue sources are being considered, maximized and leveraged. The FY2013 budget reflects the university’s priorities. Emphasis has been placed on improving student success, completing the integration process, expanding research, bolstering the university’s faculty, expanding and improving campus facilities, and increasing private giving. The university remains committed to:

- investments in current and new academic programs that will promote academic distinction;
- maintaining reasonable costs to students consistent with the university’s mission;
- integrating costly but essential technology into academic and administrative operations;
- funding critical capital needs within a state system that provides only episodic capital funding; and
- taking full advantage of the potential for synergy associated with the complex changes in its structure and mission resulting from the university integration process.
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5.3 Undergraduate Learning Goals: Newark
APPENDIX 1.1

Student Enrollment and Profile Tables
<table>
<thead>
<tr>
<th>Campus</th>
<th>Class-Level</th>
<th>Fall 2010</th>
<th></th>
<th>Fall 2011</th>
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<th>Fall 2012</th>
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<tr>
<td></td>
<td></td>
<td>Full-Time</td>
<td>Part-Time</td>
<td>Total</td>
<td>Full-Time</td>
<td>Part-Time</td>
<td>Total</td>
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<tr>
<td>Camden</td>
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<td>3,629</td>
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<td></td>
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<td>903</td>
<td>758</td>
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<td>1,019</td>
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<td>Total</td>
<td>4,532</td>
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<td>Undergraduate</td>
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<td>47,651</td>
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Source: Student Unit Record Enrollment (SURE) Reports
## Undergraduate and Graduate Student Profile
### Fall 2012

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<td>In-State</td>
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<tr>
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<td>American Indian</td>
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<td>Out-of-State</td>
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<td>Total</td>
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<td>Multi Race/Ethnicity</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Foreign</td>
<td>Undergraduate</td>
<td>Undergraduate</td>
</tr>
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<td></td>
<td></td>
<td>Unknown</td>
<td>Graduate/Professional</td>
<td>Graduate/Professional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>Total</td>
<td>Total</td>
</tr>
</tbody>
</table>

### Gender

- **Female**: 22,066 (50.2%) Undergraduate, 8,117 (54.8%) Graduate/Professional, 30,183 (51.3%) Total
- **Male**: 21,901 (49.8%) Undergraduate, 6,704 (45.2%) Graduate/Professional, 28,605 (48.7%) Total
- **Total**: 43,967 (100%) Undergraduate, 14,821 (100%) Graduate/Professional, 58,788 (100%) Total

### Race/Ethnicity

- **African American**: 4,513 (10.3%) Undergraduate, 1,329 (9.0%) Graduate/Professional, 5,842 (9.9%) Total
- **American Indian**: 45 (0.1%) Undergraduate, 10 (0.1%) Graduate/Professional, 55 (0.1%) Total
- **Asian**: 10,088 (22.9%) Undergraduate, 1,429 (9.6%) Graduate/Professional, 11,517 (19.6%) Total
- **Latino**: 5,917 (13.5%) Undergraduate, 1,108 (7.5%) Graduate/Professional, 7,025 (11.9%) Total
- **White**: 19,528 (44.4%) Undergraduate, 7,208 (48.6%) Graduate/Professional, 26,736 (45.5%) Total
- **Multi Race/Ethnicity**: 1,585 (3.6%) Undergraduate, 392 (2.6%) Graduate/Professional, 1,977 (3.4%) Total
- **Foreign**: 1,270 (2.9%) Undergraduate, 2,814 (19.0%) Graduate/Professional, 4,084 (6.9%) Total
- **Unknown**: 1,021 (2.3%) Undergraduate, 531 (3.6%) Graduate/Professional, 1,552 (2.6%) Total
- **Total**: 43,967 (100%) Undergraduate, 14,821 (100%) Graduate/Professional, 58,788 (100%) Total

### Age

- **Below 18**: 233 (0.5%) Undergraduate, 233 (0.4%) Graduate/Professional, 233 (0.4%) Total
- **18-21**: 29,672 (67.5%) Undergraduate, 63 (0.4%) Graduate/Professional, 29,735 (50.6%) Total
- **22-24**: 8,854 (20.1%) Undergraduate, 3,867 (26.1%) Graduate/Professional, 12,721 (21.6%) Total
- **25 and Over**: 5,201 (11.8%) Undergraduate, 10,891 (73.5%) Graduate/Professional, 16,092 (27.4%) Total
- **Unknown**: 7 (0.0%) Undergraduate, 0 (0.0%) Graduate/Professional, 7 (0.0%) Total
- **Total**: 43,967 (100%) Undergraduate, 14,821 (100%) Graduate/Professional, 58,788 (100%) Total

### Residency

- **In-State**: 40,518 (92.2%) Undergraduate, 10,275 (69.3%) Graduate/Professional, 50,793 (86.4%) Total
- **Out-of-State**: 2,128 (4.8%) Undergraduate, 1,703 (11.5%) Graduate/Professional, 3,831 (6.5%) Total
- **Foreign**: 1,270 (2.9%) Undergraduate, 2,811 (19.0%) Graduate/Professional, 4,081 (6.9%) Total
- **Unknown**: 51 (0.1%) Undergraduate, 32 (0.2%) Graduate/Professional, 83 (0.1%) Total
- **Total**: 43,967 (100%) Undergraduate, 14,821 (100%) Graduate/Professional, 58,788 (100%) Total

### Source

Student Unit Record Enrollment (SURE) Reports
APPENDIX 1.2

Undergraduate Retention and Graduation Rates
# One-Year, Two-Year, and Three-Year Retention Rates

## 2006 Through 2011 Cohorts

### Total University

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Cohort N</th>
<th>Retained After:</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>6,549</td>
<td>1 Year</td>
<td>5,854</td>
<td>89.4</td>
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<tr>
<td></td>
<td></td>
<td>2 Years</td>
<td>5,525</td>
<td>84.4</td>
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<td></td>
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<td>3 Years</td>
<td>5,385</td>
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<td>6,866</td>
<td>1 Year</td>
<td>6,194</td>
<td>90.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 Years</td>
<td>5,803</td>
<td>84.5</td>
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<tr>
<td></td>
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<td>3 Years</td>
<td>5,669</td>
<td>82.6</td>
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<td>6,166</td>
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<td>2 Years</td>
<td>6,110</td>
<td>85.2</td>
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<tr>
<td></td>
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<td>3 Years</td>
<td>5,952</td>
<td>83.0</td>
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<tr>
<td>2010</td>
<td>7,463</td>
<td>1 Year</td>
<td>6,700</td>
<td>89.9</td>
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<td></td>
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<td>2 Years</td>
<td>6,308</td>
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<tr>
<td>2011</td>
<td>7,580</td>
<td>1 Year</td>
<td>6,861</td>
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Source: Student Unit Record Enrollment (SURE) Report
## Four-Year, Five-Year, Six-Year, and Seven-Year Graduation Rates

### 2002 Through 2008 Cohorts

#### Total University

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Cohort N</th>
<th>Graduation In:</th>
<th>N</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>2002</td>
<td>6,522</td>
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<td>2,887</td>
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<tr>
<td></td>
<td></td>
<td>5 Years</td>
<td>4,194</td>
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<td></td>
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<td></td>
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<td>7 Years</td>
<td>4,753</td>
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<td>2003</td>
<td>6,184</td>
<td>4 Years</td>
<td>2,923</td>
<td>47.3</td>
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<tr>
<td></td>
<td></td>
<td>5 Years</td>
<td>4,111</td>
<td>66.5</td>
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<tr>
<td></td>
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<td>6 Years</td>
<td>4,545</td>
<td>73.5</td>
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<td>7 Years</td>
<td>4,662</td>
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<td>2004</td>
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<td>4 Years</td>
<td>2,907</td>
<td>47.9</td>
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<td></td>
<td></td>
<td>5 Years</td>
<td>4,044</td>
<td>66.6</td>
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<tr>
<td></td>
<td></td>
<td>6 Years</td>
<td>4,481</td>
<td>73.8</td>
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<tr>
<td></td>
<td></td>
<td>7 Years</td>
<td>4,571</td>
<td>75.3</td>
</tr>
<tr>
<td>2005</td>
<td>6,285</td>
<td>4 Years</td>
<td>3,102</td>
<td>49.4</td>
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<tr>
<td></td>
<td></td>
<td>5 Years</td>
<td>4,312</td>
<td>68.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 Years</td>
<td>4,722</td>
<td>75.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7 Years</td>
<td>4,816</td>
<td>76.6</td>
</tr>
<tr>
<td>2006</td>
<td>6,549</td>
<td>4 Years</td>
<td>3,291</td>
<td>50.3</td>
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<tr>
<td></td>
<td></td>
<td>5 Years</td>
<td>4,553</td>
<td>69.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 Years</td>
<td>4,943</td>
<td>75.5</td>
</tr>
<tr>
<td>2007</td>
<td>6,866</td>
<td>4 Years</td>
<td>3,456</td>
<td>50.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 Years</td>
<td>4,782</td>
<td>69.6</td>
</tr>
<tr>
<td>2008</td>
<td>7,254</td>
<td>4 Years</td>
<td>3,774</td>
<td>52.0</td>
</tr>
</tbody>
</table>

Source: Student Unit Record Enrollment (SURE) Report
APPENDIX 1.3

Degrees Offered by Rutgers’ Schools
# Undergraduate Degree-Granting Schools at Rutgers University

## New Brunswick Campus

### School of Arts and Sciences*

Bachelor of Arts, Bachelor of Science; Bachelor/Bachelor of Science with the School of Engineering; Bachelor/Master of Public Policy, and Bachelor/Master of City and Regional Planning with the Edward J. Bloustein School of Planning and Public Policy; Bachelor/Master of Education with the Graduate School of Education; Bachelor of Arts in Communication/Master of Communication and Information Studies with the School of Communication and Information; Bachelor/Master of Business Administration, and Bachelor in science discipline/Master of Business Administration with the Rutgers Business School-Newark and New Brunswick; Bachelor/Master of Arts in Criminal Justice with the School of Criminal Justice; Bachelor of Arts/Master of Science in Physician Assistant with UMDNJ-School of Health Related Professions; Bachelor/Master of Public Health with UMDNJ-School of Public Health; Bachelor/M.D. with UMDNJ-Robert Wood Johnson Medical School.

### School of Engineering

Bachelor of Science; Bachelor of Science in Bioenvironmental Engineering with the School of Environmental and Biological Sciences; Bachelor of Science/Master of Business Administration with the Rutgers Business School-Newark and New Brunswick.

### School of Environmental and Biological Sciences

Bachelor of Science, Bachelor of Arts; Bachelor of Science in Bioenvironmental Engineering with the School of Engineering; Bachelor/Master of Public Policy, and Bachelor/Master of City and Regional Planning with the Edward J. Bloustein School of Planning and Public Policy; Bachelor/Master of Education with the Graduate School of Education; Bachelor/Master of Business Administration, and Bachelor in science discipline/Master of Business Administration with the Rutgers Business School-Newark and New Brunswick; Bachelor/Master of Public Health with UMDNJ-School of Public Health; Bachelor/M.D. with UMDNJ-Robert Wood Johnson Medical School.

### Rutgers Business School:

#### Undergraduate New Brunswick

Bachelor of Science; Bachelor of Science in business discipline/Master of Business Administration with the Rutgers Business School-Newark and New Brunswick.

### Mason Gross School of the Arts

Bachelor of Fine Arts, Bachelor of Music, Bachelor of Arts jointly with the School of Arts and Sciences.

### School of Communication and Information

Bachelor of Arts jointly with the School of Arts and Sciences or the School of Environmental and Biological Sciences; Bachelor of Arts in Communication/Master of Communication and Information Studies.

### Edward J. Bloustein School of Planning and Public Policy

Bachelor of Science, Bachelor of Arts with the School of Arts and Sciences, Bachelor of Science with the School of Arts and Sciences or the School of Environmental and Biological Sciences; Bachelor/Master of Public Policy; Bachelor/Master of City and Regional Planning; Bachelor/Master of Public Health with UMDNJ-School of Public Health.
School of Management and Labor Relations: Bachelor of Science, Bachelor of Arts with the School of Arts and Sciences; Bachelor of Arts in Labor Studies and Employment Relations/Master of Labor and Employment Relations.

*SAS degrees also include degrees offered by its four antecedent colleges: Douglass College, Livingston College, Rutgers College, and University College-New Brunswick.

Newark Campus

Newark College of Arts and Sciences: Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts; Bachelor/Master in Biology, Chemistry, Economics, Environmental Sciences, or Political Science, Bachelor of Science in Environmental Sciences/Master of Science in Environmental Geology, Bachelor of Arts in Political Science, Sociology, or Anthropology/Master of Science in Global Affairs, and Bachelor of Arts in History, Sociology, or Anthropology/Master of Arts in Jazz History and Research with the Graduate School-Newark; Bachelor/Master of Arts in Criminal Justice with the School of Criminal Justice; Bachelor in social science discipline/Master of Public Administration with the School of Public Affairs and Administration; Bachelor/Master of Business Administration, and Bachelor in science discipline/Master of Business Administration, and Bachelor of Arts in Computer Science or Information Systems/Master of Information Technology with the Rutgers Business School-Newark and New Brunswick.

College of Nursing: Bachelor of Science; Bachelor of Science in Nursing/Master of Science in Nursing.

University College - Newark: Bachelor of Arts, Bachelor of Science; Bachelor/Master of Arts in Criminal Justice with the School of Criminal Justice; Bachelor/Master of Business Administration with the Rutgers Business School-Newark and New Brunswick.

Rutgers Business School: Undergraduate Newark: Bachelor of Science; Bachelor of Science in business discipline/Master of Business Administration, Bachelor of Science in Accounting/Master of Accountancy (Governmental Accounting or Financial Accounting), Bachelor of Science in Accounting/Master of Business Administration in Professional Accounting, and Bachelor of Science in Finance/Master of Quantitative Finance with the Rutgers Business School-Newark and New Brunswick.

School of Criminal Justice: Bachelor of Science with the Newark College of Arts and Sciences or University College-Newark.

School of Public Affairs and Administration: Bachelor of Arts with the Newark College of Arts and Sciences.

Camden Campus

Camden College of Arts and Sciences: Bachelor of Arts, Bachelor of Science; Bachelor/Master in Biology, Chemistry, Childhood Studies, English, History, Liberal Studies, Mathematics, or Psychology, and Bachelor of Arts in Economics or Political Science/Master of Public Administration with the Graduate School-Camden; Bachelor/J.D. with the School of Law-Camden.

School of Business - Camden: Bachelor of Science, Bachelor of Hospitality Management.

University College - Camden: Bachelor of Arts, Bachelor of Science.

School of Nursing - Camden: Bachelor of Science.
## GRADUATE DEGREE-GRANTING SCHOOLS AT RUTGERS UNIVERSITY

### New Brunswick Campus

<table>
<thead>
<tr>
<th>School</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate School - New Brunswick</td>
<td>Master of Arts, Master of Science, Master of Arts for Teachers, Master of Science for Teachers, Master of Business and Science, Master of Engineering, Master of Landscape Architecture, Doctor of Philosophy.</td>
</tr>
<tr>
<td>Graduate School of Education</td>
<td>Master of Education, Specialist in Education, Doctor of Education.</td>
</tr>
<tr>
<td>Graduate School of Applied and Professional Psychology</td>
<td>Doctor of Psychology.</td>
</tr>
<tr>
<td>Mason Gross School of the Arts</td>
<td>Master of Fine Arts, Master of Music, Artist Diploma in Music, Doctor of Musical Arts.</td>
</tr>
<tr>
<td>School of Communication and Information</td>
<td>Master of Library and Information Science, Master of Communication and Information Studies.</td>
</tr>
<tr>
<td>Edward J. Bloustein School of Planning and Public Policy</td>
<td>Master of City and Regional Planning, Master of City and Regional Studies, Master of Public Policy, Master of Public Affairs and Politics; Master of Public Health and Doctor of Public Health with UMDNJ-School of Public Health.</td>
</tr>
<tr>
<td>School of Management and Labor Relations</td>
<td>Master of Human Resource Management, Master of Labor and Employment Relations.</td>
</tr>
<tr>
<td>Ernest Mario School of Pharmacy</td>
<td>Doctor of Pharmacy.</td>
</tr>
</tbody>
</table>

### Newark and New Brunswick and Campuses

<table>
<thead>
<tr>
<th>School</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rutgers Business School: Graduate Programs</td>
<td>Master of Business Administration, Master of Accountancy, Master of Accountancy in Taxation, Master of Information Technology, Master of Quantitative Finance.</td>
</tr>
</tbody>
</table>

### Newark Campus

<table>
<thead>
<tr>
<th>School</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate School - Newark</td>
<td>Master of Arts, Master of Science, Master of Arts for Teachers, Master of Arts in Liberal Studies, Master of Fine Arts, Master of Business and Science, Doctor of Philosophy.</td>
</tr>
<tr>
<td>College of Nursing</td>
<td>Master of Science, Doctor of Nursing Practice.</td>
</tr>
<tr>
<td>School of Law - Newark</td>
<td>Juris Doctor.</td>
</tr>
<tr>
<td>School of Criminal Justice</td>
<td>Master of Arts.</td>
</tr>
<tr>
<td>School of Public Affairs and Administration</td>
<td>Master of Public Administration; Master of Public Health with UMDNJ-School of Public Health.</td>
</tr>
</tbody>
</table>
Camden Campus

Graduate School - Camden: Master of Arts, Master of Science, Master of Arts for Teachers, Master of Fine Arts, Master of Business and Science, Master of Public Administration, Doctor of Philosophy, Master of Public Health with UMDNJ-School of Public Health; Doctor of Physical Therapy with UMDNJ-School of Health Related Professions.

School of Law - Camden: Juris Doctor.

School of Business - Camden: Master of Business Administration, Master of Accounting.

School of Nursing - Camden: Holds degree-granting authority for future graduate professional Nursing programs developed by Rutgers–Camden.
## APPENDIX 1.4

### Degrees Conferred by Broad Academic Program

**Academic Years 2009/10 Through 2011/12**

**Total University**

<table>
<thead>
<tr>
<th>Broad Program Area</th>
<th>2009/10 Undergraduate</th>
<th>2009/10 Graduate</th>
<th>2010/11 Undergraduate</th>
<th>2010/11 Graduate</th>
<th>2011/12 Undergraduate</th>
<th>2011/12 Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture &amp; Related Sciences</td>
<td>97</td>
<td>19</td>
<td>97</td>
<td>33</td>
<td>91</td>
<td>37</td>
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<tr>
<td>Architecture</td>
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<td>47</td>
<td>28</td>
<td>57</td>
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<td>96</td>
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<td>Area/Ethnic and Cultural Studies</td>
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<td>88</td>
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<td></td>
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<td>360</td>
<td>92</td>
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<td>127</td>
<td>134</td>
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<td>Parks, Recreation, Leisure, Fitness Studies</td>
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<td>Philosophy/Religion</td>
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<td>7</td>
<td>90</td>
<td>7</td>
<td>88</td>
<td>8</td>
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<td>906</td>
<td>110</td>
<td>950</td>
<td>115</td>
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<td>Public Administration</td>
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<td>599</td>
<td>143</td>
<td>604</td>
<td>178</td>
<td>606</td>
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<td>Social Sciences</td>
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<td>1,204</td>
<td>122</td>
<td>1,242</td>
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<td>Visual and Performing Arts</td>
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<td>111</td>
<td>282</td>
<td>88</td>
<td>313</td>
<td>117</td>
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<td>Total</td>
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<td>4,120</td>
<td>8,651</td>
<td>4,152</td>
<td>9,491</td>
<td>4,451</td>
</tr>
</tbody>
</table>
APPENDIX 1.5

Professional Accreditation Associations
**Accreditors Approved by U.S. Secretary of Education:**

Accreditation Council for Pharmacy Education

American Bar Association, Council of the Section of Legal Education and Admissions to the Bar

American Dietetic Association, American Commission on Education in Nutrition and Dietetics

American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education

American Psychological Association, Commission on Accreditation

Commission on Collegiate Nursing Education

Council on Education for Public Health

National Association of Schools of Dance, Commission on Accreditation

National Association of Schools of Music, Commission on Accreditation

Teacher Education Accreditation Council, Accreditation Committee

**Other Accreditors:**

AACSB International - The Association to Advance Collegiate Schools of Business

Accreditation Board for Engineering and Technology (ABET)

American Chemical Society

American Library Association

American Society of Landscape Architects

Association of American Law Schools

Council for Accreditation of Counseling and Related Educational Programs

Council on Social Work Education

National Association of Schools of Public Affairs and Administration

Planning Accreditation Board.
## APPENDIX 1.6

Number of Full-Time and Part-Time Instructional and Administrative Staff By Campus
Fall 2012

<table>
<thead>
<tr>
<th>STAFF CATEGORY</th>
<th>Camden</th>
<th></th>
<th>Newark</th>
<th></th>
<th>New Brunswick</th>
<th></th>
<th>Total University</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time</td>
<td>Part-Time</td>
<td>Full-Time</td>
<td>Part-Time</td>
<td>Full-Time</td>
<td>Part-Time</td>
<td>Full-Time</td>
<td>Part-Time</td>
</tr>
<tr>
<td>Instructional Staff</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>104</td>
<td>1</td>
<td>161</td>
<td></td>
<td>781</td>
<td>11</td>
<td>1,046</td>
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<tr>
<td>Associate Professor</td>
<td>83</td>
<td></td>
<td>119</td>
<td></td>
<td>537</td>
<td>8</td>
<td>739</td>
<td>8</td>
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<tr>
<td>Assistant Professor</td>
<td>76</td>
<td></td>
<td>149</td>
<td></td>
<td>460</td>
<td>8</td>
<td>685</td>
<td>8</td>
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<tr>
<td>Instructor/Lecturer</td>
<td>22</td>
<td>3</td>
<td>83</td>
<td>1</td>
<td>431</td>
<td>10</td>
<td>536</td>
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<tr>
<td>Part-Time Lecturer</td>
<td></td>
<td>242</td>
<td></td>
<td></td>
<td>308</td>
<td></td>
<td>1,001</td>
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<tr>
<td>Other</td>
<td>9</td>
<td>44</td>
<td></td>
<td></td>
<td>401</td>
<td></td>
<td>454</td>
<td></td>
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<tr>
<td>Total</td>
<td>294</td>
<td>246</td>
<td>556</td>
<td>309</td>
<td>2,610</td>
<td>1,038</td>
<td>3,460</td>
<td>1,593</td>
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<tr>
<td>Administrative Staff</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Executive/Administrative/Managerial</td>
<td>8</td>
<td>1</td>
<td>20</td>
<td>1</td>
<td>123</td>
<td></td>
<td>151</td>
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<tr>
<td>Professional</td>
<td>263</td>
<td>4</td>
<td>475</td>
<td>8</td>
<td>3,126</td>
<td>88</td>
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<tr>
<td>Technical/Para-Professional</td>
<td>15</td>
<td></td>
<td>28</td>
<td></td>
<td>356</td>
<td>3</td>
<td>399</td>
<td>3</td>
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<tr>
<td>Secretarial/Clerical</td>
<td>71</td>
<td>3</td>
<td>59</td>
<td>2</td>
<td>523</td>
<td>8</td>
<td>653</td>
<td>13</td>
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<tr>
<td>Skilled Craft</td>
<td>25</td>
<td></td>
<td>53</td>
<td></td>
<td>323</td>
<td>96</td>
<td>401</td>
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<tr>
<td>Service Maintenance</td>
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<td>15</td>
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<td>123</td>
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<td>Other</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>524</td>
<td>20</td>
<td>770</td>
<td>26</td>
<td>5,618</td>
<td>319</td>
<td>6,912</td>
<td>365</td>
</tr>
<tr>
<td>Total Staff</td>
<td>818</td>
<td>266</td>
<td>1,326</td>
<td>335</td>
<td>8,228</td>
<td>1,357</td>
<td>10,372</td>
<td>1,958</td>
</tr>
</tbody>
</table>

Source: University HR System
APPENDIX 2.1: Transforming Undergraduate Education in New Brunswick

Transforming Undergraduate Education

The Middle States Review of 2007 focused on undergraduate education and documented changes that were under way. For its 2008 decennial reaccreditation report, Rutgers conducted a selected topics self-study focusing on undergraduate education. In the past five years, these suggestions have served to inform and prioritize planning for the university. Over the last five years, these changes, some controversial and hotly debated before implementation, have been transformative. All New Brunswick liberal arts applicants are now admitted under the same standards; and all have the same graduation requirements. New students may take Byrne first-year seminars, taught by full-time faculty, that aim to connect new students to the research work of the university’s faculty. All New Brunswick students have access to the Aresty Center for Undergraduate Research and to the Office of Distinguished Fellowships that supports students applying for national and international fellowships (Rhodes, Gates, Marshall, Goldwater, Fulbright, etc.).

Campus life has also been transformed: Living-Learning communities now number 32 (we had eight in 2007), and range from language houses to small communities focused on (for example) “Citizenship and Civic Engagement” and “Social Justice.” There are also Discovery Houses on the Livingston campus for students pursuing degrees in psychology, economics and business, politics and law, and medicine. Douglass Residential College is thriving, attracting one of the most diverse and high-achieving student bodies in its distinguished history, with women choosing its support offerings in the STEM fields and in leadership training. Campus deans, full-time research-active faculty, work on each of the five New Brunswick campuses to develop co-curricular programs that speak to students’ academic interests and bring faculty and students together in lectures and discussions (e.g., climate change, human and non-human communication, Darwin, Writers at Rutgers). Even the design of residential buildings has been changed to emphasize spaces that allow and encourage students to work in teams.

The School of Arts and Sciences instituted its new core curriculum in fall 2011. This goal-based curriculum replaces the distribution model that had been in effect for three decades. It focuses on three major areas:

- 21st-Century Challenges, (bringing together multidisciplinary perspectives on contemporary problems and issues around the globe);
- Cognitive skills and processes (writing and communication, quantitative and formal reasoning), and information technology; and
- Areas of Inquiry (natural sciences, social and historical analysis, arts and humanities).

To support this new core and indicate its significance, SAS has created Signature Courses, foundational courses covering topics that are of signal importance and intellectual sweep. They are designed and taught by scholars and scientists who are both celebrated researchers and teachers. Examples of these courses include: From Plantation to the White House; Eating Right: The Ethics of Food Choices and Food Policy; Extinction; and Sea Change: The Rise and Fall of Sea Levels and the Jersey Shore.

These changes and new programs have focused attention on Rutgers as a research university from the time students apply for admission until they graduate. Recent results from a national
survey of the student undergraduate experience at a research university show that nearly 60% of Rutgers-New Brunswick undergraduates have indicated some type of research experience. Student applications for national fellowships, which numbered 16 in 2007, have reached 186 in 2012; fellowship recipients have gone from five in 2007 to 39 in 2012. Over 40% of entering students are enrolled in first-year seminars. Every new program, whether curricular or co-curricular, includes an assessment tool that ensures a constant reevaluation of what students are learning and thus an on-going process of faculty and staff rethinking and/or retooling of their pedagogies.

Enhancing the Applicant Experience

Rutgers reputation as an affordable, accessible, AAU university continues to grow, with an increasing number of applicants, from New Jersey, from out of state, and from foreign countries. Communications with prospective students and enrollment management are high priorities. We highlight the following improvements in enrollment management:

- Significant progress has been made since 2008 in providing web-based information for potential applicants: PreCollege.Rutgers.edu lists pre-college programs available at Rutgers and MyRutgersFuture.rutgers.edu includes personalized information about Rutgers.
- A revamped admissions web site has significantly increased admissions site traffic.
- The Go Rutgers admitted student social network is linking new students with one another.
- A new Enrollment Management System is integrating data from multiple university systems to facilitate advisement of incoming students.

Electronic and web-based communications with prospective students has increased dramatically with more than six million message responses sent annually. A new Visitor’s Center opened on the Busch Campus in 2009 and welcomed 63,000 visitors in 2011.

Enhancing Persistence to the Degree

Significant efforts were made to study, plan, and implement various programs to enhance retention rates and persistence to the degree. These include:

- Enriched orientation program
- New Student Convocation
- First Year Interest Group Seminars
- Learning communities
- Expansion of academic support programs
- Revision and improvement of advising systems
- Centralized student affairs functions to enhance direct service to students
- Revamped Veterans Services Program and development of a Veterans Support Team
- Restructured Counseling and Psychological Services (CAPS) and Alcohol, Dependency and Addiction Services (ADAPS) so that these offices are now part of Health Services
- Merger of Housing and Residence Life Operations into one office for greater efficiency and better service.

Appendix 2.1
Enhanced and Modernized Facilities

Despite economic challenges, there has been significant, and in some cases extraordinary, progress in the upgrade of existing classrooms and in the building of new facilities to support Rutgers growth in enrollment and new programs. Selected examples include:

- New suite-style residence hall on the Busch Campus for pharmacy and engineering students;
- New Business School building on the Livingston campus
- New Center for Integrative Proteomics Research on the Busch campus
- Expansion of the Nicholas Music Center at Douglass with a major new building
- New group learning and collaboration spaces, including:
  - The Alcove, added in 2009, is designed to be a comfortable, computer-enhanced group learning space for students, staff and faculty on the College Ave. Campus.
  - Kilmer Library Lab, was completely renovated in 2012; incorporates learning space design elements and an open floor plan.
  - Loree Laptop Lounge, on the Cook Douglass campus, added in 2011 as a space for students to relax and collaborate on projects. The space was designed and built by student workers.
  - BEST Hall Lab, in the new residential facility on the Busch campus opened 2011 as a joint effort with the School of Engineering. During the day the facility is a hands-on small cluster classroom designed to support the School of Engineering. When classes are not in session, the facility is available for general student use.
  - Livingston Campus Computer Lab will undergo a complete redesign and expansion in 2013 as part of the Tillett renovation. The new structure will incorporate breakout rooms for group work, hands-on classrooms for instruction and space for individual and collaboration work.

Counseling

In 2010 a new facility was opened in New Brunswick to house the centralized Counseling, Alcohol and Other Drug Assistance Program and Psychiatric Services (CAPS). While still maintaining a satellite location on Cook/Douglass, the new building houses a multidisciplinary staff dedicated to collaborative student care. A new Director of CAPS was hired and the reorganization and consolidation of personnel allowed for the hiring of an additional social worker, a suicide prevention specialist and a recovery counselor. As an integrated service, CAPS offers more than 900 hours of targeted community based prevention, intervention and post-vention programs annually. Assistance is offered in multiple settings including individual counseling, group sessions, focus groups, classes and informational materials. Since 2008, Counseling and Psychological Services has developed a telephone triage system, a Daytime and Evening on-call system, group therapy sessions (approximately 21 groups per semester) and provision of care through collaborating professionals across the campuses.
Appendix 2.2 Rutgers Progress in Addressing Self-Study Suggestions

Outlined below are the progress points of note in each of the areas delineated by the Team in its support of the suggestions of the Self-Study:

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>ACCOMPLISHMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raise money for financial aid</td>
<td>Financial aid challenges continue as federal and state financial aid programs remain level or are reduced. Changes in federal programs coupled with the national economic downturn have resulted in ever increasing pressures on institutionally-based aid programs. Still, Rutgers has continued to make significant investments in student financial aid, primarily through the Rutgers Assistance Grant. This program is a need-based grant designed to bridge the gap between a student’s cost and federal and state grant programs such as federal Pell Grants, federal Supplemental Opportunity Grants and the New Jersey Tuition Aid Grants. To address these issues universitywide, Rutgers:</td>
</tr>
<tr>
<td></td>
<td>Invested $11.5M in the Rutgers Assistance Grant program in AY2007-08 and provided funds to more than 3,800 students</td>
</tr>
<tr>
<td></td>
<td>Increased investment by 226% by AY2011-12</td>
</tr>
<tr>
<td></td>
<td>Raised over $71M in endowment funds for scholarships, yielding an annual increase of $3M in funding provided to students</td>
</tr>
<tr>
<td></td>
<td>In Newark, the EOF Program at the College of Arts and Sciences hosts meetings and workshops to increase use of accelerated Pell Grant funding. The Faculty of Arts and Sciences - Academic Foundations Center promotes multiple institutional and private donor collaborations to offer housing and meal-plan scholarships to low-income students from the Newark area.</td>
</tr>
<tr>
<td></td>
<td>In Camden, the administration is developing a comprehensive strategic plan to increase merit and need-based financial aid. Campus leadership is working actively with the Vice President for Enrollment Management along with representatives from Newark and New Brunswick to increase merit- and need-based aid.</td>
</tr>
<tr>
<td></td>
<td>Universitywide planning for additional aid sources is ongoing. The Rutgers University Foundation remains committed to increasing donations that will provide both need-based and merit-based financial aid. For example, significant efforts have been undertaken to raise funds for the Future Scholars initiative. Using resources of Rutgers and community partners, this program builds resources for the direct support of students, including students who thought that college was beyond their reach. Additionally, this initiative hosts seminars, summer programs and peer mentorship opportunities for undergraduates.</td>
</tr>
<tr>
<td></td>
<td>See Future Scholars Program.</td>
</tr>
</tbody>
</table>
**OBJECTIVE**

**ACCOMPLISHMENTS**

<table>
<thead>
<tr>
<th>Invest in functions that help improve student retention and graduation efforts</th>
</tr>
</thead>
</table>
| Rutgers is actively engaged in studying, planning, and implementing programs to enhance retention rates and persistence to the degree. Specifically, given the wealth of higher education research on the positive correlation between students' initial adjustment to college and retention rates, the university has redesigned new student orientation programs in New Brunswick. Options now include a two-day overnight orientation in summer for traditional-aged new students, a one-day summer orientation for transferring and non-traditional students, an international orientation in the week immediately before classes begin. Finally, for those U.S. students who cannot attend the summer orientation, Rutgers provides a long-distance orientation with electronic, telephone, and other support and contacts throughout the summer, culminating with an in-person orientation on the Friday before classes begin. New Student Orientation on the Newark Campus has also been improved; it has been moved from the Office of Academic Services to the Paul Robeson Campus Center and participation has increased. The implementation of a New Student Convocation in New Brunswick a collaborative project planned and implemented by the Vice Presidents for Undergraduate Education and Student Affairs, was designed to enhance community and identification with Rutgers among new students. Additional New Brunswick initiatives for enhancing persistence to the degree include:  
  - First Year Interest Group Seminars  
  - Centralized student affairs functions in New Brunswick to provide enhanced direct service to students  
  - Revamped Veterans Services Program and a Veterans Support Team, to provide services to veterans (now more than 1,000 students)  
  - Counseling and Psychological Services (CAPS) and Alcohol, Dependency and Addiction Services (ADAPS) have been administratively reorganized and are now under the umbrella of Health Services  
  - Housing and Residence Life Operations have been merged to offer more coordinated services. Enriched orientation program New Student Convocation |
| In Newark, retention efforts have expanded to include multiple programs to increase persistence to the degree. Examples include:  
  - Faculty of Arts and Sciences – Newark (FASN) has expanded its pre-college programs for low-income, first generation students as a pipeline for diversity  
  - FASN Academic Foundations Center has collaborated with the Department of Earth and Environmental Sciences on an NSF-funded grant, Louis Stokes Alliance for Minority Participation, to double the number of underrepresented minorities who graduate with degrees in the STEM majors |
OBJECTIVE

FASN created learning communities to provide academic support and advisement as well as develop research opportunities and internships.

In 2012 the Academic Foundations Center was awarded $1,250,000 by the U.S. Department of Education for a five-year Upward Bound pre-college program. This program is designed to assist and motivate students to successfully graduate from high school, prepare for college admission, and to successfully complete the baccalaureate degree.

The Institute for Pre-College Education and Community Outreach has taken a leading role on the Newark campus in reaching out to the community with collaborative programs designed to serve the needs and aspirations of students in Newark and surrounding communities. The IPECO provides programs for urban middle and high school students designed to help them develop the skills, knowledge, confidence, and aspirations needed to thrive in college.

In Camden, several efforts are underway to improve retention, graduation, and student success. In order to support these efforts, the Camden campus is building its institutional research capacity by hiring a senior research analyst and a research analyst who will help the campus collect, analyze, and share institutional data as well as establish enrollment and retention goals. The Camden campus has established a goal to achieve 4.5% annual growth and increase campus enrollment to 7,500 within four years. Other initiatives include the following:

- Regular meetings with representatives from offices critical to enrollment, matriculation, and integration into the campus community
- Student success initiative launched in December 2011
- Regular meetings of the Advising & Retention Council with faculty and staff focused on improving student success
- Collaboration with consultants from the National Academic Advising Association (NACADA) to audit advising on campus and help improve the academic advising system; creation of Academic Advising Taskforce
- Created the Center for Learning and Student Success (CLASS) to bring together the Rutgers-Camden Learning Center, Disability Services, EOF, and TRiO Student Support Services

Graduate degree completion is also a focus of new initiatives. For example, the Graduate School-New Brunswick has developed policies to improve the length of time to the Ph.D. degree with the expectation that degrees will be completed in seven years. Student progress and persistence are now monitored in light of this expectation.
OBJECTIVE
Invest in facilities & technology to support the new vision for the student experience

ACCOMPLISHMENTS

Despite economic challenges, there has been significant, and in some cases extraordinary, progress in the upgrade of existing classrooms and in the building of new facilities to support Rutgers growth in enrollment and new programs. Additional projects are in planning stages.

See Facilities Report.

Classroom modernization is an ongoing challenge with older facilities; careful planning in partnership with academic units ensures that faculty and students are well-served. Since 2007, with a commitment of $15 million to improve and renovate classrooms, more than 300 classrooms in 50 buildings in New Brunswick, Newark and Camden have had modifications ranging from the installation of high-speed technologies to new white boards, desks, paint and windows. This project has made an extraordinary difference in the quality of the classroom experience for students and faculty.

Over the last five years the university has made significant enhancements, renovations and improvements to support instruction and student services. Selected examples are listed below.

New Buildings and Significant Renovations

The university’s building plans are supporting its educational, research, and community service missions. For example:

The Early Learning Research Academy in Camden opened in fall 2011 with close to 13,000 sq. ft. for pre-k classrooms for 126 children as well as a research facility for students and faculty.

15 Washington Street in Newark is being redeveloped into graduate student residences.

Newark’s Dana Library is being modified to expand currently vacant space into a usable facility.

In New Brunswick, The Center for Integrative Proteomics Research has been completed on the Busch campus.

Plans for the expansion of the Nicholas Music Center at Douglass have moved forward with a recent groundbreaking ceremony for a new building.

A new suite-style residence hall opened on the Busch Campus for pharmacy and engineering students.

The Livingston Campus has been transformed with significant projects including the expansion of the Student Center, a new Dining Commons for students and faculty, new residence hall space for 1200 students, a new Campus Central Walkway and a new entrance to Lucy Stone Hall including a mall with a fountain.

A new Business School building is nearing completion on the Livingston Campus.

A new $55 million graduate residence hall opened in fall 2012 on the Camden Campus.
Since 2007, more than $69 million dollars have been directed to capital improvements in Housing and Residence Life including roof replacements, interior and exterior renovations and upgrading systems to meet code requirements.

Group learning and collaboration spaces
Examples of spaces designed to enhance student collaboration and build community include the following:

The Alcove, added in 2009, is designed to be a comfortable, computer-enhanced group learning space for students, staff and faculty on the College Avenue Campus in New Brunswick.

Kilmer Library Lab, renovated in 2012, incorporates learning space design elements and an open floor plan.

Loree Laptop Lounge, on the Cook / Douglass campus, was created in 2011 as a space for students to relax and collaborate on projects. The space was designed and built by student workers.

BEST Hall Lab, in the new residential facility on the Busch campus opened 2011. During the day the facility is a hands-on small cluster classroom designed to support the School of Engineering. When classes are not in session, the facility is available for general student use.

Targeted for completion in the fall of 2013, Livingston Campus Computer Lab will undergo a complete redesign and expansion as part of the Tillett renovation. The new structure will incorporate breakout rooms for group work, hands-on classrooms for instruction and space for individual and collaboration work.

Apps, Websites, and Internet Enhancements
ScarletApps, a Google-based email system with collaboration tools, was implemented fall 2011 as the default email service for new students. The system provides an evolving and dynamic set of communication and collaboration tools available for student, faculty & staff use.

A Rutgers Mobile App was launched in the iTunes App store spring 2012. Rutgers App provides on-the-go convenient access to data such as Rutgers events, bus routes, dining hall menus, libraries and commonly used Rutgers links. The service is continuing to evolve.

A growing number of mobile friendly websites and services at Rutgers including NextBus, provide real time information for students (and faculty and staff).

Voice services are transitioning to VOIP, providing improved service and greater security through e911 capabilities.

Wireless services were added to the main classroom buildings and wireless capabilities were added to the public spaces in residential facilities; full wireless coverage in all residential areas is underway.

Academic software site licenses have been expanded and now include Matlab, Ingenta IPA, REFWORKS and others.

An online Student Absence Reporting system was implemented in AY 2011-12.

More comprehensive information is now available online for students as they register or review the schedule of classes, including textbook requirements, costs, and alternative formats and course synopses. These features comply with the Higher Education Act of 2010.
Library, Information, and Instructional Services

Projects on all of the campuses have enhanced library and information services and now provide expanded resources for instructional support.

The new Center For Online and Hybrid Learning is supporting innovative online and hybrid education.

In August 2011, the Rutgers University Division of Continuing Studies announced the formation of The Center for Online and Hybrid Learning and Instructional Technologies (COHLIT), a new initiative for the advancement and advocacy of online and hybrid education at Rutgers. The initiative is managed by a faculty advisory board with representatives from across all three campuses.

The project has a formal, electronically-mediated, community site to facilitate sharing of best practices, assess issues faculty are facing, and support improvements in online course delivery.

COHLIT will also support new instructional technologies such as virtual worlds and augmented reality and introduce new educational practices, programmatic resources, and technologies that are based on nationally-accepted benchmark practices, pedagogically sound principles, and standards of excellence.

Staff are engaged with the new and increasingly complex federal regulations and intellectual property issues that pertain to online learning as well as the new Distance Education guidelines adopted by the Middle States Commission on Higher Education.

The Rutgers-Camden Library has been actively involved in enhancing the quality and improving the availability of instructional support technology.

In Newark, the Office of Academic Technology formed new partnerships and strengthened existing collaborations to improve availability and use of instructional support technologies. In partnership with Newark Computing Services, OAT has supported the expanded use of Blackboard, the adoption of new features, and the integration of various instructional tools into the Blackboard platform. Designated staff have served as both consultants and support to several academic units including the innovative College of Nursing’s program in Haiti.

The strategic plan for University Libraries includes support for learning and teaching through technology. Initiatives have focused on the use of social media tools, the development of instructional resources, the creation of courses, guides, and programs, and the hiring of staff with experience in digital technology and other emerging technologies in library services. Specifically, the library has created an online introduction to Rutgers Libraries (LbGuide) for distance learners; developed a course about library services for eCollege; provided digital service materials; provided chat, IM, and e-mail reference services; conducted copyright webinars and workshops, created YouTube videos, used Facebook, Twitter, and mobile applications to reach students. RUL is working closely with the library at UMDNJ to ensure a seamless transition after integration. Students, staff, and faculty from all of the integrated units will have the same access to library services, including access to databases on and off-campus.

Additional improvements have been made to enhance administrative and operational services, such as the 2010 expansion of network bandwidth from 600MB to 5 GB.
<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>ACCOMPLISHMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pay attention to mental health services and making students aware of these services:</td>
<td>In 2010 a new facility was opened in New Brunswick to house the centralized Counseling, Alcohol and Other Drug Assistance Program and Psychiatric Services (CAPS). While still maintaining a satellite location on the Cook/Douglass Campus, the new building houses a multidisciplinary staff dedicated to collaborative student care. A new director, and an additional social worker, a suicide prevention specialist, and a recovery counselor have strengthened the services. CAPS offers more than 900 hours of targeted community based prevention, intervention and post-intervention programs annually in multiple settings including individual counseling, group sessions, focus groups, crisis intervention, referrals to community specialists, mandated assessments, classes and informational materials. CAPS has a telephone triage system and a daytime and evening on-call system. The office coordinates with professionals across the campuses to provide local mental health and counseling services. <a href="#">See Counseling Services.</a> Since 2008, Newark’s Counseling Center has collaborated with a chapter of the student organization “Active Minds,” a national group that works to reduce suicide. The Center also hosts the DeStress Fest, Health Fair and Body Appreciation Event as well as several psychological assistance programs for various academic groups including EOF, Veterans, and the College of Nursing. An AA Recovery Support Group has been formed and additional part-time staff were hired to expand the program.</td>
</tr>
<tr>
<td>Support “less self-directed” students and continue to encourage faculty to include learning goals in syllabi and develop plans to assess student learning outcomes relative to program goals</td>
<td>Over the last five years, the university has made significant progress in providing students with critical course information, including learning goals posted in the syllabi and available before the start of classes. The New Brunswick Faculty Council, following similar University Senate actions, approved a recommendation for expanded course description availability at the time of pre-registration each semester. <a href="#">See Proposal for Expanded Course Descriptions.</a> All syllabi are expected to include learning goals and new courses and programs must include learning goals and methods for assessment when seeking approval. The Center for Teaching Advancement and Assessment Research hosts a webpage to assist faculty with creating course descriptions and syllabi and will provide faculty and instructors with individual assistance in creating syllabi. <a href="#">See CTAAR's Expanded Course Descriptions.</a> Several additional suggestions were made in Rutgers’ self-study and endorsed by the Review Team. See Chapter 5 for a discussion of the development of a core curriculum and ongoing processes for assessing student learning.</td>
</tr>
<tr>
<td>Promote and expand undergraduate research opportunities for all campuses</td>
<td>As a result of the Transforming Undergraduate Education initiative in New Brunswick and initiatives in Camden and Newark, undergraduates (including arts and sciences students) have an increasing number of research and experiential learning opportunities. Over 50% of our students now participate in research work directed by faculty. Student applications for national fellowships, which numbered 16 in 2007, have reached 186 in 2012; fellowship recipients have gone from five in 2007 to 39 in 2012. Over 40% of entering students are enrolled in first-year seminars. Every new program, whether curricular or co-curricular, includes an assessment tool that ensures a constant reevaluation of what students are learning and thus an on-going process of faculty and staff rethinking and/or rettooling of their pedagogies.</td>
</tr>
<tr>
<td>OBJECTIVE</td>
<td>ACCOMPLISHMENTS</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------</td>
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<tr>
<td>Continue working on general education assessment and tracking unit progress</td>
<td>See Chapter 5 for a comprehensive discussion of assessment of student learning outcomes relative to program goals; general education assessment and tracking unit progress.</td>
</tr>
<tr>
<td>Consider assessing learning communities with tools such as the National Survey of Student Engagement</td>
<td>See Chapter 5 for a comprehensive discussion of assessment of student learning outcomes and of assessing Student Learning and Institutional Improvement with tools such as the National Survey of Student Engagement</td>
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APPENDIX 3.1a

Complex Substantive Change
Rutgers, The State University of New Jersey: Complex Substantive Change Request

Submitted to: Middle States Commission on Higher Education

19 December 2012
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I. EXECUTIVE SUMMARY

Rutgers, The State University (Rutgers), is engaged in a transformation process that will greatly expand its mission as it incorporates medical and health related academic programs and services into its core. On August 22, 2012, Governor Chris Christie signed historic legislation that promises to strengthen medical education in New Jersey and propel the state’s flagship university into the very top tier of national research universities. The New Jersey Medical and Health Sciences Education Restructuring Act calls for the integration into Rutgers of nearly all of the units of the University of Medicine and Dentistry of New Jersey (UMDNJ), including the Graduate School of Biomedical Sciences (GSBS), New Jersey Dental School (NJDS), New Jersey Medical School (NJMS), Robert Wood Johnson Medical School (RWJMS), School of Public Health (SPH), School of Health Related Professions (SHRP), School of Nursing (SN), University Behavioral HealthCare (UBHC), and the Cancer Institute of New Jersey (CINJ). University Hospital (UH), which will become a separate non-profit legal entity and instrumentality of the state, will remain the principal teaching hospital for the Newark-based medical and dental schools and other health sciences programs. The School of Osteopathic Medicine in Stratford will be transferred to Rowan University.

The New Jersey legislation significantly changes the face of higher education in the state, dramatically increasing the scope and mission of Rutgers and Rowan University, while closing UMDNJ, the largest health sciences university in the U.S.

In compliance with the standards of the Middle States Commission on Higher Education (MSCHE), Rutgers has prepared a complex substantive change request that delineates the proposed changes. The report documents the process and provides evidence that Rutgers is maintaining all of the standards required for accreditation by MSCHE.

We believe that the integration of Rutgers and UMDNJ will bring significant benefits to New Jersey, including enhancement of educational opportunities, strengthened recruitment of top faculty and students, increased federal research funds, a climate that fosters highly productive and innovative multidisciplinary projects, strengthened partnerships between higher education and the health care industry in New Jersey, and opportunities to promote and facilitate economic growth.

The Integration

Rutgers, UMDNJ, and Rowan are active partners in this effort to improve higher education in the state. In this period of transition, we are guided by a set of principles:

- Do no harm; focus efforts on a seamless transition
- Utilize a transparent and collaborative process
- Uphold the integrity of academic units within the new structures and operational arrangements
- Evaluate proposals for change in light of their ability to enhance the academic quality and effectiveness of the new university
- Focus on how best to leverage the combined strengths of the institutions to move the new university forward
- Use the legislation as a mechanism for quality improvement, focusing on best practices
- Take the opportunities afforded by integration to select policies and procedures that best fit the needs and aspirations of the new university.

The integration has profound implications for Rutgers – in governance and organization; policies and procedures; oversight and compliance; financial issues; academic issues; coordination with federal...
agencies; and integration, strategic planning and communications. Challenges abound, and Rutgers, UMDNJ, and Rowan University continue to work collaboratively to address these, preparing for “Day 1” and setting the stage for ongoing work to integrate fully the new structures on a fiscally sound basis. Above all, the goal is to create stronger universities, with greater capacity for instruction, research, clinical services, and community outreach.

Since passage of the legislation, a core Integration Management Office (IMO) has coordinated the work of Rutgers/UMDNJ integration teams to enable a relatively smooth reorganization process. These groups have been working collaboratively to identify and prioritize a list of critical actions (i.e., "must-haves" versus "nice-to-haves") required for "Day 1" (i.e., July 1, 2013) to preserve value, mitigate risk, and fulfill regulatory / external obligations during the transition. Day 1 planning also includes tactical activities required to prepare the employees to execute their job responsibilities in the new Rutgers organization. The complexity of the integration plans requires ongoing vigilance and extraordinary efforts on the part of faculty and staff charged with effecting the changes. With a comprehensive, ongoing reporting process, Rutgers is assured that these efforts are producing results and bringing the institutions into alignment for the formal integration. In addition, Rutgers has been working with Rowan to ensure smooth transition for those UMDNJ students being transferred to that university.

Areas that will be affected include:

1) **Governance**

   Under the new law, the Rutgers Board of Governors continues to be the governing body for all elements of Rutgers University. The law creates a new board of directors for Rutgers-Camden, advisory boards for both Rutgers-New Brunswick and Rutgers-Newark, a board structure for the newly-autonomous University Hospital, and a joint board of governors between Rutgers-Camden and Rowan to help structure future health sciences programs in the southern part of the State. To govern the integrated university, a new management structure has been developed.

2) **Policies and Procedures for Faculty and Staff**

   The reorganization legislation provides for stability for faculty and staff migrating from UMDNJ to Rutgers, noting that officers and employees will not be deprived of their rights, privileges, obligations or status with respect to any pension, retirement, or health benefits system.

3) **Oversight and Compliance**

   The reorganization plan takes account of UMDNJ’s five-year Corporate Integrity Agreement (CIA) with the Department of Health and Human Services, Office of the Inspector General (OIG), in effect since September 2009. Rutgers will assume the remaining balance of the CIA compliance program as part of the integration. To manage compliance and the terms of the CIA, Rutgers plans to create an analogous role to UMDNJ’s Chief Compliance Officer, the Healthcare Compliance Officer.

4) **Financial Issues**

   Financial issues are among the most complex organizational challenges associated with the integration. Over the past year, the Rutgers Boards conducted financial due diligence to ensure ongoing success and financial viability of the schools it will integrate from UMDNJ. Based on these findings, RU and its Boards approved the transfer of the UMDNJ units to Rutgers. A high level consolidated financial report was developed based on fiscal 2012 financial reports. Rutgers is now developing a budget proposal for fiscal 2014 based on the consolidated reports for 2012.
Reassignment of outstanding debt is critical to successful integration. The State of New Jersey Department of Treasury has certified that as of June 30, 2012, UMDNJ’s debt totaled $648 million. According to the State’s analysis, Rutgers’ proportional share of the debt totals $474 million. Rutgers and Rowan are considering debt refinancing plans as key components of financial planning for the integration. It is anticipated that the State of New Jersey will develop a structure to coordinate and implement the financing of the University Hospital share of this allocated debt. The coordination of these three refinancing plans will accomplish a crucial component of the Restructuring Act, the defeasance of the outstanding UMDNJ debt.

All parties to the integration efforts recognize the importance of University Hospital, which provides medical care services to a large, underserved urban population in Newark and is the main safety net hospital for the State of New Jersey. UH serves as the principal teaching hospital for NJMS, NJDS, SN, and SHRP. The hospital’s clinical and teaching functions are to remain intact. The proposed public-private partnership for the new structure of University Hospital has the potential to provide greater training opportunities and collaborative clinical programs for all of the Newark-based schools.

Fundraising and philanthropic support are currently provided to Rutgers University and UMDNJ by three independent 501(c) (3) foundations: the Rutgers University Foundation (RUF), the New Jersey Health Foundation (NJHF), and the Cancer Institute of New Jersey Foundation (CINJF). Executives of these three foundations are currently conducting joint planning and developing agreements which will enable them to work together collaboratively as a virtual single fundraising entity to serve the new integrated Rutgers University.

5) Research

Rutgers University has been a leading research institution, but it has lacked a medical school since the early 1970s. The integration will present enormous opportunities to excel in the medical, dental, and health sciences, bolstered by the strong basic health science research capabilities UMDNJ has demonstrated throughout its history. Likewise, the outstanding UMDNJ programs that are joining Rutgers will benefit immensely from new synergies with research and teaching in pharmacy, nursing, the life and social sciences, engineering, law and business, the arts and humanities, and many other areas of strength. For all Rutgers’ students, it means an even more robust institution with far more academic options.

Rutgers and UMDNJ are working collaboratively to build a technology development infrastructure that will facilitate research collaboration between industry and university resources while optimizing revenue streams from technology commercialization. They are working on a model that will promote holistic engagement in developing strategic partnerships and will assist in generating continued research opportunities for Day 1 and beyond. They are also working to identify non-traditional, multi-disciplinary research opportunities for the diverse combined research faculty.

6) Academic

The seven schools that will become part of Rutgers grant the following degrees and certificates in a total of 52 programs: MD, DMD, PhD, DCN, DNP, DPT, DPH, MS, M.Biomed.S., MSN, MPH, Master, BS, BSN, AS, AAS, post-doctoral certificates, post-master's certificates, post-baccalaureate certificates, and undergraduate certificates. Rutgers is seeking confirmation of its degree / certificate-granting authority for these programs from the New Jersey Secretary of Higher Education by providing a list of degrees and certificates to be transferred from UMDNJ in writing prior to the integration date of July 1, 2013.
The addition of the MD at NJMS and at RWJMS, the DMD at NJDS, and the associate degree programs at SN and SHRP represents a significant development from existing educational program offerings and credential levels previously included in the institutional accreditation of Rutgers. These changes have an impact on Rutgers’ mission and thus constitute part of this Substantive Change request. Beginning July 1, 2013, Rutgers’ Academic Program Inventory will be amended to include the additional programs.

As of July 1, 2013, Rutgers will have three campuses, additional locations (as listed on its additional locations inventory) and no branch campuses. Rutgers has campuses in Newark, New Brunswick, and Camden, and additional locations throughout the state and abroad. Incoming UMDNJ schools are located on three campuses: Newark, Piscataway/New Brunswick, and Stratford. UMDNJ has also maintained a branch campus in Scotch Plains, but this is now being reclassified as an additional location.

7) Financial Aid Authorization

The continuity of Title IV financial aid funding eligibility for enrolled students is vitally important to the integration effort. The universities are seeking guidance and coordination from the Department of Education in order to accomplish this goal. A new Program Participation Agreement with the Department of Education must include the signed legislation, accreditation approval by MSCHE, and identification of the new locations in order to disburse funds to students in the integrated schools on July 1, 2013. Rutgers University is required to complete its recertification process for continued participation in Title IV funding by March 31, 2013.

The Strategic Planning Process

Rutgers is launching a large-scale, highly-integrated process of strategic planning that will include faculty, staff, administrators, and other constituency groups. The plan, as conceived by Rutgers’ new President, Dr. Barchi, will include a clearly-delineated set of up to six focus areas for strategic investment over the next 10-15 years. The process will be broadly inclusive, involving all major academic, administrative, and service units across the university. It will be especially complex because it will engage UMDNJ units in the planning process, units that heretofore have not had any experience as part of the larger Rutgers enterprise. In doing this, the planning process will address larger strategic issues made obvious by the integration of the two universities including the need for a long-term, integrated strategy for nursing education, a long-term technology infrastructure plan, and organizational redesign of reporting hierarchies and decision authority. The highly complex strategic planning process will begin with a rapid, well-orchestrated roll out with strong communication among the stakeholders, realistic yet ambitious time lines, clearly defined deliverables, and strong administrative support.

Communications

Integration team members from Rutgers and UMDNJ have collaboratively developed a detailed communication plan that identifies what must be communicated, to whom and by whom, when it needs to be communicated and how it should be communicated. Integration team members participated in working sessions to develop the integration communications plan which includes: dates and schedules, key messages, and stakeholders. The plan identifies critical concerns, issues and questions and identifies communications channels to address these concerns. In addition, a joint UMDNJ-Rutgers Integration website has been developed that serves as the hub of communication about integration progress and milestones for the students, faculty and staff of the universities. Communication to current, admitting, and prospective students has been managed by the deans of schools, who have communicated to students by
II. CONTEXT FOR THE RUTGERS UNIVERSITY SUBSTANTIVE CHANGE DOCUMENT

A. Guiding Principles

This report documents a proposed complex, substantive change at Rutgers, The State University of New Jersey, following state legislation designed to reconfigure higher education in the State. We believe that the changes reported in this document, as well as related, future changes, will greatly strengthen our research university. Our work over the last year and especially since the final state legislation was passed in June 2012, has been focused on ensuring that the changes preserve the excellence of our existing educational system and lay the groundwork for improvements in all of our basic mission areas. This report documents the process and provides evidence that Rutgers is maintaining all of the standards required for full accreditation by the Middle States Commission on Higher Education.

We are requesting that this document be reviewed by MSCHE at the March, 2013 meeting of the Commission to render a decision in time for the University to respond as required and to comply with the New Jersey statute, which calls for integration by July 1, 2013.

We are active partners in determining how best to enhance higher education in the state. In this period of transition, we are guided by a set of principles:

- Do no harm; focus efforts on a seamless transition
- Utilize a transparent and collaborative process
- Uphold the integrity of academic units within the new structures and operational arrangements
- Evaluate proposals for change in light of their ability to enhance the academic quality and effectiveness of the new university
- Focus on how best to leverage the combined strengths of the institutions to move the new university forward
- Use the legislation as a mechanism for quality improvement, focusing on best practices
- Take the opportunities afforded by integration to select policies and procedures that best fit the needs and aspirations of the new university

B. Description of Rutgers University Prior to Integration

History and Governance

Rutgers, The State University of New Jersey, is one of the nation’s nine colonial colleges and New Jersey’s Land Grant College. The University consists of 28 degree-granting schools located on campuses in New Brunswick and adjacent areas, Newark, and Camden. The University also provides educational programs in many other communities throughout the State.

The University was created as a body corporate and politic with the title “The Trustees of Queens College in New Jersey” by royal charter granted by King George III on November 10, 1766. The charter was amended and confirmed by the Council and General Assembly of New Jersey in 1781 and again in 1799. Its title was changed to “The Trustees of Rutgers College in New Jersey” in 1825. In 1864, the Scientific School of Rutgers College was designated the “Land Grant College of the
State of New Jersey” with curricula in agriculture, engineering and chemistry. In 1945, the various departments of higher education were collectively designated the State University of New Jersey. This entity was designated an instrumentality of the State for providing public higher education and thereby increasing the efficiency of its public school system. The University’s title was changed to “Rutgers, The State University” and its charter was amended and supplemented by an act of the Legislature of the State in 1956.

All of the University’s property and educational facilities are impressed with a public trust for higher education of the people of the State. The Board of Governors of the University presents an annual request for State support of the University to the State Department of the Treasury and to the Office of the Secretary of Higher Education in accordance with legislation adopted in 1994.

The Board of Governors has general supervision over the conduct of the University and is responsible for determining the programs and degree levels to be offered by the University, but final administrative decisions over new academic programs that go beyond the University’s programmatic mission rest with the State.

The Board of Trustees of the University is designated under the Rutgers Law to serve in an overall advisory capacity to the Board of Governors and to the University. The Board of Trustees must approve the use of properties acquired by the University prior to passage of the Rutgers Law and also invests certain funds under its control.

Campuses and Academic Programs

The University has seven main campuses: the Busch Campus in Piscataway (779 acres), the College Avenue Campus in New Brunswick (69 acres), the Cook Campus in New Brunswick and North Brunswick (707 acres), the Douglass Campus in New Brunswick (180 acres), the Livingston Campus in Piscataway and Edison (972 acres), the Camden Campus (27 acres) and the Newark Campus (38 acres). In total, the University operates research and instructional facilities on 5,927 acres (including the New Jersey Agricultural Experiment Station) in 12 counties and 27 municipalities.

In its role as the State's only land grant institution, Rutgers has a presence in every county in the state through the New Jersey Agricultural Experiment Station, the research and outreach arm of Rutgers. Rutgers Cooperative Extension agents and specialists deliver wide-ranging educational programs in the areas of agriculture, fisheries, urban and community outreach, youth development, and related areas of economic and workforce development across New Jersey.

University degrees are awarded by 28 schools and colleges. In New Brunswick, 13 colleges and schools offer degrees: the School of Arts and Sciences, the School of Environmental and Biological Sciences, the School of Engineering, the Ernest Mario School of Pharmacy, Mason Gross School of the Arts, Rutgers Business School: Undergraduate-New Brunswick, the Edward J. Bloustein School of Planning and Public Policy, the Graduate School-New Brunswick, the Graduate School of Applied and Professional Psychology, the Graduate School of Education, the School of Communication and Information, the School of Social Work, and the School of Management and Labor Relations. In Newark, eight colleges and schools offer degrees: Newark College of Arts and Sciences, University College-Newark, the Graduate School-Newark, the College of Nursing, Rutgers Business School: Undergraduate-Newark, the School of Public Affairs and Administration, the School of Law-Newark and the School of Criminal Justice. One school offers degrees in both Newark and New Brunswick: Rutgers Business School: Graduate Programs–Newark/New Brunswick. In Camden, six colleges and schools offer degrees: Camden College of Arts and Sciences, University College-Camden, the School
of Law-Camden, the School of Nursing-Camden, the Graduate School-Camden and the School of Business-Camden.

**AAU Membership**

In 1989, the University was elected to membership in the prestigious Association of American Universities (the “AAU”), an association of the 62 leading public and private research universities in the United States and Canada. The AAU focuses on national and institutional issues that are important to research-intensive universities, such as funding for research, research and education policy, and graduate and undergraduate education. Rutgers and Princeton University are the only AAU member institutions in the State.

Currently, Rutgers ranks among the top half of public AAU institutions in the number of memberships in the National Academies of Engineering and Sciences, the Institute of Health, and the American Academy of Arts and Sciences.

**C. Historical Overview of the Substantive Change**

Over the past decade, several significant public commissions have called for restructuring the state’s public university system, in order to strengthen higher education in New Jersey. In 2002, Governor James E. McGreevey established a Commission on Health Science, Education, and Training, chaired by P. Roy Vagelos, MD, retired chairman and CEO of Merck & Co, Inc. The Commission’s Report called for restructuring the senior public universities (Rutgers, UMDNJ, and NJIT) into three independent units geographically sited across the state: UNJ North, UNJ Central, and UNJ South. While this plan was ultimately unsuccessful, the process it spawned brought public attention to the need for stronger higher education and it identified critical leadership roles for Rutgers as the state’s public comprehensive research university.

In 2006, the New Jersey Legislature’s Task Force on Higher Education and the Economy began deliberations on alternative plans for reorganizing higher education. This panel, appointed by Senate President Richard J. Codey and Assembly Speaker Joseph J. Roberts Jr. was charged with finding “…the best way to create a world-class research university and spur investments and job growth in research, the health sciences and technology.” In AY2006-2007 President McCormick and the Rutgers University Senate endorsed key elements of the proposal, including, in principle, recommendations to realign the senior public universities. The findings of the Joint Assembly-Senate Task Force on Higher Education plan also did not result in structural changes, but did stimulate public discourse about the importance of research and higher education for the state’s future growth and prosperity.

In 2010 former Governor Thomas H. Kean led a Governor’s Task Force on Higher Education. In January 2011, Governor Chris Christie received the report of the Task Force, which included a critical review and assessment designed to improve infrastructure, increase accessibility and promote excellence in New Jersey’s institutions of higher learning. In response to the Kean Commission findings, Governor Christie created an advisory committee to develop specific recommendations for graduate medical education.

In January 2012, this advisory committee, chaired by Sol J. Barer, MD, issued *The University of Medicine and Dentistry of New Jersey Advisory Committee Final Report*. This document, quoted below, called for a radical restructuring of higher education in the state, including:
1. A revamped and recast health sciences university based in Newark, which we are suggesting be called the New Jersey Health Sciences University (NJHSU). This powerful academic institution, with increased autonomy for three units - University Behavioral HealthCare, School of Osteopathic Medicine, and the Public Health Research Institute – will establish the foundation for a new era of medical education and patient care in our State.

2. An affirmative and strong endorsement of support for the critical mission of University Hospital (UH) for the Newark community and for the State. The Committee recognizes the hospital’s critical role while also noting that its precarious fiscal position must be addressed. To that end we are recommending a public-private partnership that would provide for the longer-term sustainability of this vital resource.

3. A broader, expanded research university in southern New Jersey comprised of the assets of Rowan University and Rutgers University in Camden encompassing, as well, the recently provisionally accredited Cooper Medical School of Rowan University. As detailed in the report, this integration into an expanded Rowan University will help propel the medical school toward excellence and create a higher education institution capable of transforming the region educationally and economically while serving the entire State.

4. A Rutgers University focused on New Brunswick and Newark and comprising recommendations incorporated in the Committee’s Interim Report, which are affirmed in this Final Report. Focusing the University’s operations and the addition of a medical school, public health school and the organizationally elevated Cancer Institute of New Jersey will provide Rutgers an opportunity to ascend from good to great.1

D. Legislative Scope of Mandated Change

The final legislation incorporated the suggestions of much of the Kean and Barer reports, but went further:

The New Jersey Medical and Health Sciences Education Restructuring Act, signed by New Jersey’s Governor Christie on August 22, 2012,2 formalizes the reconfiguration of public higher education in the state (http://www.njleg.state.nj.us/2012/Bills/A3500/3102_R2.HTM).

1. The Act, expected to take effect July 1, 2013, integrates into Rutgers nearly all of the units of the University of Medicine and Dentistry of New Jersey, including the Graduate School of Biomedical Sciences, New Jersey Dental School, New Jersey Medical School, Robert Wood Johnson Medical School, School of Public Health, School of Health Related Professions, School of Nursing, University Behavioral HealthCare, and the Cancer Institute of New Jersey. Those portions of UMDNJ located in Newark will remain in Newark, and those portions of UMDNJ now in New Brunswick or Piscataway will remain in Middlesex County.

2. University Hospital becomes a separate non-profit legal entity and instrumentality of the state. It remains the principal teaching hospital for the Newark-based medical and dental

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2 June 29, 2012, Assembly Bill No. 3102, Senate Bill S-2063, signed by Governor Christie on August 22, 2012
schools and other health sciences programs. University Hospital’s community mission will be preserved, and an advisory board will be created to ensure that it meets that mission.

3. The School of Osteopathic Medicine in Stratford is transferred to Rowan University. The Act provides for continued use of the SOM campus by other UMDNJ schools until agreements are reached between Rutgers and Rowan Universities regarding shared space arrangements. Rowan University is directed to ensure that the SOM maintains proper accreditation.

4. The Act creates a Chancellor of Biomedical and Health Sciences within Rutgers University, who reports directly to the President of Rutgers. By legislation, the new unit will include the UMDNJ schools and clinical units transferred to Rutgers, as well as the Rutgers College of Nursing, the Ernest Mario School of Pharmacy, and the Institute for Health, Health Care Policy, and Aging Research. Other units may be added at Rutgers’ discretion.

5. A campus Board of Directors will be established for Rutgers-Camden. The Board of Directors will have nine voting members in addition to the Chancellor. Membership will include three members from the Rutgers Board of Governors, two from the Rutgers Board of Trustees, and four members appointed by the Governor. The Camden Board of Governors will provide general supervision of the campus, subject to the authority of the Rutgers University Board of Governors.

6. A new seven member Rutgers-Camden/Rowan Board of Governors will be created with oversight over new or expanded programs in the health sciences only. The Board will be comprised of two members from the Rowan Board of Trustees, two members from the Rutgers-Camden Board of Directors, and three members appointed by the Governor.

7. The Newark and New Brunswick campuses will each be headed by a chancellor appointed by Rutgers’ president, and each will have an advisory board that will work with the chancellor to implement the teaching, research, and service mission of Rutgers; strengthen the engagement of the campus with its local community, its region, and the state; and enhance campus commitment to academic excellence, access, and diversity.

8. A transition committee, under the direction of the New Jersey State Treasurer, will be created to take all necessary steps to implement the provisions of the act.

E. Role of Boards in Approval of Legislation

1. As required by the Rutgers Act of 1956, any change to university governance or structure requires the approval of both the university’s governing boards: the Board of Governors and the Board of Trustees. It is the ultimate responsibility of these boards to ensure the continued high quality of the university and to make certain that any major changes result in a stronger, more vital institution.

2. The boards, after a long process of reviewing the New Jersey Medical and Health Sciences Education Restructuring Act and conducting due diligence to identify and resolve any outstanding issues, and to fully discharge their fiduciary responsibilities, voted to approve the legislative act on November 19th, 2012, through the Resolution of the Board of Governors Regarding Acquisition of Certain Schools, Institutes and Centers of the University of Medicine and Dentistry of New Jersey and the Related Restructuring of Rutgers, The State University Pursuant to The New Jersey Medical and Health Sciences Education
Restructuring Act (P.L. 2012, c. 45) (see Appendix for resolutions from the Board of Trustees and Board of Governors).

3. During this interim period and until the effective date of the integration legislation, the UMDNJ Board of Trustees will continue to be the responsible body for the governance and fiduciary oversight of UMDNJ and all its assets. The board remains focused on upholding each of UMDNJ’s missions: education, research, health care, and community service, as well as standards of excellence throughout UMDNJ. The UMDNJ board is ultimately responsible for overseeing the final plans for the transfer of UMDNJ assets to Rutgers, as well as oversight of the two units that will not be part of Rutgers: University Hospital and the School of Osteopathic Medicine.

III. IMPLICATIONS OF PROPOSED CHANGE ON INSTITUTION

A. Governance and Organization

1. Role and Membership of Governing Bodies

Under the new law, Rutgers Board of Governors continues to be the governing body for all of Rutgers, The State University of New Jersey. The law also:

- Creates a new Board of Directors for Rutgers-Camden
- Creates Advisory Boards for both Rutgers-New Brunswick and Rutgers-Newark
- Specifies a new board structure for the autonomous University Hospital
- Creates a joint board of governors between Rutgers-Camden and Rowan University to help structure future health sciences programs in the southern part of the State.
The Board of Governors and the Board of Trustees of Rutgers, the State University of New Jersey

Upon reorganization in 1956, Rutgers’ formerly private governing board – the Board of Trustees – transferred all management, control, administration and policy-making functions to the publicly controlled Board of Governors. The Board of Trustees retains the power to manage and invest certain pre-1956 private assets or private gifts and maintains an advisory role at the school in support of the University. Under the new law, the Board of Governors continues its key role in University governance.

The law mandates that the Board of Governors shall continue to have authority over the granting of tenure and promotions, establishing standards for academic programs and for the awarding of tenure to faculty on all of its campuses.

Further, in each section where the new advisory boards of Rutgers units (i.e. Newark and New Brunswick) are created, the language of the law 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.”

Campus Advisory Boards – Newark and New Brunswick

Effective July 1, 2013, the law creates two new campus advisory boards. Their stated purpose is to:

work with the chancellor of Rutgers University-Newark [New Brunswick] in implementing the teaching, research, and service mission of Rutgers University-Newark [New Brunswick], the engagement of the campus with its local community, its region, and the State, and its commitment to academic excellence, access, and diversity.

The advisory boards will be responsible to advise the president and the board of governors of Rutgers on the selection of the New Brunswick and Newark chancellors; to propose capital projects and bonding for New Brunswick and Newark campuses to the board of governors of Rutgers University; and to propose an annual budget for Rutgers University-New Brunswick and Rutgers University–Newark to the board of governors of Rutgers University.

These advisory boards include representation from University leadership and governance including the Chancellor of the campus and a member from the Rutgers Board of Governors:

- Rutgers – Newark Advisory Board – composed of 13 members as follows:
  
  a. the chancellor of Rutgers University-Newark (ex-officio)
  
  b. the member of the Board of Governors of Rutgers, The State University who is appointed by the board of trustees and who is… required to be a resident of Essex County
c. two Rutgers University-Newark faculty members one of whom is appointed by the faculty union and one of whom is elected by the Rutgers Newark Faculty Council

d. one member of the Rutgers University-Newark administration appointed by the Rutgers University-Newark chancellor

e. one Rutgers University-Newark staff member selected from among the staff unions

f. two student representatives appointed by the Rutgers University-Newark student governing association

g. three members of the local community

h. two public members who are appointed by the chancellor and who are residents of a northern county

- Rutgers – New Brunswick Advisory Board – composed of 11 members as follows:

  a. the chancellor of Rutgers University-New Brunswick (ex-officio)

  b. the member of the Board of Governors of Rutgers, The State University who is appointed by the board of trustees and who is…required to be a resident of Middlesex County

  c. two Rutgers University-New Brunswick faculty members one of whom is appointed by the faculty union and one of whom is elected by the Rutgers New Brunswick Faculty Council

  d. one member of the Rutgers University-New Brunswick administration appointed by the Rutgers University-New Brunswick chancellor

  e. one Rutgers University-New Brunswick staff member selected from among the staff unions

  f. two student representatives appointed by the Rutgers University-New Brunswick student governing association

  g. three members of the local community

- Rutgers Camden Board of Directors

  The law also creates a new campus Board of Directors for Rutgers University–Camden. As stated, the creation of the Board of Directors in Camden does not diminish the authority of the Rutgers’ Board of Governors. The Board is composed of 10 members as follows.

  a. the chancellor of Rutgers University–Camden (ex-officio, nonvoting member)

  b. three members appointed by the Board of Governors of Rutgers University
c. two members appointed by the Board of Trustees of Rutgers The State University from among its non-public members

d. four members who are residents of the southern counties, appointed by the Governor with the advice and consent of the Senate

Note that the Rutgers University Board of Governors is represented on the Rutgers-Camden Board of Directors (and additionally, the Rutgers-Camden Board of Directors is represented on the Rowan University-Rutgers Camden Board of Governors.)

This board will have the following powers, but all actions are subject to the policies of Rutgers, The State University:

a. determine policies for the organization, administration, and development of Rutgers University-Camden

b. study the educational and financial needs of Rutgers University-Camden and annually acquaint the Governor and Legislature with the condition of Rutgers University-Camden

c. disburse all moneys appropriated to Rutgers University-Camden by the Legislature and all moneys allocated to Rutgers University-Camden from tuition, fees, auxiliary services, and other sources

d. direct and control expenditures and transfers of funds appropriated and allocated to Rutgers University-Camden

e. subject to the signatory delegation, procurement, and other applicable policies of Rutgers, The State University, 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

f. manage and maintain and provide for the payment of all charges on and expenses in respect of, all properties utilized by Rutgers University-Camden

g. in accordance with the provisions of the State budget and appropriations acts of the Legislature, fix the compensation of the chancellor of Rutgers University-Camden

h. elect, appoint, remove, promote, or transfer all corporate, official, educational, and civil administrative personnel, and fix and determine their salaries consistent with the terms of any applicable collective negotiations agreements

i. 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 policies of Rutgers, The State University and consistent with the terms of any applicable collective negotiations agreements
j. enter into contracts and agreements with the State or any of its political subdivisions or with the United States, or with any public body, department, or other agency of the State or the United States, or with any individual

**Joint Board - Rowan University-Rutgers Camden Board of Governors**

The law also creates a joint Rowan University-Rutgers Camden Board of Governors to provide joint oversight for any new health sciences programs to be created by either institution or by the two institutions collaboratively. “Health sciences” includes, but is not limited to, nursing, medicine, dentistry, pharmacy, pharmacology, biochemistry, biomedicine, genetics, bioengineering, public health, and physician-related studies.

This board is composed of seven members as follows:

a. two members appointed by the Board of Trustees of Rowan University from among its members

b. two members appointed by the Board of Directors of Rutgers University-Camden from among its members and

c. three members appointed by the Governor with the advice and consent of the Senate.

This joint Board of Governors is charged to:

a. approve or disapprove of the establishment or expansion of any schools, programs, or departments after the effective date of this act in the area of the health sciences proposed by either the Board of Trustees of Rowan University or the Board of Directors of Rutgers University-Camden

b. determine policies for the organization, administration, and development of curriculum and programs of Rowan University and Rutgers University-Camden in the area of the health sciences, including dual degree programs and partnerships between the institutions

c. make recommendations to Rowan University and to Rutgers, The State University for joint faculty appointments to Rowan University and Rutgers University-Camden

d. provide curricular oversight of joint programs in the area of the health sciences of Rowan University and Rutgers University-Camden

e. develop plans for the operation and governance of health science facilities, including plans concerning the development and financing of capital improvements or expansions of health science facilities
This Board has no control over state appropriations, research grants, endowment funds or any other funds provided to or accumulated by and under the control of either institution without the respective approval of the Rowan University Board of Trustees or the Rutgers Board of Governors. The Board also has no authority over the tenure or contract rights of faculty at either Rutgers or Rowan; that authority will remain with the Board of Governors at each respective institution.

2. Authority of Rutgers Board of Governors

The creation of new boards in Camden, Newark, and New Brunswick does not diminish the role of the Board of Governors. The law 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 awarding of degrees… and make final decisions on capital projects, bonding, and the annual budget."

3. New Management Structure

Description

The new management structure will include chancellors representing Camden, New Brunswick, Newark, and the Biomedical and Health Sciences reporting to the President. Provosts will report to the chancellors and will also have reporting lines to the Executive Vice President for Academic Affairs for oversight of all academic programs.

The law mandates much of the structure described above, and sets parameters for naming the chancellor for the Health and Biomedical Sciences:

The president of Rutgers, The State University, with the consent of the board of governors, shall appoint a chancellor, who shall be a physician, to lead the School of Biomedical and Health Sciences. The chancellor shall be based at Rutgers University-Newark and shall report directly to the president of Rutgers, The State University.

The law also describes the structure for naming the provosts in Health and Biomedical Sciences:
There shall be a provost for Rutgers University-Newark responsible for biomedical and health sciences programs located in Newark and a provost, appointed by the president of Rutgers, The State University, for Rutgers University-New Brunswick responsible for biomedical and health sciences programs located in Middlesex County to report to the chancellor.

The law also indicates how the chancellors for New Brunswick and Newark will be named:

The president of Rutgers, The State University, in consultation with the New Brunswick campus advisory board, shall appoint a chancellor for Rutgers University-New Brunswick, who shall not be the president of the university. The president of Rutgers, The State University, in consultation with the Newark campus advisory board, shall appoint a chancellor for Rutgers University-Newark. The chancellor of Rutgers University-Newark shall have direct responsibility for the management of Rutgers University-Newark, and the chancellor of Rutgers University-New Brunswick shall have direct responsibility for the management of Rutgers University-New Brunswick. Each chancellor shall report directly to the president of the university.

A chancellor was already in place for Rutgers-Camden, and provosts are being structured into the management design for New Brunswick, Newark, and Camden to provide consistent organizational structures for each of the units.

The schools within the University report to the chancellors, and the provosts assist the chancellors, particularly with regard to research and to faculty affairs. Vice chancellors, responsible for specific areas of administration (e.g. budget and finance) will report to their respective chancellors and will have an indirect reporting relationship to central administration (e.g. to the Vice President for Budget and Finance).

The Cancer Institute of New Jersey, which was formerly a unit within the Robert Wood Johnson Medical School, will report directly to the President.
B. Alignment of Policies and Procedures for Faculty and Staff

Rutgers and UMDNJ are working collaboratively to evaluate existing Rutgers and UMDNJ policies and procedures for faculty and staff. To the extent possible, these are being aligned so that they can be evenly applied to all. Senior administrators at Rutgers and UMDNJ have discussed differences and are actively seeking resolutions. As necessary, Rutgers academic policies and procedures are being supplemented or modified through the integration of UMDNJ policies and procedures. Some issues are subject to negotiated agreements and these cannot change until new agreements are finalized. Other issues, related to conditions of employment are currently under review by legal specialists. The goal is to identify and put into place as many consistent policies and procedures for Day 1 as possible and to continue the process of integration after the formal integration.

Some of the new/revised policies will require approval by the Rutgers Board of Governors and others will be approved by the Executive Vice President for Academic Affairs. In all cases, integration team members are working expeditiously to obtain the necessary approvals prior to July 1, 2013.

1. Union Agreements

UMDNJ faculty policies are circumscribed by negotiated collective bargaining agreements. Incoming UMDNJ faculty policies will not be changed until such time it is legal and appropriate to do so. Furthermore, the New Jersey Medical and Health Sciences Higher Education Act states that:

Nothing in this act shall be construed to deprive any officers or employees of the schools, institutes, and centers of the University of Medicine and Dentistry of New Jersey being transferred to Rutgers, The State University, of their rights, privileges, obligations or status with respect to any pension, retirement, or health benefits system. The employees shall, upon transfer to Rutgers, The State University, retain all of their rights and benefits under existing collective negotiations agreements or contracts until such time as new or revised agreements or contracts are agreed to. The employees shall continue to be represented by the majority representative that represented them as employees of the University of Medicine and Dentistry of New Jersey, unless the employees choose to change their majority representative pursuant to law. Rutgers, The State University shall assume all obligations under existing or expired collective negotiations agreements that covered employees of the University of Medicine and Dentistry of New Jersey on the effective date of this act.

Employees in an existing University of Medicine and Dentistry of New Jersey negotiations unit, who are transferred to or become employees of Rutgers, The State University shall be deemed to constitute an appropriate collective negotiations unit under the “New Jersey Employer-Employee Relations Act,” P.L.1941, c.100 (C.34:13A-1 et seq.).
C. Oversight and Compliance

1. Corporate Integrity Agreement

UMDNJ has been under a five-year Corporate Integrity Agreement (CIA) with the Department of Health and Human Services, Office of the Inspector General (OIG) since September 2009. Fourteen months of the CIA obligation will remain after the integration transfer, followed by an additional six to eight month close-out period. UMDNJ has maintained a good, active working relationship with the Office of the Inspector General (OIG) and has fully complied with all obligations thus far.

2. Assumption of Other Compliance Requirements

Rutgers will assume the CIA as part of the integration. Rutgers and UMDNJ have jointly submitted a formal request to the OIG to limit the CIA obligations to UMDNJ entities that will transfer to Rutgers. To do this, essential elements of UMDNJ’s compliance program will be migrated to Rutgers. Rutgers will assume responsibility for Year 4 reports to the OIG, but no entity will be required to certify. It has been proposed by Rutgers and UMDNJ to the OIG that the CIA be adjusted to acknowledge that certain obligations have been satisfied and need not be undertaken anew by Rutgers. For example, UMDNJ has satisfied its obligation to create compliance policies; Rutgers will import those policies to govern its healthcare compliance program.

To manage compliance and the term of the CIA, Rutgers plans to create an analogous role to UMDNJ's Chief Compliance Officer, the Healthcare Compliance Officer. He/she will assume responsibility of the legacy UMDNJ entities under the CIA. It has been proposed by Rutgers and UMDNJ to the OIG that the Healthcare Compliance Officer will report directly to the president of Rutgers University and to the Audit Committee of the Board of Governors, which would be similar to the reporting structure that currently exists at UMDNJ. The Audit Committee, along with others at Rutgers who will be involved in CIA compliance-sensitive matters, will receive CIA training.

D. Financial

1. Asset and Debt Absorption

**Financial Due Diligence of Rutgers Boards**

The Rutgers Boards conducted financial due diligence to ensure ongoing success and financial viability of the schools it will integrate from UMDNJ. The principal findings from that analysis are outlined below. Based on these findings, RU and its Boards approved the transfer of the UMDNJ units to Rutgers (see Appendix for resolutions from the Board of Trustees and Board of Governors).

- Without any merger synergies or efficiencies taken into consideration, the operations of the transferred UMDNJ units appear viable and operate on a breakeven basis with modest cash flow.
- The carve-out of University Hospital, if accomplished properly and funded adequately by the state going forward, should improve the operating performance of the transferring UMDNJ units.
The amount of UMNDJ debt to be transferred to Rutgers as of June 30, 2013 ($474 million) can be refinanced and restructured by Rutgers to realize significant debt service savings.

Under current market conditions and upon refinancing and restructuring, the combined debt of Rutgers can be serviced from the combined operations with reasonable debt service coverage.

A credit rating adjustment from Rutgers' current rating of Aa2 is possible based solely on quantitative metrics, but that impact may be offset or mitigated by synergistic opportunities created through the combination including: halo effect on research and faculty recruitment; economies of scale; and growth of medical enterprises.

The financial risks associated with medical malpractice claims arising from the transferred UMDNJ units have been mitigated under an agreement with the State of New Jersey wherein the State has agreed to fund claim payments through the Self-Insurance Reserve Fund maintained by the NJ Department of Treasury, the same program currently utilized by UMDNJ.

The equipment and facilities of transferred units will require meaningful capital reinvestment over the next four years to address critical deferred maintenance needs.

- Capital funding for higher education in New Jersey is a challenge many universities are managing. To address this issue, Rutgers will develop a long-term strategy to manage its deferred maintenance costs as a part of its strategic planning process (see section III.F.2. of this document).

- The risks that the actual financial performance of the transferring UMDNJ operating units could vary significantly from the expected performance relate to:
  1) State and Federal budgets and the likelihood of sustained appropriations and grants at current levels;
  2) the overall changes that are occurring in the health care system that impact faculty practice plan and clinical services revenues; and
  3) the successful integration of the UMDNJ operating units into RU.

- The sections below (Financial Forecasts and Re-Financing of Debt) outline Rutgers' approach to mitigate any financial risks.

**Financial Forecasts**

A high level consolidated financial report was developed based on fiscal 2012 financial reports. We are now developing a budget proposal for fiscal 2014 based on assumptions used to compile the consolidated reports for 2012. However, there are many issues yet to be resolved regarding the split of staff and costs between Rutgers, Rowan and UH. While we have made some preliminary projections of the new organization, we do not yet have reliable forecasts for the next three to five years. We will be continuing to develop reports as decisions are made regarding the closing of UMDNJ and the structure of the new organization at Rutgers.

**Re-Financing of Debt**

The State of New Jersey Department of Treasury Fiscal Note memorandum dated June 21, 2012 provided an analysis of the Restructuring Act which included a section related to the outstanding UMDNJ debt. Within this section, the memorandum provided guidance as to the assumption by Rutgers University, Rowan University and a new University Hospital (UH) entity of their proportional share of the outstanding UMDNJ debt. UMDNJ’s debt totaled $648 million as of June 30, 2012. The proportional shares of this debt were calculated and
allocated among Rutgers, Rowan and UH based on the location and utilization of the facilities that were financed with this debt. The preliminary allocation of the $648 million is as follows:

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<table>
<thead>
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<tbody>
<tr>
<td>Rutgers</td>
<td>$474 million</td>
</tr>
<tr>
<td>UH</td>
<td>$117 million</td>
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<tr>
<td>Rowan</td>
<td>$57 million</td>
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<tr>
<td>Total</td>
<td>$648 million</td>
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Debt refinancing plans associated with these proportional allocations have been a part of the financial integration discussions and activities of both Rutgers and Rowan. It is anticipated that the State of New Jersey will develop a structure to coordinate and implement the financing of the University Hospital share of this allocated debt. The coordination of these three refinancing plans is anticipated to accomplish a defeasance of the outstanding UMDNJ debt, a crucial component of the Restructuring Act.

2. Financial Governance

Description of Structure for FY 2014 and Beyond

The offices currently reporting to the Senior Vice President for Finance and Administration will be split. The Offices of the Controller, the Treasurer, Internal Audit, and Procurement will report to a Senior Vice President for Finance. The SVP will be the chief financial and budget officer for Rutgers, and will report directly to the President. The Office of Budget and Resource Studies will also report to this new SVP. The business officers of the various schools, divisions and institutes will report to the Finance Office. This will ensure consistency in financial operations.

The Offices of Facilities, Public Safety, Human Resources and Information Technology will report to the Senior Vice President for Administration.

3. University Hospital

University Hospital (UH) serves as the principal teaching hospital for NJMS, NJDS, SN, and SHRP. In addition to being a tertiary/quaternary care institution, it serves as the main safety-net hospital for the State of New Jersey. It is also one of three Level 1 Trauma Centers in New Jersey.

The proposed public-private partnership for the new structure of University Hospital has the potential to provide greater training opportunities and collaborative clinical programs for all of the Newark-based schools. The Advisory Committee report and State and local political leaders have all articulated the importance of maintaining UH as a strong teaching hospital and part of the Rutgers academic health center. Rutgers’ Board of Governors will not agree to any partnership without the partner’s full agreement and commitment to the academic mission. UMDNJ has hired a major consulting firm to assist in completing the identification of potential partners and separation of UH from UMDNJ, and to include plans for the tactical elements of this transition.

Approximately 75% of patients seen at the hospital are uninsured or underinsured. This has created financial challenges for the hospital and the faculty practice plans. Through New Jersey’s Charity Care program, a significant proportion of care to the uninsured is reimbursed. In recent years the hospital has been successful in obtaining increased funding.
from the State in recognition of its important safety-net and training role. UH was awarded $31 million in hospital stabilization funds in 2009 and received increases in funding for graduate medical education from the State for the last two years. These supplemental funds, combined with the implementation of cost-cutting and efficiency enhancing initiatives, have left the hospital more financially stable today than at any other time during the past decade. If the State does not continue to fulfill its obligation to provide enhanced funding to UH in recognition of its educational and safety-net missions, the integrity of the clinical and educational programs at the hospital could be compromised. The leadership teams from the UMDNJ and UH continue discussions with the Governor’s Office as well as the State Department of Health and Senior Services and the Department of Human Services to ensure adequate funding for the hospital.

4. Affiliation Agreements with Hospitals and Physicians

Rutgers will retain responsibility for the overall execution of the academic programs of the transferring UMDNJ schools. With regard to clinical training, Rutgers will continue all current UMDNJ affiliation agreements for clinical training sites for medicine, dentistry, nursing and SHRP programs, and will develop a comprehensive affiliation agreement with University Hospital that will address UME, GME and all other clinical training at the facility. In compliance with LCME and ACGME and other accreditation requirements, master affiliation agreements are, and will be maintained with participating sites, and will outline the conduct of the parties in achieving their educational objectives. For GME programs, as is normally the case at academic medical centers, the sponsoring institutions will retain responsibility for their graduate medical and dental education programs, including when house officer assignments occur in sites external to Rutgers facilities.

Robert Wood Johnson University Hospital (RWJUH) is the clinical campus of the Robert Wood Johnson Medical School (RWJMS). It provides a full range of healthcare services as Central New Jersey’s only Level 1 Trauma Center and academic medical center. RWJMS will continue to maintain the existing affiliation relationship and agreement with RWJUH. Its contractual relationship is envisioned to remain in effect after the integration process is completed. As a normal course of business, the financial terms of the agreement are presently under review and being discussed between the parties.

As part of the affiliation agreement development with UH, or any other clinical teaching site, the financing and funds flow will be negotiated in good faith to ensure a fair market contractual relationship and financial viability with all parties.

Traditional teaching hospitals rely on the services of a medical school faculty and staff to serve their patients, manage their residency programs, and impart medical direction for hospital units. In exchange, teaching hospitals provide payment for the clinical services administered and support for academic programs. However, what each party expects and wants can diverge over time; thus, it is often necessary to update affiliation agreements to reflect current realities.

An affiliation agreement will be executed with University Hospital to continue support of the academic missions of NJMS, NJDS, SN, and SHRP. The contractual topics of this affiliation agreement will be structured to ensure continued support for the new Rutgers Newark-based health sciences schools with financial terms tailored to the specific relationship between University Hospital and those schools.
As part of the New Jersey Medical Sciences and Health Education Restructuring Act of 2012, it is anticipated that any affiliation agreement with UH, RWJUH, or any other teaching hospital will be transferred from UMDNJ to Rutgers as of July 1, 2013.

**Faculty Practice**

The faculty practice plan (FPP) is an integral component of any academic medical center, and a strong FPP is of critical importance to successful medical schools and teaching hospitals. UMDNJ currently has three significant unique practice plans (RWJ Medical Group, University Physicians Associates, and UMDNJ Center for Oral and Dental Health), associated with RWJMS, NJMS, and NJDS respectively, and two very small practice plans associated with the School of Nursing and the School of Health Related Professions. The FPPs annually generate in excess of $250 million in patient revenue. The three major practice plans are large organizations that have become complex and sophisticated business units. Their functions will not change significantly after the integration.

It is anticipated that NJMS will continue its relationship with its faculty practice plan University Physician Associates (UPA), an independent not-for-profit corporation. UPA provides services to NJMS clinical faculty as the exclusive vendor of billing and collecting solutions as well as other traditional back office financial functions. Both RWJ’s and NJDS’ billing and collections functions are provided by each school through the respective internal groups. All three FPPs will continue to serve clients after July, 2013; and will continue to provide the high level of clinical and patient care that that they now offer.

In conjunction with Rutgers, the faculty practice plans of the UMDNJ schools are focusing on clinical program operational and financial integration, cost-effective and patient-sensitive ambulatory care management, competitive service and market diversification, and coordinated physician workforce planning. The restructuring provides the opportunity to build on the existing strategic priorities, while identifying new ways to enhance revenue generation and achieve potential operational efficiencies.

5. **Budget Appropriation Process**

RU has been using a modified Responsibility Center Management (RCM) budgeting process referred to as All Funds Budgeting (AFB) for most of the last decade. Through AFB, academic units are responsible for managing their direct revenues and expenses, while covering services provided by central administrative operations through an overhead charge.

AFB has served the institution well, linking budgeting and planning at the school, provostial, and university levels through the transparent allocation of revenues that support unit activities. The AFB model has given individual academic units more autonomy in the financial decisions they make, has contributed to entrepreneurial activities within academic units, and has enhanced cooperative arrangements among units. These actions have raised awareness about the effects of unit actions on budgetary resources while providing a framework for developing fiscal strategies that are geared to assisting academic units reach their respective goals.

However, with the impending reorganization of the university, Rutgers is reviewing the AFB model of budgeting with the intent of moving to a more complete RCM model. Several considerations have motivated this review.
While AFB has served Rutgers well, it is time to consider what is working well and what revisions might make the model even more effective going forward. All budgeting systems benefit from a periodic review to ensure that the goals of the university are being served by the budget model.

The enabling legislation that moves UMDNJ into Rutgers calls for campus level financials at a level not previously provided.

UMDNJ also operates on a modified RCM model though the primary revenues for some units differ significantly from Rutgers’ schools. For example, faculty practice revenues are far more significant than tuition for the medical schools. The coming together of the two universities provides the opportunity to review both budgeting models with a goal of creating a single, transparent model that will accommodate the new university.

As a result, a universitywide task force has been appointed with a twofold charge. As the first part of its work Rutgers’ deans are now reviewing the current algorithms for sharing tuition among schools. In the second phase of the task force’s work a broader membership will consider how to move the integrated university to a more complete RCM model. For Rutgers units this will mean replacing the current aggregate overhead charge for central services to a more complete allocation of central costs. For UMDNJ units, consideration will be given to rationalizing historic cost allocations into a more transparent allocation of centralized costs.

6. Fundraising

Fundraising and philanthropic support are currently provided to Rutgers University and UMDNJ by three independent 501(c) (3) foundations: the Rutgers University Foundation (RUF), the New Jersey Health Foundation (NJHF), and the Cancer Institute of New Jersey Foundation (CINJF). Collectively, these three foundations have over $310M in total assets, and currently produce annual revenue of over $110M. Historically, each has focused on different areas, schools and programs and each will bring different assets to the integrated university. RUF has the broadest and deepest base of administrative support with effective units covering planned giving services, annual fund, prospect and donor research services, alumni relations and others. NJHF has the strength of its own $40M Board-designated endowment and its own unique internal venture capital group which supports start-up companies affiliated with or founded by UMDNJ researchers. CINJF is an independent foundation which is focused exclusively on providing philanthropic support for research and programs of the Cancer Institute of New Jersey.

Executives of these three foundations are currently conducting joint planning and developing agreements which will enable them to work together collaboratively as a virtual single fundraising entity to serve the new integrated Rutgers University.

The overall goals of the joint foundation planning are to:

a. Avoid any disruption to the current flow of philanthropic support for all of the integrated Rutgers schools and programs.

b. Provide clarity and transparency to donors, alumni and prospects in communications and in use of funds.
c. Provide best possible philanthropic support services to the integrated Rutgers internal stakeholders, including faculty, researchers, research programs, and students

d. Prevent unnecessary duplication of effort, leverage best practices, increase the overall efficiency and effectiveness of fundraising

In pursuit of these goals, the three foundations are working cooperatively to develop a Day 1 ‘agreement in principle’ on coordination and sharing of donor and prospect databases, as well as coordination of the assignment of prospect management responsibility and stewardship activities. They are also working to define and agree on common gift acceptance and counting policies and common donor acknowledgement and recognition processes and procedures. RUF has offered to incorporate NJHF and CINJF into Rutgers existing Annual Fund campaign and to make its planned giving services available to the two UMDNJ fundraisers. The three foundations are making plans to share research services and technology support. They are also exploring the potential for shared governance.

E. Research

Rutgers University is a leading research institution, but it has lacked a medical school since the early 1970s. The integration will present enormous opportunities to excel in the medical, dental, and health sciences, bolstered by the strong basic health science research capabilities UMDNJ has demonstrated throughout its history. Likewise, the outstanding UMDNJ programs that are joining Rutgers will benefit immensely from new synergies with research and teaching in pharmacy, nursing, the life and social sciences, engineering, law and business, the arts and humanities, and many other areas of strength. For all Rutgers’ students, it means an even more robust institution with far more academic options.

The integration with UMDNJ strengthens Rutgers in overall research dollars as well as expands its breadth of research capabilities in the biomedical sciences. Research expenditures at all three Rutgers campuses totaled $473.2 million in FY2011, the most recent year for which data have been compiled. UMDNJ research spending in FY2011 was $223.2 million (excluding research dollars from UMDNJ’s School of Osteopathic Medicine). The combined FY2011 total research spent was approximately $702 million for Rutgers and UMDNJ (per NSF). In FY2011 a combined Rutgers/UMDNJ university would have been ranked 16th nationally among all US public universities.

Rutgers will retain responsibility for the overall execution of the research activities of the transferring UMDNJ schools. In order to accommodate this increase in research expenditures, Rutgers and UMDNJ are working collaboratively to consider alternative models to best support the growing research portfolio. The universities are working to ensure that there is no interruption to any research. Specific programs such as animal care and human subject protection are being fully evaluated to ensure that accreditations remain current so that research goes uninterrupted. Because Rutgers currently has very few clinical research activities, specifically clinical trials, Rutgers is incorporating the necessary oversight infrastructure into the future research organization. Rutgers and UMDNJ are working alongside University Hospital as well as with sponsors to ensure that clinical trials go uninterrupted during the integration.

The increased research funding afforded by the integration increases the potential number of research projects in which students may become engaged. Faculty research informs the nature and quality of undergraduate teaching and breadth of curricula offered. The integration with UMDNJ will provide new opportunities for Rutgers’ students through expansion of scientific programs,
seminars/workshops on cutting edge research discoveries, undergraduate and graduate research programs, and other opportunities for experiential learning.

1. Technology Transfer

Together Rutgers and UMDNJ are developing technology infrastructures that will facilitate research collaboration between industry and university resources. These include federally funded grants encouraging public-private partnerships as well as commercialization of technology. Rutgers currently has three important units within Office of the Vice President for Research and Economic Development: the Office of Economic Development (OED), the Office of Research Alliances (ORA), and the Office of Technology Commercialization (OTC).

- OED coordinates and catalyzes economic development programs and initiatives at Rutgers to maximize the university’s impact on the state economy and beyond.

- ORA focuses on corporate partnerships. ORA’s specialty is getting the right people in the room for high-impact, high-yield interactions among faculty and industry.

- OTC turns academic discoveries into commercial successes through patenting, marketing, licensing, start-up company formation, and other commercialization support to students and faculty.

The future industry and technology transfer infrastructure will focus on these three key elements as well as incorporate the unique aspects of UMDNJ’s Office of Technology Transfer and Business Development.

The research landscape at Rutgers also is enhanced by a significant number of federally sponsored public-private partnerships. Such industry/university partnerships are enriched by broadening the base of public- and private-sector talent that participates in these joint ventures; a broadening that would be stimulated via the integration with UMDNJ. The Rutgers research portfolio includes an impressive spectrum of patents, licensed technologies, and startup companies that collectively rank Rutgers near the top nationally in terms of AUTM (Association of University Technology Managers) statistics. The portfolio can only yield shared benefit going forward, both at the discovery front end and the technology transfer/commercialization back end. To date, over 80 start-up companies have been created based on Rutgers technology and two thirds of these companies are New Jersey-based.

Both Rutgers and UMNDJ have invested in their technology transfer operations to drive alternative research revenue sources. For example, one member entity of the New Jersey Health Foundation (NJHF) is a separate venture capital organization, Foundation Venture Capital Group, which was founded in 2006 and originally funded with $5 million from NJHF’s endowment designed to stimulate commercialization. The venture fund invests in university start-ups in emerging medical research and technology being developed by new life science companies. The maximum investment per start-up is $500,000. Thus far, the fund has invested in eight initiatives.

Research funding through New Jersey Health starts with the New Jersey Health Annual Grants Program, which has provided more than $50 million in grants to researchers and faculty members since inception of the program. The grants, up to $40,000 each, provide seed
and bridge funding for research projects and education programs. Typically, recipients are researchers who may not otherwise be eligible for traditional grant funding.

Rutgers and UMDNJ are working together to build a technology development infrastructure that will facilitate research collaboration between industry and university resources while optimizing revenue streams from technology commercialization. They are creating a model that will have holistic engagement in developing strategic partnerships and assisting in generating continued research opportunities for Day 1 and beyond. They are also working to identify non-traditional, multi-disciplinary research opportunities for the diverse combined research faculty.

F. Academic

1. Schools and Research Units

Rutgers will integrate seven of UMDNJ's eight schools: New Jersey Medical School (NJMS), New Jersey Dental School (NJDS), Robert Wood Johnson Medical School (RWJMS), the Graduate School of Biomedical Sciences (GSBS), the School of Health Related Professions (SHRP), the School of Public Health (SPH), and the School of Nursing (SN). Together with Rutgers Ernest Mario School of Pharmacy, Rutgers College of Nursing, the Institute for Health, Health Care Policy and Aging Research, and University Behavioral Health Care, these schools and units will comprise Rutgers Biomedical and Health Sciences (RBHS). The Cancer Institute of New Jersey will be a free standing institution reporting to the President of Rutgers. The School of Osteopathic Medicine will be integrated with Rowan University as designated in the New Jersey Medical Sciences and Health Education Restructuring Act of 2012.

2. Degree and Certificate Offerings

Incoming UMDNJ schools grant the following degrees and certificates in a total of 52 programs: MD, DMD, PhD, DCN, DNP, DPT, DPH, MS, M.Biomed.S., MSN, MPH, Master, BS, BSN, AS, AAS, Post-doctoral certificates, post-master's certificates, post-baccalaureate certificates, and undergraduate certificates. The total number of students enrolled in the programs is 6,563 (less the 549 SOM students and 188 GSBS-Stratford students to be transferred to Rowan University). UMDNJ does not offer general education or solo first bachelor's degrees, thus the undergraduate programs are offered through joint programs with community and four-year colleges across the State of New Jersey. In addition, UMDNJ offers 95 active GME or GDE programs.

State Authorization

Administrative transfer of all above degree and certificate programs to Rutgers by the New Jersey Secretary of Higher Education is incidental to integration of the above-mentioned schools through legislative action of the New Jersey Medical Sciences and Health Education Restructuring Act of 2012. However Rutgers is seeking confirmation from the New Jersey Secretary of Higher Education by providing a list of degrees in writing to be transferred from UMDNJ prior to the integration date of July 1, 2013.

Integrating Different Types of Degree Programs

The addition of the MD at the New Jersey Medical School and at the Robert Wood Johnson Medical School, the DMD at the New Jersey Dental School, and the associate degree programs at the School of Nursing and the School of Health Related Professions represents a significant development from existing educational program offerings and credential levels.
previously included in the institutional accreditation of Rutgers. These changes have an impact on Rutgers’ mission and thus constitute part of this Substantive Change request.

3. Programs in Stratford

Carve-out of SOM

The New Jersey Medical and Health Sciences Education Restructuring Act calls for the transfer of the School of Osteopathic Medicine (SOM), inclusive of its institutes and centers, into Rowan University. Additionally, the Act specifies how assets will be transferred and shared:

The campus located in Stratford including, but not limited to, all associated fixed tangible assets, real property, building and all furniture, fixtures, equipment, and personal property contained therein, are hereby transferred to Rowan University.

Further,

The facilities, equipment, and fixtures shared on the effective date of this act by the School of Osteopathic Medicine and other schools of the University of Medicine and Dentistry of New Jersey located on the Stratford campus shall continue to be shared until such time as the board of governors of Rutgers, The State University and the board of trustees of Rowan University reach an agreement on the shared use of facilities, equipment, and fixtures on the Stratford campus.

Rutgers and UMDNJ have convened a facilities integration team to develop detailed, task oriented plans to ensure the smooth transition of aforementioned assets to Rowan University. Additionally, a cross-functional sub-team focused on developing plans for managing the carve-out of SOM is in the process of identifying shared asset requirements and drafting transition service agreements on how those will be managed post July 1, 2013.

Furthermore, it has been agreed by Rutgers University, UMDNJ, and Rowan University to transfer students enrolled in UMDNJ’s Graduate School of Biomedical Sciences (GSBS) at SOM to Rowan University. All faculty who teach and mentor the GSBS students in Stratford have appointments in the SOM, and will thus be employed by Rowan University as of July 1, 2013. All SOM facilities (including laboratories in which many GSBS students are embedded) will be owned by Rowan University.

Rowan University will seek approval from the New Jersey Secretary of Higher Education to establish programs comparable to the GSBS programs at SOM. These programs will be established by Rowan with the faculty and other resources that are transferring from SOM. If Rowan University does not have enough time prior to integration to establish the programs for GSBS students in Stratford, Rutgers is prepared to enter into a shared services agreement with Rowan University to "teach out" those GSBS students remaining in Stratford. Joint efforts are underway to avoid the need for such an arrangement.

SOM is a major source of training for primary care physicians for the State and especially for southern New Jersey. The school offers post-graduate residency and fellowship positions for approximately 600 students through affiliate hospitals. SOM is ranked in the top three
osteopathic schools in the country. After the transfer, Rowan University will be only one of two full-purpose universities in the country to have both an osteopathic and allopathic medical school. The transfer of the school will help Rowan University achieve its goal of becoming a research university, and will serve to strengthen the health sciences in southern New Jersey.

**Future of Other Stratford Programs**

While SOM and students of GSBS at SOM will transfer to Rowan University, Rutgers University will assume UMDNJ’s programs in the School of Nursing, the School of Health Related Professions, and the School of Public Health on the Stratford campus. Rutgers and Rowan University are developing a shared services agreement to support Rutgers’ continued educational activities on the Stratford campus. The agreement will include arrangements to ensure the following services will continue uninterrupted in support of Rutgers' students and faculty and the educational programs.

- Academic affairs
- Compliance
- Facilities
- Financial Aid
- Human Resources
- Information Technology
- Library Services
- Legal Management
- Logistical Services and Transportation
- Parking
- Public Safety
- Building Access and Security
- Access to shared space such as the cafeteria, student lounges, fitness center, auditorium, laboratories

Maintaining the integrity of these educational programs is paramount to Rutgers and Rowan. Strong programs in Stratford in the fields of Nursing, Health Related Professions and Public Health, in combination with SOM and GSBS, will ensure that a critically important interdisciplinary approach to health education continues and grows in southern New Jersey.

<table>
<thead>
<tr>
<th>Assets in Stratford to be Integrated into Rutgers</th>
<th>Assets in Stratford to be Integrated into Rowan University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local School of Nursing programs (includes faculty, staff, and students)</td>
<td>Land, facilities, and capital equipment that make up the Stratford campus</td>
</tr>
<tr>
<td>Local School of Health Related Professions programs (includes faculty, staff, and students)</td>
<td>School of Osteopathic Medicine (includes faculty, staff, and students)</td>
</tr>
<tr>
<td>Local School of Public Health programs (includes faculty, staff, and students)</td>
<td>Local Graduate School of Biomedical Sciences (includes faculty, staff, and students) Note: Rowan to develop comparable graduate programs to accept transfer of GSBS students.</td>
</tr>
<tr>
<td>Appropriate library staff to support RU’s faculty and students remaining on the Stratford campus</td>
<td>The library (includes assets, equipment and majority of staff)</td>
</tr>
</tbody>
</table>
Clarification of Responsibility for Degree Programs in Stratford

As part of the transfer, Rowan University will assume responsibility for the School of Osteopathic Medicine. This will include responsibility for teaching and awarding the Doctor of Osteopathy (DO) degree. Rowan (through SOM and GSBS) will also offer dual degrees: DO/PhD and DO/MS.

Rowan will also offer dual degrees with Rutgers: DO/JD and DO/MBA, as well as a dual degree with St. Joseph’s University: DO/MA in Health Care ethics.

In addition, Rowan will assume articulated programs (BA or BS/DO) with the following partners:

- The Richard Stockton College of New Jersey
- Kean University
- William Paterson University of New Jersey
- Ramapo College of New Jersey
- New Jersey City University
- Monmouth University.

Rowan University will safeguard continued accreditation from the American Osteopathic Association Commission on Osteopathic College Accreditation to award DO degrees.

UMDNJ-SOM’s affiliation with its major teaching hospitals, Kennedy-Memorial Hospitals-University Medical Center, Lourdes Health System and South Jersey Healthcare, will be transferred to Rowan University to ensure continuity of clinical training programs.

4. Additional Locations, including Reclassified Branch Campus

Incoming UMDNJ schools are located at two main campuses: Newark and Piscataway/New Brunswick. There is another campus at Stratford that houses programs from the Schools of Nursing, Health Related Professions, and Public Health. Thus Stratford becoming a new Additional Location for Rutgers constitutes part of this Substantive Change request.

UMDNJ Scotch Plains had been categorized as a Branch Campus but UMDNJ is requesting that Scotch Plains be reclassified to an Additional Location. Scotch Plains will become a Rutgers Additional Location, and after integration, Rutgers will have no Branch Campuses.

The Camden Regional Campus of UMDNJ-Robert Wood Johnson Medical School is currently classified as an Additional Location. It will become part of Cooper Medical School at Rowan University and is scheduled to close as a UMDNJ site on or before May 31, 2013 per Middle States action of August 30, 2011.

Rutgers currently has the following Additional Locations: Atlantic Cape Community College, Atlantic City, NJ; Atlantic Cape Community College, Mays Landing, NJ; Burlington County College, Mount Laurel, NJ; Camden County Boathouse, Pennsauken, NJ; CCM, Headquarters Plaza, Morristown, NJ; Central University of Finance and Economics, 39 South College Road, Beijing, China; Dalian University of Technology, International Conference Center, Dalian, China; Educational Testing Service, Princeton, NJ; Harborside Financial Center, Jersey City, NJ; National Library of Singapore, 100 Victoria Street, Singapore; Neptune Township School District, Neptune, NJ; Newark City Hall, Newark, NJ; PHH Training Center, Mount Laurel, NJ; Plaza Business Centre, Shanghai, China; Plaza
Conference Centre, Beijing, China; Raritan Valley Community College, North Branch, NJ; Rider University, Lawrenceville, NJ; Sheraton Atlantic City Convention Center Hotel, Atlantic City, NJ; Western Monmouth Higher Education Center, Freehold, NJ; Wyndham Princeton Forrestal Hotel & Conference Center, Plainsboro, NJ.

<table>
<thead>
<tr>
<th>Current RU Campus Locations</th>
<th>New Additional Locations RU will Integrate from UMDNJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Brunswick/Piscataway</td>
<td>Scotch Plains</td>
</tr>
<tr>
<td>Newark</td>
<td>Stratford</td>
</tr>
<tr>
<td>Camden</td>
<td></td>
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</table>

5. Academic Calendar

Beginning July 1, 2013, Rutgers’ Academic Calendar Policy will be amended so that the UMDNJ units merging into Rutgers Biomedical and Health Sciences will not be required to adhere to RU's primary academic calendar (the schools will maintain the current academic calendars that exist today). This policy change reflects the different nature of the programs in RBHS, allowing for flexibility to accommodate the programs. For example, the two medical schools, the dental school and programs such as Physician Assistant at SHRP and Nurse Anesthesia at SN will maintain their different calendars as necessary for their academic missions.

After July 2013, the academic calendars of the Graduate School of Biomedical Sciences, School of Public Health, and certain programs in the School of Health Related Professions and School of Nursing may be adjusted to coordinate with Rutgers’ academic calendar, as it aligns with the curricula of those programs.

6. Financial Aid Authorization

An essential goal for Rutgers, UMDNJ and Rowan University is the continuity of Title IV financial aid funding eligibility for students enrolled at the universities. Rutgers and Rowan plan to begin processing financial aid for all UMDNJ students for AY 2013-2014. UMDNJ will determine eligibility and award funding, however it will not disburse funding for AY 2013-2014. To ensure this is possible, the completion of a new Program Participation Agreement with the Department of Education must include the signed legislation, accreditation approval by Middle States Commission on Higher Education and identification of the new locations in order to disburse funds to students in the integrated schools on July 1, 2013. Given the substantive changes, Rutgers University is required to complete its recertification process for continued participation in Title IV funding by March 31, 2013. Rowan University will also need to complete a Program Participation Agreement, including signed legislation, accreditation approval by Middle States Commission on Higher Education and identification of the new location in order for those students who are transferred from UMDNJ-SOM to continue receiving federal funding for AY2013-14.

This financial aid transition is critical to the integration plan. Guidance and coordination from the Department of Education is necessary in order to accomplish this goal. There are some UMDNJ students who will begin AY 2013-14 before July 1, 2013 and will need funding prior to that date. This will impact both Rutgers and Rowan University. It will be necessary to advance institutional funds (or provide some other alternative funding) until federal funds can be reimbursed to Rutgers and Rowan by the Department of Education.
IV. INTEGRATION, STRATEGIC PLANNING, AND COMMUNICATIONS

A. Integration Process

1. Overview of Integration Process of Current Year

Rutgers established a core Integration Management Office (IMO) team to address and manage integration responsibilities. These responsibilities include coordination of all integration activities (e.g., meetings, workshops, deliverables, etc.) and dependencies across all functional areas. The Integration Management Office (IMO) is led by Christopher J. Molloy, PhD, Rutgers Interim Provost for Biomedical and Health Sciences. Working with 12 functional integration teams, the IMO is responsible for coordinating activities across the functional teams; resolving issues at the working level; reviewing clinical, research, and academic strengths among the proposed restructured units; and developing plans to set our expanded university on a path to become a first-class, comprehensive, university-based health sciences center for New Jersey.

Rutgers established 12 functional integration teams comprised of co-leads from both Rutgers and UMDNJ. The functional teams include several sub-teams to cover specific areas of focus and/or specialization. Existing functional integration teams include:

- Academic and Educational Programs
- Advancement / Development
- Change Management / Communications
- Clinical Programs and Affiliation Agreements
- Compliance
- Facilities
- Finance
- Human Resources
- Information Technology
- Legal
- Research
- Student Services

On July 19, 2012 key Rutgers and UMDNJ leaders conducted an integration launch workshop with stakeholders from both Rutgers and UMDNJ to set the tone of the integration, communicate expectations and align the joint teams. During this day-long launch event, integration consultants facilitated output focused functional break-out sessions (e.g., Day 1 "must-haves"- timelines, integration milestones, assumptions, issues and next steps).

Post-integration launch, integration teams have been working collaboratively to identify and prioritize a list of critical actions (i.e., "must-haves" versus "nice-to-haves") required for "Day 1" (i.e., July 1, 2013) to preserve value, mitigate risk, and fulfill regulatory / external obligations during the transition. Day 1 planning also includes tactical activities required to prepare the employees to execute their job responsibilities in the new Rutgers organization. Each integration team has developed detailed functional integration plans to realize early wins within each functional work stream. Sample milestones include consolidated technology infrastructure, a comparison of procurement contracts, and a comparison of policies and procedures (especially related to faculty and staff).
Integration team co-leads meet weekly to report out on progress against integration plans, key dependencies on other teams and external stakeholders, key issues / risks, and next steps. These weekly status meetings keep integration teams aligned and coordinated as they progress towards Day 1.

An Executive Steering Committee (ESC) is the primary decision-making body of the Rutgers-UMDNJ integration and is responsible for oversight and guidance for the overall integration program. Chaired by Rutgers University President, Dr. Robert Barchi, the ESC is comprised of key Rutgers and UMDNJ leaders. The ESC receives regular updates on key integration initiatives and recommendations on key decisions from the functional leads. The ESC provides input, guidance, and decisions to ensure ongoing progress toward Day 1 and beyond. ESC Committee members include:

- Robert L. Barchi, MD, PhD, Rutgers University President (Chair)
- Richard L. Edwards, PhD, Rutgers University Executive Vice President for Academic Affairs
- Bruce Fehn, Rutgers University Senior Vice President for Finance and Administration
- Kim Manning, Rutgers University Vice President for University Relations
- Pete McDonough, Rutgers University Vice President for Public Affairs
- John Wolf, Rutgers University Interim Senior Vice President and General Counsel
- Christopher J. Molloy, PhD, Rutgers University Interim Provost for Biomedical and Health Sciences
- Denise V. Rodgers, MD, UMDNJ President (Interim)
- Denise Mulkern, UMDNJ Chief Financial Officer

**B. Strategic Planning**

1. **Description of Initial Phase**

President Barchi articulated his intention to conduct a large-scale, highly-integrated process of strategic planning upon his arrival at Rutgers. He has led development of the initial phase of a plan that will include faculty, staff, administrators, and other constituency groups. Dr. Barchi has indicated that the plan will include a clearly-delineated set of up to six focus areas for strategic investment over the next 10-15 years. The plan will also include a 10-year capital investment strategy.

The process is broadly inclusive, involving all major academic, administrative, and service units across the university. It is especially complex because it engages UMDNJ units in the planning process, units that heretofore have not had any experience as part of the larger Rutgers enterprise. In doing this, the planning process addresses larger strategic issues made obvious by the integration of the two universities, including the need for a long-term, integrated strategy for nursing education, a long-term technology infrastructure plan and organizational design including reporting hierarchies and determination of decision authority.

As the sole comprehensive public research university in the state’s system of higher education, Rutgers, The State University of New Jersey, currently has the threefold mission of:
• 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.

A first step in the strategic planning process is to incorporate elements of UMNDJ's mission into Rutgers' mission. This will likely include adding a fourth element about healthcare to reflect the mission of the schools that Rutgers will incorporate from UMDNJ.

2. Plans for Implementation

The highly complex strategic planning process will begin with a rapid, well-orchestrated roll out with strong communication among the stakeholders, realistic yet ambitious time lines, clearly defined deliverables, and strong administrative support. As noted in the RFP:

The goal of the planning process will be to help the institution take full advantage of its integration with the University of Medicine and Dentistry of New Jersey (UMDNJ), as well as to delineate up to six major areas of focus and growth for the coming decade that will help propel Rutgers to the top tier of public universities in the county.

Rutgers received five bids and through an intense review and interview process selected a firm to assist in the university’s planning process. The formal strategic planning process began in December 2012 and will run through the remainder of the academic year. The result will be an actionable strategic plan for the next ten years.

C. Communications/Marketing

1. Integration Communications

Key integration team members from both Rutgers and UMDNJ worked in collaboration to develop a detailed communication plan that identifies what must be communicated, to whom and by whom, when it needs to be communicated and how it should be communicated. Integration team members participated in working sessions to develop the integration communications plan which includes: dates and schedules, key messages, stakeholders (e.g., students, faculty, vendors, administrators, the public etc.). The plan identifies critical concerns, issues and questions that key stakeholders hold and identifies a sequence of communications (letter, email, talking points, town hall meeting, and press conference) that best address these concerns.

This approach anticipates fears and obstacles with direct and empathetic response, it identifies benefits and value realized from integration of these schools and maintains focus on them. And it identifies opportunities during the transition period when there is cause to celebrate, bringing together disparate groups of people to embrace the elevated academic, clinical and research experiences that emerge from integrating these two universities.

Finally, UMDNJ and Rutgers faculty, staff, and administrators will take part in a survey assessing readiness for change among the different constituents of the universities. This will
enable leadership to identify any potential change issues that may emerge and will allow ample time to develop strategies that maximize the quality of the integration.

2. Communications with Students

The main point of communication for students–current, admitting, and prospective–is the Joint Rutgers-UMDNJ Integration website. The website includes information about the integration, including a description of the integration management process and integration teams, names of team leads, and a description of the work being completed by the integration teams. The website has functionality to allow students to reach out to UMDNJ and RU leadership to ask questions or to address concerns. Additionally, the site includes "fast facts" about each university to educate students. The website is used to cross-promote events at both UMDNJ and Rutgers encouraging the integration of student activities prior to Day 1. All UMDNJ school website pages will contain a reference or link directing students to the integration website. Finally, an electronic newsletter about integration is circulated to faculty, students and staff twice a month. The newsletter provides updates on key decisions made during the integration process and explains how, if at all, those decisions will affect the student experience.

UMDNJ deans have communicated directly to current and admitting students about the upcoming integration through the distribution of hard copy letters. Prospective students may learn about the integration either through the integration website or through discussions with Admissions staff.
V. APPENDICES

A. Rutgers Board of Trustees and Board of Governors Resolutions

RESOLUTION

OF THE RUTGERS BOARD OF TRUSTEES REGARDING THE

ACQUISITION OF CERTAIN SCHOOLS, INSTITUTES, AND CENTERS OF THE
UNIVERSITY OF MEDICINE AND DENTISTRY OF NEW JERSEY AND THE RELATED
RESTRUCTURING OF RUTGERS, THE STATE UNIVERSITY PURSUANT TO THE NEW
JERSEY MEDICAL AND HEALTH SCIENCES EDUCATION RESTRUCTURING ACT (P.L.
2012, c. 45) AND CONSENTING TO

THE ATTACHED BOARD OF GOVERNORS’ RESOLUTION

WHEREAS, in accordance with the 1956 Rutgers, The State University Law, codified as P.L. 1956,
c. 61 and hereinafter, the “Rutgers Law,” the Rutgers Board of Trustees (“Board of Trustees”) is vested
with the authority to advise and consent to certain changes in the governance, control, conduct,
management, and administration of Rutgers, The State University of New Jersey (“Rutgers” or
“University”); and

WHEREAS, the “New Jersey Medical and Health Sciences Education Restructuring Act” was passed
by the Assembly and the Senate on June 28, 2012, and subsequently signed into law by Governor Chris
Christie on August 22, 2012 as P.L. 2012, c. 45 (hereinafter, the “Restructuring Act”); and

WHEREAS, among other things, the Restructuring Act (i) transfers all of the schools, institutes, and
centers of University of Medicine and Dentistry of New Jersey (UMDNJ), other than the School of
Osteopathic Medicine, the Stratford Campus of UMDNJ, and the remaining facilities in Camden
(collectively, “SOM”), and University Hospital (“UH”) to Rutgers effective July 1, 2013, (ii) establishes
certain new Rutgers campus advisory and other boards with certain limited and prescribed responsibilities
subject to the respective authority of the Rutgers Board of Governors and the Board of Trustees over the
management, operation, and control of the University, and (iii) creates certain new Chancellor and
provost positions; and

WHEREAS, because the Restructuring Act will result in changes to the organization, management,
and administration of Rutgers, it can be implemented only with the consent of the Rutgers Board of
Governors and the Board of Trustees; and

WHEREAS, on November 19, 2012, the Rutgers Board of Governors adopted the attached
resolution (the “Board of Governors Resolution”) accepting the provisions, benefits, and obligations of
the Restructuring Act subject to the satisfaction of certain enumerated conditions, and the Board of

3 P.L. 2012, c. 45 Sections 3, 153, 20, 21, 26, 27, 144, 145, 146, and 147.
Trustees, also on November 19, 2012, reviewed and discussed the benefits and risks presented by the Restructuring Act.

NOW, THEREFORE BE IT RESOLVED that the Board of Trustees of Rutgers, The State University of New Jersey, does hereby consent to (i) the provisions, benefits, and obligations in the Restructuring Act, and (ii) the terms of the Board of Governors Resolution, which sets forth in detail the history of the Restructuring Act, the roles of the Rutgers Board of Governors and the Board of Trustees in analyzing the educational, financial, and administrative impacts to Rutgers that would occur in the event the Restructuring Act is accepted by Rutgers and implemented, and the process that led to the adoption of the Board of Governors Resolution; and

BE IT FURTHER RESOLVED that by adopting this resolution, the Board of Trustees (i) does not relinquish, waive or give up any of the Board's rights, powers, privileges, or authorities granted or preserved under the Rutgers Law; and (ii) does not consent, either expressly or by implication, to the creation of any advisory boards, or other boards, committees, or positions, other than those expressly created by the Restructuring Act; and

BE IT FURTHER RESOLVED that the foregoing consent is subject to the satisfaction of the conditions set forth in the Board of Governors Resolution, and to the understandings set forth therein; and

BE IT FURTHER RESOLVED that the Board of Trustees assert that it is in the public interest to maintain the integrity of Rutgers and to maintain the Camden campus as an integral part of Rutgers but with a measure of autonomy as set forth in Sections 26, 27, 28, and 29 of the Restructuring Act.

Attachment: Board of Governors Resolution

Board of Trustees
Rutgers, The State University
of New Jersey
November 19, 2012

***********************
RESOLUTION

OF THE BOARD OF GOVERNORS REGARDING ACQUISITION

OF CERTAIN SCHOOLS, INSTITUTES AND CENTERS OF THE UNIVERSITY OF
MEDICINE AND DENTISTRY OF NEW JERSEY AND THE RELATED RESTRUCTURING
OF RUTGERS, THE STATE UNIVERSITY PURSUANT TO THE NEW JERSEY MEDICAL
AND HEALTH SCIENCES EDUCATION RESTRUCTURING ACT (P.L. 2012, c. 45)

WHEREAS, Rutgers, The State University of New Jersey (hereinafter “Rutgers” or “University”) was established as a private institution of higher education as Queen’s College by royal charter of King George III in 1766 in response to a petition of Dutch settlers; and

WHEREAS, in 1825 the name was changed to The Trustees of Rutgers College in New Jersey in recognition of Colonel Henry Rutgers; and

WHEREAS, the history of the University is set forth in detail in various judicial opinions, including The Trustees of Rutgers College in New Jersey v. Richman, 41 N.J. Super. 259 (Ch. Div. 1956) and Rutgers v. Piluso, 60 N.J. 142 (1972); and

WHEREAS, in 1956 the Board of Trustees of Rutgers College, which had theretofore managed and operated Rutgers, entered into a legislative compact with the State of New Jersey (“State”); and

WHEREAS, that compact, codified as P.L. 1956, c. 61 (hereinafter “the Rutgers Law”), established the Board of Governors of Rutgers (“Board of Governors” or “Rutgers Board of Governors”), which was given the authority and responsibility to manage and operate the University; preserved the Board of Trustees (“Board of Trustees” or “Rutgers Board of Trustees”) but modified its powers and responsibilities; and changed Rutgers into a unique entity comprised as a “complex conglomeration of public and private assets”\(^4\) where the effects of its prestigious private past would forever affect its operation as a public university and where its autonomy and its hybrid status as “an institution both public and private at the same time”\(^5\) were memorialized; and

WHEREAS, the Trustees’ consent to and acceptance of the Rutgers Law was a prerequisite to its implementation and, to determine that their acceptance of the Rutgers Law would not breach their fiduciary and trust duties to the University, the Trustees sought and received a declaratory judgment from the Superior Court of New Jersey, Chancery Division; and

WHEREAS, in The Trustees of Rutgers College in New Jersey v. Richman, the Chancery Division held that the Trustees had the authority to accept the provisions of the Rutgers Law and that their fiduciary and trust duties would not be breached by their acceptance of it, based, in part on the Trustees’

\(^4\) Rutgers v. Piluso 60 N.J. 142, 156-157 (1972)
\(^5\) Id.
retained power to withhold and withdraw the trust property if the trust purposes were not adequately met and discharged;\(^6\) and

**WHEREAS**, Rutgers’ lack of a medical school since the early 1970s has, in more recent times, constrained Rutgers’ ability to excel in certain health science disciplines; and

**WHEREAS**, former Governor Thomas H. Kean led a task force that, in its report dated December 2010, recommended the merger of The University of Medicine and Dentistry of New Jersey’s (“UMDNJ”) Robert Wood Johnson Medical School and the School of Public Health with Rutgers; and

**WHEREAS**, in May 2011, Governor Chris Christie appointed a five member advisory committee (the “UMDNJ Advisory Committee”) to make recommendations for restructuring the assets of UMDNJ “to maximize the impact of the State’s investment in public medical, dental and nursing education and training, and associated efforts in biomedical research and medical sciences education, … [and] behavioral health and health care delivery in New Jersey”;\(^7\) and

**WHEREAS**, the UMDNJ Advisory Committee’s final report dated January 25, 2012 recommended sweeping changes to UMDNJ, Rutgers and Rowan University; and

**WHEREAS**, since the issuance of the UMDNJ Advisory Committee’s final report, Rutgers has been examining ways to incorporate parts of the University of Medicine and Dentistry of New Jersey into Rutgers without surrendering the autonomy and independence of Rutgers; and

**WHEREAS**, on June 6, 2012, the Board of Governors and the Board of Trustees affirmed Principles Regarding Higher Education Restructuring (hereinafter “June 6, 2012 Principles”), which have guided the joint Board of Governors-Board of Trustees subcommittee and other Rutgers representatives in negotiations with legislative leaders and the Governor of the State of New Jersey; and

**WHEREAS**, following extensive negotiations between Rutgers, including members of its administration, its boards and counsel, and legislative leaders and the Governor’s Office, the “New Jersey Medical and Health Sciences Education Restructuring Act” was passed by the Assembly and the Senate on June 28, 2012, and subsequently signed into law by Governor Christie on August 22, 2012 as P.L. 2012, c. 45 (hereinafter, the “Restructuring Act”); and

**WHEREAS**, the Restructuring Act maintains the integrity of Rutgers, provides for campus advisory boards, provides for a measure of autonomy for the Camden campus, and provides a structure for collaboration with Rowan University limited to the area of health sciences, all of which are consistent with the June 6, 2012 Principles; and

**WHEREAS**, among other things, the Restructuring Act (i) transfers all of the schools, institutes, and centers of UMDNJ, other than the School of Osteopathic Medicine, the Stratford Campus of UMDNJ, and the remaining facilities in Camden (collectively, “SOM”), and University Hospital (“UH”) to Rutgers effective July 1, 2013, (ii) establishes certain new Rutgers campus advisory and other boards with certain limited and prescribed responsibilities subject to the respective authority of the Rutgers Board of Governors and the Rutgers Board of Trustees over the management, operation and control of the University, and (iii) creates certain new Chancellor and provost positions;\(^8\) and

**WHEREAS**, with respect to UH, the Restructuring Act expressly states *inter alia* (i) that UH shall be a separate non-profit legal entity from Rutgers, (ii) that UH’s assets, liabilities, and funds shall not be

\(^6\) *The Trustees of Rutgers College in N.J. v. Richman* 41 N.J. Super. 259, 288-290 (Ch. Div. 1956)

\(^7\) See the Introduction of the September 20, 2011 interim report of the UMDNJ Advisory Committee.

\(^8\) P.L. 2012, c. 45 Sections 3, 153, 20, 21, 26, 27, 144, 145, 146, and 147.
consolidated or commingled with those of Rutgers, (iii) that the exercise by UH of powers conferred by
the Restructuring Act shall be deemed to be public and essential government functions necessary for the
welfare and health of the State and the people of New Jersey, (iv) that UH shall be an instrumentality of
the State, (v) that the amount of State funding provided to UH shall be sufficient to maintain the level of
community services provided on the effective date of the Restructuring Act and to maintain UH as an
acute care facility and trauma center, and (vi) that to the maximum extent possible, consistent with
applicable law, the State shall assist UH in the refinancing of that portion of the debt of UMDNJ
attributable to UH;9 and

WHEREAS, the Restructuring Act also expressly states that nothing in it is intended to revise or
nullify any rights of Rutgers under the Rutgers Law; and

WHEREAS, the compact between Rutgers and the State of New Jersey, memorialized in the Rutgers
Law, and Rutgers’ autonomy as described therein, require that changes to the organizational structure of
Rutgers can only be implemented with the consent of the Rutgers Board of Governors and the consent of
the Rutgers Board of Trustees; and

WHEREAS, there are many anticipated benefits to Rutgers acquiring the schools, institutes and
centers of UMDNJ, including expanding educational opportunities at Rutgers, expanding Rutgers’
presence in the northern, central and southern portions of the State, and the significant elevation of
Rutgers’ standing among top research universities in the United States; and

WHEREAS, the Rutgers Board of Governors has been cognizant of the need to evaluate carefully the
comprehensive changes contained in the Restructuring Act in order to faithfully discharge its fiduciary
duties; and

WHEREAS, to that end, since January 2012, several members of Rutgers senior management,
 together with consultants, legal counsel and various Board of Governors and Board of Trustees staffed
committees and sub-committees (collectively, the “Due Diligence Teams”) have been analyzing the
educational, financial, and administrative impacts to Rutgers that would occur in the event the
Restructuring Act is accepted by Rutgers and implemented; and

WHEREAS, on June 28, 2012, the Board of Governors passed a resolution (hereinafter “June 28,
2012 Resolution”) that supported in general the merger of UMDNJ with Rutgers, as Rutgers is currently
established, and directed that due diligence efforts be undertaken to identify any outstanding financial,
organization, or academic issues and suggest the most appropriate manner in which to address those
issues; and

WHEREAS, due diligence efforts accelerated and continued after the June 28, 2012 Resolution; and

WHEREAS, among other findings and conclusions, the Due Diligence Teams:

1. Investigated all of the outstanding UMDNJ debt to determine (i) how it can be allocated
among Rutgers, Rowan University and UH, (ii) whether it can be refunded on a tax-
exempt basis, (iii) what economic savings could be achieved by refinancing or refunding
the debt, (iv) what restrictive covenants or obligations could be removed by such
refinancing or refunding, and (v) how Rutgers’ cash flow could be improved upon
restructuring a portion of its existing debt as well as the portion of UMDNJ’s debt
allocable to Rutgers.

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9 P.L. 2012, c. 45 Section 14.
2. Explored the operating assumptions and performance of the schools, institutes and centers that Rutgers will acquire from UMDNJ.

3. Found that the transfer of UMDNJ (excepting UH and SOM) to Rutgers creates many opportunities to enhance the scope, stature and reputation of the University and elevates its position among peer institutions competing for federal research dollars.

4. Observed that the operations of the UMDNJ units to be transferred to Rutgers, when considered separately from UH and separately from the units to be transferred to Rowan, and the debt and debt service allocable to the UMDNJ units to be transferred to Rutgers currently operate at or near a breakeven cash flow basis including current debt service obligations.

5. Concluded that the amount of UMDNJ debt to be transferred to Rutgers on or before July 1, 2013 (approximately $456 million) can be refinanced and restructured by Rutgers at substantial savings that will improve the operating margins of the transferred units in the range of $5 million to $7 million annually and, further, that Rutgers will have an opportunity to refinance a portion of Rutgers’ existing debt to realize additional savings and to issue new debt for previously approved capital projects at historically low interest rates.

6. Concluded that the financial risks associated with medical malpractice claims arising from the transferred UMDNJ units will be substantially mitigated under a November 1, 2012 Memorandum of Agreement (“MOA”) between Rutgers and the State of New Jersey Department of the Treasury, which was entered into pursuant to Section 24 of the Restructuring Act, wherein the State recognizes inter alia that ultimate responsibility for payment of medical malpractice claims will remain with the State, not Rutgers; that Rutgers will contribute to the Self-Insurance Reserve Fund (“SIRF”); that the State shall make annual appropriations or supplemental appropriations as necessary to provide sufficient resources above the SIRF; and Rutgers shall be entitled to have paid from the SIRF judgments and settlements, and costs of defense, of all medical malpractice claims, all as described more particularly in the MOA.

7. Concluded that the impact of combining the operations of the transferred UMDNJ units with the operations of Rutgers will, in the short term, have a modest negative effect on the operating margin and other financial ratios tracked by Rutgers assuming there are no operating synergies or efficiencies gained through the integration of the transferred units into Rutgers, with the expectation, however, that there will be significant operating synergies or efficiencies gained through the integration which, over time, will ameliorate any short term negative effect.

WHEREAS, counsel for the University and the Due Diligence Teams discussed the University’s legal rights and responsibilities associated with the Restructuring Act and presented their findings and conclusions to the Finance & Facilities Committee of the Board of Governors and to the full Board of Governors on October 18, 2012, to the Audit Committee of the Board of Governors and to the Board of Trustees on November 7, 2012, to the Executive Committee of the Board of Governors on November 9, 2012, and to the Board of Trustees Executive Committee on November 12, 2012 and November 16, 2012.

NOW, THEREFORE BE IT RESOLVED that, upon the recommendations of the President, members of senior management, the Committee on Finance and Facilities, the Committee on Audit, the Due Diligence Teams, and in light of the many significant benefits that Rutgers will receive as a result of
the Restructuring Act, the Board of Governors of Rutgers, The State University of New Jersey, does hereby accept the provisions, benefits and obligations in the Restructuring Act, subject to the satisfaction of the following conditions:

(A) Receipt of a declaratory judgment from the Chancery Division of Superior Court holding the Board of Governors’ and the Board of Trustees’ approvals, as memorialized in this Resolution and in a Board of Trustees Resolution, are consistent with the boards’ respective authority and fiduciary duty and responsibility to Rutgers and are a proper and lawful exercise of such fiduciary duties and responsibilities, and that the boards’ approvals will not subject any member of either board to liability or penalty for any violation or dereliction of his or her fiduciary duties;

(B) University Hospital, or the State of New Jersey, or other suitable authority or entity other than Rutgers, shall cause that portion of the UMDNJ debt allocable to UH (approximately $116.9 million) to be refinanced and defeased by or on behalf of UH on or before July 1, 2013;

(C) University Hospital shall on or before July 1, 2013 (i) evidence compliance with the requirements imposed upon it under the Restructuring Act and (ii) evidence, subject to the reasonable satisfaction of the President of the University, that there are in place suitable agreements or other arrangements by which UH will serve as the principal teaching hospital for the Newark-based UMDNJ medical education programs that are being transferred to Rutgers under the Restructuring Act;

(D) Rowan University shall refinance and defease all of the UMDNJ debt allocable to SOM and any other UMDNJ assets being acquired by Rowan University (approximately $57.5 million) on or before July 1, 2013;

(E) Receipt by Rutgers of accreditation approvals by the appropriate accrediting bodies as prescribed by the Restructuring Act;10

(F) The consent of the Board of Trustees of Rutgers to the provisions, benefits and obligations of the Restructuring Act and to this Resolution; and

BE IT FURTHER RESOLVED that the foregoing resolutions are based upon the following understandings:

(G) That the Restructuring Act preserves the Rutgers Law and expressly states that it does not revise or nullify Rutgers’ rights thereunder;

(H) That Rutgers’ unique hybrid status as an autonomous instrumentality of the State of New Jersey for the purpose of operating the state university will be preserved upon implementation of the Restructuring Act;

(I) That Rutgers has the right and authority under the Rutgers Law and its charter to adopt such policies, rules, regulations, and orders as may be appropriate and necessary for the conduct and operation of the University, including policies, rules, regulations, or orders that alter, amend, repeal, or discontinue those currently in

10 P.L. 2012, c. 45 Section 3g.
place at UMDNJ with respect to the units to be transferred to Rutgers (which
authority shall be exercised in accordance with Rutgers’ obligations as a public
employer); and

BE IT FURTHER RESOLVED that, by adopting this resolution, the Board of Governors (i)
does not relinquish, waive or give up any of the Board's rights, powers, privileges, or authorities granted
and preserved under the Rutgers Law; and (ii) does not consent, either expressly or by implication, to the
creation of any advisory boards, or other boards, committees, or positions, other than those expressly
created by the Restructuring Act; and

BE IT FURTHER RESOLVED that the President of the University is hereby authorized and
directed to take all necessary measures to implement this Resolution.

Board of Governors
Rutgers, The State University of New Jersey
November 19, 2012

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APPENDIX 3.1b

Additional Questions
Rutgers, The State University of New Jersey: Complex Substantive Change Request - Answers to Additional Questions

Submitted to: Middle States Commission on Higher Education

11 January 2013
1. **How does Rutgers envision the development of the College of Health Sciences in Camden?**

The College of Health Sciences in Camden is envisioned as an academic unit that will be dynamically guided by the Rowan University-Rutgers Camden Board of Governors, with academic programs that will uniquely address the needs of the South Jersey region while remaining in concert with the goals of the mandated legislation and its two principal partners, Rowan and Rutgers. The College of Health Sciences in Camden will be a critical anchor for addressing perceived shortcomings of higher education in the southern part of the New Jersey.

The new academic unit will have two important roles, as outlined in *The New Jersey Medical and Health Sciences Education Restructuring Act*:

a) *Enhance opportunities for residents of South Jersey to pursue educational opportunities in biomedical and health sciences, and*

b) *Contribute to the economic development of the region through educational, research, and service activities.*

Rutgers and Rowan will work together to develop an appropriate vision for the College and educational programs to support that vision. The joint board will have final approval authority for any new health sciences programs developed in Camden, as mandated in *The New Jersey Medical and Health Sciences Education Restructuring Act*:

*The Rowan University-Rutgers Camden Board of Governors shall have the authority and responsibility to … a. approve or disapprove of the establishment or expansion of any schools, programs, or departments after the effective date of this act in the area of the health sciences proposed by either the board of trustees of Rowan University or the board of directors of Rutgers University-Camden; b. determine policies for the organization, administration, and development of curriculum and programs of Rowan University and Rutgers University-Camden in the area of the health sciences, including dual degree programs and partnerships between the institutions*.

In addition, Rutgers University will address the need and opportunity for health sciences education in Southern New Jersey as a part of its comprehensive strategic planning process. Plans developed in this process will inform the efforts of the individual institutions and the joint Rowan University-Rutgers Camden Board of Governors as they plan for health sciences education in the Camden area.

2. **How is the planning process being used to integrate faculty and staff at Rutgers? What specific plans are there to integrate faculty and staff? To increase understanding of differences in culture? Tenure and promotion criteria and guidelines?**

Rutgers University and UMDNJ have a long and proud tradition of collaboration. There is already a great degree of interaction between faculty and staff from the two institutions through the many joint academic programs and collaborative research activities of the two institutions. For example, there exists a dual Bachelor/Medical Degree program between the Robert Wood Johnson Medical School at UMDNJ and Rutgers University, joint PhD and PhD/MS programs between the Graduate School of Biomedical Sciences at UMDNJ and the Rutgers' Graduate School of New Brunswick and School of Engineering, and joint certificate and BS programs between Rutgers and UMNDJ's School of Health Related Professions. Many other joint degree programs exist between Rutgers University and UMDNJ's New Jersey Medical School and New Jersey Dental School. UMNDJ's School of Public Health is sponsored by Rutgers and the two offer several joint degrees and articulated programs.
There are joint UMDNJ-Rutgers research ventures including the Environmental and Occupational Health Sciences Institute and the Center for Advanced Biotechnology and Medicine. In addition to formal programs, there are countless research and academic collaborations between faculty at the two institutions. This level of collaboration was, in part, a foundational reason for Rutgers' support for the integration as the two universities are already operating as a single institution in many research and instructional endeavors.

Rutgers and UMDNJ have long been academically decentralized, with academic units defining their missions and maintaining strong faculty governance. Despite this, schools and units at the two institutions do not exist as individual silos, disconnected from the larger academic culture of the universities. There are a number of administrative and academic functions that bind faculty and staff together, and these processes will extend to the newly integrated units as well. For instance, the UMDNJ community will have appropriate representation on the Rutgers University Senate as of July 1, 2013. The Senate, a universitywide body consisting of Rutgers faculty, students, staff, administrators, and alumni, considers matters of general university interest and makes recommendations to the University Administration.

In addition, UMDNJ faculty and staff will be appropriately involved in the Rutgers ongoing strategic planning process to ensure suitable representation and meshing of both cultures. The deans of schools from both Rutgers and UMDNJ will be represented on a Deans' Advisory Group that will provide oversight to the strategic planning process. Finally, as a part of the current integration process, functional teams in Human Resources and Academic Affairs from both institutions are fully engaged and working collaboratively to integrate staff and faculty.

Appointment, promotion, and tenure policies for faculty will remain the same for each UMDNJ school being merged into Rutgers for the first year of integration (July 1, 2013 to June 30, 2014), in accordance with The New Jersey Medical and Health Sciences Education Restructuring Act:

...all orders, rules or regulations heretofore made or promulgated by the schools, institutes, and centers of the University of Medicine and Dentistry of New Jersey, or by the University of Medicine and Dentistry of New Jersey on their behalf, shall be continued with full force and effect as the orders, rules and regulations of Rutgers, The State University until amended or repealed pursuant to law.

Maintenance of current faculty policies also meets the requirements of professional accrediting bodies.

During the first integration year, appropriate bodies will convene to renew and standardize, as possible, faculty policies within the schools and at the university level. The goal is to both preserve programmatic priorities while developing more comprehensive institutional faculty processes. This planning will include joint committees comprised of faculty from both the newly integrated UMDNJ units and the existing Rutgers units. These committees will examine current policies and determine best practices to be utilized by the schools and the university. Any new policies will be subject to review and approval by existing faculty governing bodies within the schools and at a higher level at Rutgers.

3. **Will merged programs be used as a criterion for program merger/elimination among existing programs at Rutgers? Why/why not?**

Currently, there is no intent to eliminate existing programs as a result of the integration of schools and units from UMDNJ. Little duplication of programmatic content exists between the two universities,
and in the instances in which this is the case, such as nursing or graduate programs in the biomedical sciences, efforts will be made to integrate the programs as early as possible. Such programs will be addressed as a part of the strategic planning process.

Should the elimination of any programs be considered in the future, Rutgers will abide by its current policy that governs such matters – Policy on the Suspension or Discontinuance of Programs, Departments, and Centers, approved by the Board of Governors in 1991.

4. **The different points of contact with the merged entities in terms of reporting structure (some directly to president, some not) needs commentary on terms of potential issues from existing programs at Rutgers that think they should have direct reporting and do not.**

The proposed organizational structure carefully follows the structure mandated by *The New Jersey Medical and Health Sciences Education Restructuring Act*. Deans will report to chancellors who will report to the university president as mandated. This reporting structure will be applied across Rutgers on all campuses and units, including the newly formed Rutgers Biomedical and Health Sciences. There is an understanding and acceptance of the organizational structure, including the mandated reporting relationships, among senior leadership and deans at both Rutgers and UMNDJ. The structure was fully vetted with these stakeholders as it was designed. The deans have indicated the organizational structure, including the reporting of deans to the chancellor, satisfies professional accreditation requirements.

5. **The planning at Rutgers is institutionwide and on an aggressive timeline. How are new units being integrated to avoid the sense that the "tail is wagging the dog" in this in terms of the planning being driven by the newly merged units?**

Two parallel planning processes are ongoing at Rutgers – integration and strategic planning. The integration process is focused on milestones required for "Day 1" (i.e., July 1, 2013) to preserve value, mitigate risk, and fulfill regulatory and external obligations during the transition. Day 1 planning involves tactical activities required to prepare the employees to execute their job responsibilities in the integrated Rutgers organization. Integration teams are following detailed functional plans, with milestones focused on Day 1 success. Integration is guided by the principle of "hold students harmless" so that the students will experience a seamless transition in their academic experience. As such, a large focus of the integration planning is ensuring that the incoming academic units from UMDNJ will be fully operational on Day 1. Integration teams are co-led by both Rutgers and UMNDJ professionals to ensure understanding and preservation of value being brought to the integrated institution by both universities.

The strategic planning process is a more comprehensive exercise that is broadly inclusive, involving all major academic, administrative, and service units across the university. It will engage UMDNJ units in the planning process, units that heretofore have not had any experience as part of the larger Rutgers enterprise. President Barchi said of the strategic planning process (on September 3, 2012), “...we must never lose sight of the historic strengths that have shaped Rutgers over the centuries, particularly in the arts and humanities. We will make it widely known that we have tremendous depth in our traditional strengths, such as math and history and philosophy.” The intention of the strategic planning process is to build on strengths and identify new opportunities across Rutgers, both from its legacy academic units and those new units integrated from UMDNJ.
6. What is the plan on both sides (management and labor) for bringing the union contracts into sync? Are job actions permitted in NJ by these unions? If so, are sympathy strikes? If unions are allowed to strike, what is the likelihood in the present context and what plans are there to deal with it?

Employees at both Rutgers and UMDNJ are heavily unionized, including the faculty. *The New Jersey Medical and Health Sciences Education Restructuring Act* notes the following with regard to the unionized employees at UMDNJ who will be coming to Rutgers:

> The employees shall continue to be represented by the majority representative that represented them as employees of the University of Medicine and Dentistry of New Jersey, unless the employees choose to change their majority representative pursuant to law. Rutgers, The State University shall assume all obligations under existing or expired collective negotiations agreements that covered employees of the University of Medicine and Dentistry of New Jersey on the effective date of this act.

> Employees in an existing University of Medicine and Dentistry of New Jersey negotiations unit, who are transferred to or become employees of Rutgers, The State University shall be deemed to constitute an appropriate collective negotiations unit under the “New Jersey Employer-Employee Relations Act,” P.L. 1941, c.100 (C.34:13A-1 et seq.).

This means that all employees in bargaining units at both Rutgers and UMDNJ, which constitutes the vast majority of employees, remain in their existing units until the employees themselves seek to make a change, pursuant to New Jersey labor law. Therefore, no actions on the part of management are either needed or indeed permissible under law to “bring the union contracts into sync.” Rutgers and UMDNJ management and labor relations specialists are fully cognizant of the need to understand all components of the union contracts at both institutions, and how the differences will impact the day-to-day operations of various units.

Employees at both Rutgers and UMDNJ are public employees, thus strikes and job actions are not permitted by law.

7. How will Rutgers deal with any cost increases of the mergers that the State does not pay for?

Rutgers will continue to work with the state of New Jersey to secure any available funds to help support the integration. However, Rutgers will likely assume much of the costs of integration and strategic transformation on its own. To pay for these added obligations, the University’s leadership team will have to make difficult decisions about resource allocations across the university, how budgetary reserves can best be utilized, what aspects of integration can be extended over a longer time frame—three to five years instead of two to three, for example—and what nonessential expenditures in the University’s annual operating budget can be capped or reduced. Some of the costs of integrating and transforming Rutgers are capital expenditures, and may be paid for with bond issues; other aspects of the transformation will have to come directly from operating funds. While it will not be easy to fund these projects internally, Rutgers believes these investments will put the University in a stronger position in the years ahead.

Rutgers will be protected from unforeseen or undisclosed costs related to the integration of the units from UMDNJ through fiscal year 2015 as articulated in a “hold harmless” provision of *The New Jersey Medical and Health Sciences Education Restructuring Act*:
In transferring the assets of the University of Medicine and Dentistry of New Jersey to Rutgers, The State University, it is the intention of the Legislature to protect Rutgers, The State University, and to hold it harmless, subject to future appropriation, for unexpected costs or losses associated with undisclosed liabilities of the University of Medicine and Dentistry of New Jersey that were not reasonably foreseeable or contemplated at the time of the transfers required by this act. Therefore, if Rutgers, The State University experiences, during fiscal years 2014 and 2015, costs or losses associated with liabilities of the University of Medicine and Dentistry of New Jersey that were not identified in the certified financial statements of the University of Medicine and Dentistry of New Jersey for the time periods preceding the incurrence of the cost or loss, the State shall reimburse Rutgers, The State University for such cost or loss, subject to appropriation by the Legislature.

8. How will future equipment upgrades/replacement in the merged programs be integrated into similar needs in existing programs?

As the academic units of the UMDNJ are integrated into Rutgers, so too is the responsibility for repairing, maintaining, and upgrading equipment and facilities required to support those units. As part of the Rutgers-UMNDJ integration process, functional teams, with representation from both UMDNJ and Rutgers equivalents, are working together to identify the needs related to equipment and facilities, coordinating future equipment upgrades, and making recommendations to senior leadership at Rutgers, as necessary. This issue is particularly critical in research in which up-to-date, typically expensive, equipment is necessary to conduct experiments, draw extramural funding, and ensure a relevant and timely educational experience for students. The Research functional team is keenly aware of this and is modeling future use of the facilities and equipment of already jointly-managed support laboratories between Rutgers and UMNDJ. Several facilities and expensive equipment, including confocal microscopy, cell sorting technology, and genomic platforms, are already co-managed by Rutgers and UMDNJ faculty. Once integrated, these precious resources will be available more broadly to the greater Rutgers community, thus enhancing their value.

Other integration teams are also identifying facilities needs. Functional teams focused on Academic and Educational Programs and Student Services brought to the attention of Rutgers leadership an expiring lease with a YMCA recreational facility that had been serving the students, faculty, and staff at UMDNJ schools in Newark. Recreational facilities are a required component of the medical and dental schools located in that area. Rutgers and UMDNJ representatives are working together to find a suitable recreational facility that will both satisfy the requirements for the professional accreditation agencies, and that will serve as a single facility to bring together all students, faculty, and staff in Newark – both from UMDNJ and Rutgers. In this way, Rutgers and UMDNJ are working together to identify needs and develop solutions that enhance the greater community of Rutgers.

9. How will the merger affect your bond rating?

After the merger, Rutgers will be very large academic institution with a great deal of financial capacity. The amount of UMNDJ debt to be transferred to Rutgers as of June 30, 2013 ($474 million) will be refinanced and restructured by Rutgers to realize significant debt service savings. Rutgers expects to maintain its current credit rating of Aa2/AA, which will result in a savings of $6.3 million per year in interest on the incoming debt. Although a small downgrade in Rutgers credit rating is
possible, the impact of the incoming debt service is expected to be offset or mitigated by synergistic opportunities created through the integration including, but not limited to: 1. halo effect on research and faculty recruitment; 2. economies of scale; 3. Increased operational efficiencies; and 4. growth of state-wide clinical enterprises under the Rutgers name. It should be noted that even if the university’s credit rating were to be downgraded two steps to A1/A+, at current market conditions Rutgers would still realize savings of $5.5 million per year in interest on the incoming debt.
APPENDIX 3.1c

MSCHE Response
March 8, 2013

Dr. Robert L. Barchi, M.D., Ph.D.
President
Rutgers, The State University of New Jersey
Old Queens Building
New Brunswick, NJ 08901

Dear Dr. Barchi:

At its session on March 7, 2013, the Middle States Commission on Higher Education acted:

To acknowledge the complex substantive change request and to include within the scope of the institution's accreditation the following changes: 1) the change in the established mission of the institution to incorporate the medical and health-related academic programs transferred to Rutgers University from the University of Medicine and Dentistry of New Jersey by The New Jersey Medical and Health Sciences Education Restructuring Act, viz., the programs offered by the Graduate School of Biomedical Sciences, New Jersey Dental School, New Jersey Medical School, Robert Wood Johnson Medical School, School of Public Health, School of Health Related Professions, School of Nursing, University Behavioral HealthCare and Cancer Institute of New Jersey with the programs of the New Jersey Medical School, New Jersey Dental School, School of Nursing, and School of Health Related Professions included provisionally pending an affiliation agreement between Rutgers University and University Hospital to continue the latter's support of these schools' academic missions; 2) changes in the governance structure of the University to include a new board of directors for Rutgers-Camden, advisory boards for Rutgers-New Brunswick and Rutgers-Newark, and a joint board of governors for Rutgers-Camden and Rowan University; 3) the offering of the MD and DMD degrees and associate's degrees offered by the School of Nursing and the School of Health Related Professions, provisionally, pending approval by the Secretary of Higher Education of the State of New Jersey; and 4) additional locations at 40 East Laurel Road, Stratford, NJ 08084 and 1776 Raritan Road, Scotch Plains, NJ 07076. To request a monitoring report, due December 1, 2014, documenting evidence of 1) the completion and implementation of debt refinancing plans, including the financing of University Hospital debt (Standard 3); 2) State funding of University Hospital to ensure the integrity of the clinical and educational programs held there (Standard 3); 3) five-year financial forecasts related to a new
strategic plan and including costs of IT integration (Standards 2 and 3); 4) the
development and implementation of a long-term strategy for capital
reinvestment to address critical deferred maintenance needs related to equipment
and facilities transferred from UMDNJ to Rutgers (Standards 2 and 3); 5) further
development and implementation of new governance structures (Standard 4); 6)
the alignment of policies and procedures for faculty and staff, including those
subject to negotiated agreements (Standards 4, 5 and 6). A small team visit will
follow. The Periodic Review Report is due June 1, 2013.

Enclosed for your information is a copy of the Statement of Accreditation Status for your institution.
The Statement of Accreditation Status (SAS) provides important basic information about the institution
and its affiliation with the Commission, and it is made available to the public in the Directory of
Members and Candidates on the Commission's website at www.msche.org. Accreditation applies to the
institution as detailed in the SAS; institutional information is derived from data provided by the
institution through annual reporting and from Commission actions. If any of the institutional
information is incorrect, please contact the Commission as soon as possible.

Please check to ensure that published references to your institution's accredited status (catalog, other
publications, web page) include the full name, address, and telephone number of the accrediting
agency. Further guidance is provided in the Commission's policy statement Advertising, Student
Recruitment, and Representation of Accredited Status. If the action for your institution includes
preparation of a progress report, monitoring report or supplemental report, please see our policy
statement on Follow-up Reports and Visits. Both policies can be obtained from our website.

Please be assured of the continuing interest of the Commission on Higher Education in the well-being
of Rutgers, The State University of New Jersey. If any further clarification is needed regarding the
SAS or other items in this letter, please feel free to contact Dr. Mary Ellen Petrisko, Vice President.

Sincerely,

Gary L. Wirt, Ed.D.
Vice Chair

STATEMENT OF ACCREDITATION STATUS
Chief Executive Officer: Dr. Robert L. Barchi, M.D., Ph.D., President

INSTITUTIONAL INFORMATION

Enrollment (Headcount): 43386 Undergraduate; 14796 Graduate
Control: Public
Affiliation: State
Carnegie Classification: Research - Very High Research Activity
Degrees Offered: Bachelor's, Master's, Doctor's - Professional Practice, Doctor's - Research/Scholarship;

Distance Education Programs:

Accreditors Approved by U.S. Secretary of Education: Accreditation Council for Pharmacy Education; American Bar Association, Council of the Section of Legal Education and Admissions to the Bar; American Dietetic Association, American Commission on Education in Nutrition and Dietetics; American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education; American Psychological Association, Commission on Accreditation; Commission on Collegiate Nursing Education; Council on Education for Public Health; National Association of Schools of Dance, Commission on Accreditation; National Association of Schools of Music, Commission on Accreditation;, Teacher Education Accreditation Council, Accreditation Committee

Other Accreditors: AACSB International - The Association to Advance Collegiate Schools of Business; Accreditation Board for Engineering and Technology (ABET); American Chemical Society; American Library Association; American Society of Landscape Architects; Association of American Law Schools; Council for Accreditation of Counseling and Related Educational Programs; Council on Social Work Education; National Association of Schools of Public Affairs and Administration; Planning Accreditation Board.

Instructional Locations

Branch Campuses: None

Additional Locations: Atlantic Cape Community College, Atlantic City, NJ; Atlantic Cape Community College, Mays Landing, NJ; Burlington County College, Mount Laurel, NJ; Camden Campus, Camden, NJ; Camden County Boathouse, Pennsauken, NJ; CCM, Headquarters Plaza, Morristown, NJ; Central University of Finance and Economics, 39 South College Road, China; Dalian University of Technology, International Conference Center, Dalian, China; Educational Testing Service, Princeton, NJ; Harborside Financial Center, Jersey City, NJ; National Library of Singapore, 100 Victoria Street, Singapore; Neptune Township School District, Neptune, NJ; Newark Campus, Newark, NJ; Newark City Hall, Newark, NJ; PHH Training Center, Mount Laurel, NJ; Plaza Business Centre, Shanghai, China; Plaza Conference Centre, Beijing, China; Raritan Valley Community College, North Branch, NJ; Rider University, Lawrenceville, NJ; Sheraton Atlantic City
Convention Center Hotel, Atlantic City, NJ; Western Monmouth Higher Education Center, Freehold, NJ; Wyndham Princeton Forrestal Hotel & Conference Center, Plainsboro, NJ.

Other Instructional Sites: American Red Cross, Fairfield, NJ; Bridgewater-Raritan High School, Bridgewater, NJ; Camden County College, Blackwood, NJ; Center for Effective School Practices, Somerset, NJ; Cherry Hill Library, Cherry Hill, NJ; County College of Morris, Randolph, NJ; Cumberland County College, Vineland, NJ; delete, delete, NJ; delete, delete, NJ; delete, delete, NJ; Eastern Regional High School, Voorhees, NJ; Haddonfield High School, Haddonfield, NJ; Highland Park, Highland Park, NJ; Joint Base McGuire-Dix-Lakehurst, Joint Base McGuire-Dix-Lakehurst, NJ; McNair High School, Jersey City, NJ; Merrill Lynch, Somerset, NJ; Middlesex Regional Commission, Piscataway, NJ; Octagon 10 Office Center, Parsippany, NJ; Picatinny, Dover, NJ; Prudential, Bridgewater, NJ; Red Bank Elementary School, Red Bank, NJ; Ridgefield Park Sr. High School, Ridgefield, NJ; Rutgers EcoComplex, Bordentown, NJ; Steininger Behavioral Care Services, Cherry Hill, NJ; Trinitas Hospital, New Point Campus, Elizabeth, NJ; UMDNJ Clinical Academic Building, New Brunswick, NJ.

ACCREDITATION INFORMATION

Status: Member since 1921

Last Reaffirmed: June 26, 2008

Most Recent Commission Action:

March 7, 2013: To acknowledge the complex substantive change request and to include within the scope of the institution's accreditation the following changes: 1) the change in the established mission of the institution to incorporate the medical and health-related academic programs transferred to Rutgers University from the University of Medicine and Dentistry of New Jersey by The New Jersey Medical and Health Sciences Education Restructuring Act, viz., the programs offered by the Graduate School of Biomedical Sciences, New Jersey Dental School, New Jersey Medical School, Robert Wood Johnson Medical School, School of Public Health, School of Health Related Professions, School of Nursing, University Behavioral HealthCare and Cancer Institute of New Jersey with the programs of the New Jersey Medical School, New Jersey Dental School, School of Nursing, and School of Health Related Professions included provisionally pending an affiliation agreement between Rutgers University and University Hospital to continue the latter's support of these schools' academic missions; 2) changes in the governance structure of the University to include a new board of directors for Rutgers-Camden, advisory boards for Rutgers-New Brunswick and Rutgers-Newark, and a joint board of governors for Rutgers-Camden and Rowan University; 3) the offering of the MD and DMD degrees and associate's degrees offered by the School of Nursing and the School of Health Related Professions, provisionally, pending approval by the Secretary of Higher Education of the State of New Jersey; and 4) additional locations at 40 East Laurel Road, Stratford, NJ 08084 and 1776 Raritan Road, Scotch Plains, NJ 07076. To request a monitoring report, due December 1, 2014, documenting evidence of 1) the completion and implementation of debt refinancing plans, including the financing of University Hospital debt (Standard 3); 2) State funding of University Hospital to ensure the integrity of
the clinical and educational programs held there (Standard 3); 3) five-year financial forecasts related to a new strategic plan and including costs of IT integration (Standards 2 and 3); 4) the development and implementation of a long-term strategy for capital reinvestment to address critical deferred maintenance needs related to equipment and facilities transferred from UMDNJ to Rutgers (Standards 2 and 3); 5) further development and implementation of new governance structures (Standard 4); 6) the alignment of policies and procedures for faculty and staff, including those subject to negotiated agreements (Standards 4, 5 and 6). A small team visit will follow.

The Periodic Review Report is due June 1, 2013.

**Brief History Since Last Comprehensive Evaluation:**

**June 26, 2008:** To reaffirm accreditation. The Periodic Review Report is due June 1, 2013.

**November 4, 2009:** To acknowledge receipt of the substantive change request and to include the following additional location within the scope of the institution's accreditation: Neptune Township School District, 60 Neptune Boulevard, Neptune, NJ 07753. The Periodic Review Report is due June 1, 2013.

**May 5, 2011:** To acknowledge receipt of the substantive change request and to include the additional location at Raritan Valley Community College, 118 Lamington Rd., North Branch, NJ 08876 within the scope of the institution's accreditation. The Periodic Review Report is due June 1, 2013.

**June 28, 2011:** To acknowledge receipt of the substantive change request and to include the additional location at Camden County Boathouse, 7050 North Park Drive, Pennsauken, NJ 08109 within the scope of the institution's accreditation. The Periodic Review Report is due June 1, 2013.

**November 1, 2011:** To acknowledge receipt of the substantive change request and to re-classify the instructional site at Burlington County College, 3331 Route 38, Mount Laurel, NJ 08054 as an additional location and to include the location within the scope of the institution's accreditation. The Periodic Review Report is due June 1, 2013.

**August 27, 2012:** To acknowledge receipt of the substantive change request and to include the additional location at the Sheraton Atlantic City Convention Center Hotel, Two Convention Boulevard, Atlantic City, NJ 08401 within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at these additional locations. In the event that operations at the additional location do not commence within one calendar year from the approval of this action, approval will lapse. The Periodic Review Report is due June 1, 2013.

**Next Self-Study Evaluation:** 2017 - 2018

**Next Periodic Review Report:** 2013

**Date Printed:** March 8, 2013
DEFINITIONS

Branch Campus - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location: offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

Additional Location - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program. ANYA ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location.

Other Instructional Sites - A location, other than a branch campus or additional location, at which the institution offers one or more courses for credit.

Distance Education Programs - Yes or No indicates whether or not the institution has been approved to offer one or more degree or certificate/diploma programs for which students could meet 50% or more of their requirements by taking distance education courses.

EXPLANATION OF COMMISSION ACTIONS

An institution's accreditation continues unless it is explicitly suspended or removed. In addition to reviewing the institution's accreditation status at least every 5 years, actions are taken for substantive changes (such as a new degree or geographic site, or a change of ownership) or when other events occur that require review for continued compliance. Any type of report or visit required by the Commission is reviewed and voted on by the Commission after it is completed.

In increasing order of seriousness, a report by an institution to the Commission may be accepted, acknowledged, or rejected.

Levels of Actions:

Grant or Re-Affirm Accreditation without follow-up

Defer a decision on initial accreditation: The institution shows promise but the evaluation team has identified issues of concern and recommends that the institution be given a specified time period to address those concerns.

Postpone a decision on (reaffirmation of) accreditation: The Commission has determined that there is insufficient information to substantiate institutional compliance with one or more standards.

Continue accreditation: A delay of up to one year may be granted to ensure a current and accurate representation of the institution or in the event of circumstances beyond the institution’s control (natural disaster, U.S. State Department travel warnings, etc.)

Recommendations to be addressed in the next Periodic Review Report: Suggestions for improvement are given, but no follow-up is needed for compliance.

Supplemental Information Report: This is required when a decision is postponed and are intended only to allow the institution to provide further information, not to give the institution time to formulate plans or initiate remedial action.

Progress report: The Commission needs assurance that the institution is carrying out activities that were planned or were being implemented at the time of a report or on-site visit.

Monitoring report: There is a potential for the institution to become non-compliant with MSCHE standards; issues are more complex or more numerous; or issues require a substantive, detailed report. A visit may or may not be required.
**Warning:** The Commission acts to Warn an institution that its accreditation may be in jeopardy when the institution is not in compliance with one or more Commission standards and a follow-up report, called a monitoring report, is required to demonstrate that the institution has made appropriate improvements to bring itself into compliance. Warning indicates that the Commission believes that, although the institution is out of compliance, the institution has the capacity to make appropriate improvements within a reasonable period of time and the institution has the capacity to sustain itself in the long term.

**Probation:** The Commission places an institution on Probation when, in the Commission’s judgment, the institution is not in compliance with one or more Commission standards and that the non-compliance is sufficiently serious, extensive, or acute that it raises concern about one or more of the following:

1. the adequacy of the education provided by the institution;
2. the institution’s capacity to make appropriate improvements in a timely fashion; or
3. the institution’s capacity to sustain itself in the long term.

Probation is often, but need not always be, preceded by an action of Warning or Postponement. If the Commission had previously postponed a decision or placed the institution on Warning, the Commission may place the institution on Probation if it determines that the institution has failed to address satisfactorily the Commission’s concerns in the prior action of postponement or warning regarding compliance with Commission standards. This action is accompanied by a request for a monitoring report, and a special visit follows. Probation may, but need not always, precede an action of Show Cause.

**Suspend accreditation:** Accreditation has been Continued for one year and an appropriate evaluation is not possible. This is a procedural action that would result in Removal of Accreditation if accreditation cannot be reaffirmed within the period of suspension.

**Show cause why the institution's accreditation should not be removed:** The institution is required to present its case for accreditation by means of a substantive report and/or an on-site evaluation. A "Public Disclosure Statement" is issued by the Commission.

**Remove accreditation.** If the institution appeals this action, its accreditation remains in effect until the appeal is completed.

Other actions are described in the Commission policy, "Range of Commission Actions on Accreditation."
APPENDIX 3.2

University Facilities & Capital Planning, Status of Significant Projects,
December, 2012
STATUS OF
SIGNIFICANT PROJECTS

DECEMBER 2012

UNIVERSITY FACILITIES & CAPITAL PLANNING

ANTONIO CALCADO
VICE PRESIDENT

JEFF LIVINGSTON
UNIVERSITY ARCHITECT

JOHN SHULACK
SENIOR EXECUTIVE DIRECTOR
**Project Overview**

**Busch**

1. Nelson Biology Laboratory C-Wing Renovation  
   - $10.8 million  
   - Page 1

**Livingston**

2. 7 Kilmer Road  
   - $3.5 million  
   - Page 1
3. Business School  
   - $85 million  
   - Page 2
4. Infrastructure Improvement Projects  
   - $10 million  
   - Page 2
5. Solar Canopy Project  
   - $40.8 million  
   - Page 3
6. Tillett Classroom Project  
   - $13.5 million  
   - Page 3

**Cook**

7. Institute for Food, Nutrition and Health  
   - $55 million  
   - Page 4

**Douglass**

8. Nicholas Music Center Expansion  
   - $12.5 million  
   - Page 4

**Newark**

9. Graduate Student Housing at 15  
   - $71 million  
   - Page 5

Washington Street
# Completed Projects

## Busch Campus

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Cost</th>
<th>Completed Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomedical Engineering Building</td>
<td>33.5 million</td>
<td>9/06</td>
</tr>
<tr>
<td>Keck Neuroscience Center</td>
<td>2.4 million</td>
<td>9/07</td>
</tr>
<tr>
<td>Wright Rieman Polymer &amp; Protein Wet Lab, Room 371</td>
<td>3 million</td>
<td>9/07</td>
</tr>
<tr>
<td>Stadium Expansion</td>
<td>102 million</td>
<td>9/09</td>
</tr>
<tr>
<td>University Visitor Center</td>
<td>7.54 million</td>
<td>9/09</td>
</tr>
<tr>
<td>Brown Welcome Pavilion &amp; Football Recruiting Lounge</td>
<td>4.875 million</td>
<td>1/10</td>
</tr>
<tr>
<td>Cell DNA Repository</td>
<td>3.75 million</td>
<td>9/10</td>
</tr>
<tr>
<td>University Housing</td>
<td>57 million</td>
<td>9/11</td>
</tr>
<tr>
<td>Center for Integrative Proteomics Research</td>
<td>47 million</td>
<td>10/11</td>
</tr>
</tbody>
</table>

## Camden Campus

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Cost</th>
<th>Completed Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camden Dining Hall Renovation</td>
<td>5.3 million</td>
<td>9/07</td>
</tr>
<tr>
<td>Camden Law School</td>
<td>37 million</td>
<td>3/09</td>
</tr>
<tr>
<td>Camden Recreation Center</td>
<td>12 million</td>
<td>9/09</td>
</tr>
<tr>
<td>Early Learning Research Academy (ELRA)</td>
<td>3.9 million</td>
<td>9/11</td>
</tr>
<tr>
<td>Camden Student Housing Project</td>
<td>55 million</td>
<td>9/12</td>
</tr>
</tbody>
</table>

## Cape May County

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Cost</th>
<th>Completed Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-Species Aquaculture Demonstration Facility</td>
<td>7.8 million</td>
<td>9/06</td>
</tr>
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</table>

## College Avenue Campus

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Cost</th>
<th>Completed Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Nursing</td>
<td>10 million</td>
<td>3/08</td>
</tr>
<tr>
<td>Student Counseling Center</td>
<td>5 million</td>
<td>9/09</td>
</tr>
<tr>
<td>Institute for Health Sciences</td>
<td>25 million</td>
<td>9/10</td>
</tr>
<tr>
<td>Gateway Transit Village</td>
<td>19.6 million</td>
<td>9/12</td>
</tr>
</tbody>
</table>
## Completed Projects

### Cook
- **20.** Endocrine Research Facility: $4.5$ million, $3/08$

### Cumberland County
- **21.** Food Innovation Center: $7.65$ million, $6/08$

### Douglass
- **22.** Douglass Developmental Disabilities Center: $4$ million, $10/08$

### Livingston Campus
- **23.** Livingston Solar Energy Project: $10$ million, $4/09$
- **24.** Livingston Student Center: $18.2$ million, $1/10$
- **25.** Livingston Dining Commons: $30.5$ million, $9/11$
- **26.** University Housing: $215$ million, $9/12$

### Newark Campus
- **27.** Rutgers Business School: $83$ million, $9/09$
- **28.** Life Sciences - Olson Hall: $5.36$ million, $9/10$
- **29.** Central Heating Plant Upgrade: $3.7$ million, $1/12$

### Outlying Area
- **30.** Atlantic Cape Community College Facility: $7.5$ million, $9/12$

### University Utilities
- **31.** High Voltage Substation Upgrade: Phase 1: $10.5$ million, $8/09$
- **32.** Interior Lighting Retrofit Program: $5$ million, $11/10$
- **33.** High Temp Hot Water Improvements: $8$ million, $2/11$
# Significant Projects

## Completed Projects

<table>
<thead>
<tr>
<th>Campus Wide</th>
<th>Project Name</th>
<th>Cost</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Classroom Enhancement</td>
<td>15 million</td>
<td>2/11</td>
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</table>

## Postponed Projects

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Avenue Greening—Phase 1</td>
<td>17 million</td>
</tr>
</tbody>
</table>
**Significant Projects**

**Busch**

**1 Nelson Biology Laboratories C-Wing Renovation**
- Comprehensive renovation of 12,000 square feet of the 2nd floor of Nelson Biology, located on the Busch Campus.
- Renovation will allow for Cell and DNA Repository (RUCDR) to consolidate and streamline their operations. Features include specialized laboratories including a robotics lab and office suite as well as replacement of all mechanical systems required to support the specialized analytical instrumentation that will be installed.
- Construction underway, 85% complete.

**DATA**
- **Budget:** 10.8 Million
- **Design:** March 2010 - May 2011
- **Construction:** March 2012 - December 2012

**Key Dates**
- **Concept Document:** February 2010
- **Schematic Design:** Not Applicable
- **Bid Award:** February 2012

**Construction Status**
- **Budget:** Increased to 10.8 Million
- **Schedule:** On Schedule
- **Scope:** No Change

**Livingston**

**2 7 Kilmer Road**
- This project represents the renovation of a newly acquired 90,000 square foot warehouse located in Edison, NJ, adjacent to the Livingston Campus.
- The renovation will include the replacement of roof and internal fit-out, to prepare the property for records storage.
- Construction underway, 30% complete.

**DATA**
- **Budget:** 3.5 Million
- **Design:** Design/Build
- **Construction:** February 2012 - April 2013

**Key Dates**
- **Concept Document:** December 2011
- **Schematic Design:** Not Applicable
- **Bid Award:** Not Applicable

**Construction Status**
- **Budget:** On Budget
- **Schedule:** On Schedule
- **Scope:** No Change
3 BUSINESS SCHOOL

- Construction of a new 143,000 gross square foot iconic facility at the gateway entrance to the Livingston Campus. The complex will include classrooms, instructional labs, meeting rooms, offices and a trading floor.
- This facility will accommodate up to 3,200 undergraduates enrolled in the new 4-year business program in New Brunswick as well as graduate students.
- Construction underway, 38% complete.

DATA
- Budget: 85 Million
- Design: June 2010 - July 2011
- Construction: October 2011 - August 2013

KEY DATES
- Concept Document: April 2010
- Schematic Design: November 2010
- Bid Award: October 2011

CONSTRUCTION STATUS
- Budget: On Budget
- Schedule: On Schedule
- Scope: No Change

4 INFRASTRUCTURE IMPROVEMENT PROJECTS

- These projects represent a variety of infrastructure work required to support the ongoing transformation of the Livingston Campus into a center for graduate and professional studies.
- Projects include replacement and upgrades to roadways, sidewalks, landscaping, water mains, sanitary and storm sewer systems and high temperature water lines.
- Construction underway.

DATA
- Budget: 10 Million
- Design: Design/Build
- Construction: June 2011 - September 2013

KEY DATES
- Concept Document: June 2011
- Schematic Design: Not Applicable
- Bid Award: On-Going

CONSTRUCTION STATUS
- Budget: On Budget
- Schedule: On Schedule
- Scope: No Change
5 Solar Canopy Project

- Construction of an eight megawatt solar energy facility on the Livingston Campus which will entail the installation of more than 40,000 high efficiency solar panels on canopy structures over two major surface parking areas.
- Construction underway, 95% complete.

DATA
- Budget: 40.8 Million
- Design: Design/Build
- Construction: October 2011 - January 2013

KEY DATES
- Concept Document: April 2011
- Schematic Design: Not Applicable
- Bid Award: Not Applicable

CONSTRUCTION STATUS
- Budget: On Budget
- Schedule: On Schedule
- Scope: No Change

6 Tillett Classroom Project

- The project represents the renovation and transformation of over 34,600 square feet of obsolete space in Tillett Hall located on the Livingston Campus.
- The newly transformed space will include 16 new lecture rooms and classrooms, computer labs, academic support offices, as well as a renovated campus post office. This project will add 1,400 new classroom seats to the campus and will include extensive upgrades to the 45 year old building’s mechanical systems.
- Construction contract award pending.

DATA
- Budget: 13.5 Million
- Design: July 2011 - August 2012
- Construction: November 2012 - July 2013

KEY DATES
- Concept Document: April 2012
- Schematic Design:
- Bid Award:

CONSTRUCTION STATUS
- Budget:
- Schedule:
- Scope:
**Significant Projects**

**Cook**

**7 Institute for Food, Nutrition and Health**

- Construction of a new facility for this institute, located on the Cook Campus, comprising of 78,000 sq. ft.
- This facility will focus on the study of cardiometabolic disease, cancer and obesity and will contain state-of-the-art laboratories, community clinics, a children’s nutrition center and preschool as well as a dining facility offering health food options.
- Design underway, preparing to bid.

<table>
<thead>
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<tr>
<td>Budget: 55 Million</td>
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<td>Design: January 2012 - November 2012</td>
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<td>Construction: February 2013 - April 2015</td>
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</table>

<table>
<thead>
<tr>
<th>Key Dates</th>
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</thead>
<tbody>
<tr>
<td>Concept Document: February 2012</td>
</tr>
<tr>
<td>Schematic Design: January 2012</td>
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<tr>
<td>Bid Award:</td>
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</table>

<table>
<thead>
<tr>
<th>Construction Status</th>
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</thead>
<tbody>
<tr>
<td>Budget: On Budget</td>
</tr>
<tr>
<td>Schedule: On Schedule</td>
</tr>
<tr>
<td>Scope: No Change</td>
</tr>
</tbody>
</table>

**Douglass**

**8 Nicholas Music Center Expansion**

- Construction of a new wing on the Nicholas Music Center, located on the Douglass Campus, consisting of 23,668 sq. ft.
- The new wing will include a new hall for choral performances, dance studios, music practice rooms, offices for faculty and staff, and a multi-level atrium space that will serve as a gathering location for faculty, students and visitors.
- Construction underway, 50% complete.

<table>
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<th>Data</th>
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<tbody>
<tr>
<td>Budget: 12.5 Million</td>
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<tr>
<td>Design: June 2011 - December 2011</td>
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<tr>
<td>Construction: March 2012 - March 2013</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept Document: June 2011</td>
</tr>
<tr>
<td>Schematic Design: Not Applicable</td>
</tr>
<tr>
<td>Bid Award: February 2012</td>
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</table>

<table>
<thead>
<tr>
<th>Construction Status</th>
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<tbody>
<tr>
<td>Budget: On Budget</td>
</tr>
<tr>
<td>Schedule: On Schedule</td>
</tr>
<tr>
<td>Scope: No Change</td>
</tr>
</tbody>
</table>
9 Graduates Student Housing at 15 Washington Street

- This project involves the conversion of 15 Washington St. into a mixed use residence to house 350 graduate students on the Newark Campus.
- Features include “apartment-style” living units, configured as studios, one, two, three and four bedroom units. Additionally, there will be common and study areas, and laundry facilities available. This project will also provide the first large lecture hall on campus. A 24 hour, 365 days per year security/service desk will be staffed in the building.
- Working with REHS to do the complete building AHERA survey at this time and the abatement will be competitively bid out to be performed over the fall 2012/winter 2013.
- Design underway.

DATA

Budget: 71 Million
Design: March 2012 - July 2013
Construction: October 2013 - September 2015

KEY DATES

Concept Document: February 2012
Schematic Design: 
Bid Award: 

CONSTRUCTION STATUS

Budget: 
Schedule: 
Scope: 

9 Newark Campus

April 2012
APPENDIX 4.1

IPEDS Financial Surveys, FY 2010-11 – 2007-08
Finance 2010-11
Institution: Rutgers University-New Brunswick (186380)  
User ID: 88G1771

Overview

Finance Overview

Purpose
The purpose of the IPEDS Finance component is to collect basic financial information from items associated with the institution's General Purpose Financial Statements.

Resources:
To download the survey materials for this component: Survey Materials.
To access your prior year data submission for this component: Reported Data.

If you have questions about completing this survey, please contact the IPEDS Help Desk at 1-877-225-2568.

Institution: Rutgers University-New Brunswick (186380)  
User ID: 88G1771

Parent child allocation factors-full children

The Finance survey report submitted under this UnitID is a combined report that includes data for all the locations listed below. Because this is a combined report, you must provide allocation factors that indicate how the data should be distributed among all included institutions. Allocation factors are percents. The allocation factors you provide will be used to create derived variables for the IPEDS Peer Analysis System to allocate reported data to each component location. Enter allocation factors in the spaces provided; use whole numbers only. Percents must add to 100%. You may not leave any cell blank. You will not be able to lock your data if this section is not completed.

<table>
<thead>
<tr>
<th>UnitID</th>
<th>Name of Institution</th>
<th>City, State</th>
<th>Allocation factor</th>
<th>2009-10 Allocation factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>186380</td>
<td>Rutgers University-New Brunswick</td>
<td>New Brunswick, NJ</td>
<td>82 %</td>
<td>82</td>
</tr>
<tr>
<td>186371</td>
<td>Rutgers University-Camden</td>
<td>Camden, NJ</td>
<td>6 %</td>
<td>6</td>
</tr>
<tr>
<td>186399</td>
<td>Rutgers University-Newark</td>
<td>Newark, NJ</td>
<td>12 %</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If this list of institutions is not complete, or is incorrect in any way, or if you would like to report data for each component institution instead of submitting a combined report, or if you have any questions or concerns, please call the Help Desk at 1-877-225-2568.

Caveats:

Finance - Public institutions

Reporting Standard

Please indicate which reporting standards are used to prepare your financial statements:
- GASB (Governmental Accounting Standards Board), using standards of GASB 34 & 35
- FASB (Financial Accounting Standards Board)

Please consult your business officer for the correct response before saving this screen. Your

Print Forms (data)

response to this question will determine the forms you will receive for reporting finance data.

Institution: Rutgers University-New Brunswick (188380)  User ID: 88G1771

Finance - Public institutions

General Information

GASB-Reporting Institutions (aligned form)

To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statements (GPFS). Please refer to the instructions specific to each screen of the survey for details and references.

1. Fiscal Year Calendar

This report covers financial activities for the 12-month fiscal year: (The fiscal year reported should be the most recent fiscal year ending before October 1, 2010.)

Beginning: month/year (MMYYYY)  Month: 7  Year: 2009

And ending: month/year (MMYYYY)  Month: 6  Year: 2010

2. Audit Opinion

Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

- Unqualified
- Qualified (Explain in box below)
- Don't know (Explain in box below)

3. Reporting Model

GASB Statement No. 34 offers three alternative reporting models for special-purpose governments like colleges and universities. Which model is used by your institution?

- Business Type Activities
- Governmental Activities
- Governmental Activities with Business-Type Activities

4. Intercollegiate Athletics

If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?

- Auxiliary enterprises
- Student services
- Does not participate in intercollegiate athletics
- Other (specify in box below)

5. Endowment Assets

Does this institution or any of its foundations or other affiliated organizations own endowment assets?

- Yes - (report endowment assets)
- No

You may use the space below to provide context for the data you've reported above.

Institution: Rutgers University-New Brunswick (188380)  User ID: 88G1771

Part A - Statement of Net Assets

Fiscal Year: July 1, 2009 - June 30, 2010

<table>
<thead>
<tr>
<th>Line no.</th>
<th>Current year amount</th>
<th>Prior year amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Total current assets</td>
<td>694,576,000</td>
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<tr>
<td></td>
<td></td>
<td>648,874,000</td>
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<tr>
<td>31</td>
<td>Depreciable capital assets, net of depreciation</td>
<td>1,638,171,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1,456,938,000</td>
</tr>
<tr>
<td>04</td>
<td>Other noncurrent assets</td>
<td>1,190,723,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1,274,239,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Description</th>
<th>Ending balance</th>
<th>Prior year Ending balance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Total noncurrent assets</strong></td>
<td>2,731,177,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05</td>
<td>CV=(A11+A05)</td>
<td>3,380,051,000</td>
<td></td>
</tr>
<tr>
<td>06</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07</td>
<td><strong>Current Liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07</td>
<td>Long-term debt, current portion</td>
<td>37,134,000</td>
<td></td>
</tr>
<tr>
<td>08</td>
<td>Other current liabilities CV=(A09-A07)</td>
<td>240,339,000</td>
<td></td>
</tr>
<tr>
<td>09</td>
<td>Total current liabilities</td>
<td>277,473,000</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td><strong>Noncurrent Liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Long-term debt</td>
<td>770,295,000</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Other noncurrent liabilities CV=(A12-A10)</td>
<td>23,168,000</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Total noncurrent liabilities</td>
<td>793,463,000</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td><strong>Total liabilities</strong> CV=(A09+A12)</td>
<td>1,076,936,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Net Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Invested in capital assets, net of related debt</td>
<td>1,069,424,000</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Restricted expendable</td>
<td>414,168,000</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Restricted nonexpendable</td>
<td>295,844,000</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Unrestricted CV=(A18-(A14+A15+A16))</td>
<td>529,677,000</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Total net assets CV=(A06-A13)</td>
<td>2,306,115,000</td>
<td></td>
</tr>
</tbody>
</table>

**You may use the space below to provide context for the data you've reported above.**

Institution: Rutgers University-New Brunswick (186380)  
User ID: 88G1771

**Part A - Statement of Net Assets (Page 2)**

**Fiscal Year: July 1, 2009 - June 30, 2010**

**Capital Assets**

- **Land & land improvements**  
  - Ending balance: 1,076,169,000  
  - Prior year: 95,414,000
- **Infrastructure**  
  - Ending balance: 2,084,019,000  
  - Prior year: 204,019,000
- **Buildings**  
  - Ending balance: 1,969,469,000  
  - Prior year: 477,031,000
- **Equipment, including art and library collections**  
  - Ending balance: 208,665,000  
  - Prior year: 477,031,000
- **Construction in progress**  
  - Ending balance: 3,118,719,000  
  - Prior year: 2,954,598,000
- **Total for Plant, Property and Equipment CV = (A21+...A27)**  
  - Ending balance: 3,118,719,000  
  - Prior year: 2,954,598,000
- **Accumulated depreciation**  
  - Ending balance: 1,173,004,000  
  - Prior year: 0
- **Intangible assets, net of accumulated amortization**  
  - Ending balance: 0  
  - Prior year: 0
- **Other capital assets**  
  - Ending balance: 0  
  - Prior year: 0

**You may use the space below to provide context for the data you've reported above.**

### Part B - Revenues and Other Additions

**Fiscal Year: July 1, 2009 - June 30, 2010**

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Source of Funds</th>
<th>Current year amount</th>
<th>Prior year amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>01</strong></td>
<td>Operating Revenues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>01</td>
<td>Tuition &amp; fees, after deducting discounts &amp; allowances</td>
<td>549,293,000</td>
<td>525,121,000</td>
</tr>
<tr>
<td></td>
<td>Grants and contracts - operating</td>
<td>238,217,000</td>
<td>198,179,000</td>
</tr>
<tr>
<td>02</td>
<td>Federal operating grants and contracts</td>
<td>44,462,000</td>
<td>51,602,000</td>
</tr>
<tr>
<td>03</td>
<td>State operating grants and contracts</td>
<td>66,769,000</td>
<td>84,147,000</td>
</tr>
<tr>
<td>04</td>
<td>Local government/private operating grants and contracts</td>
<td>4,996,000</td>
<td>3,977,000</td>
</tr>
<tr>
<td>04b</td>
<td>Private operating grants and contracts</td>
<td>61,791,000</td>
<td>80,170,000</td>
</tr>
<tr>
<td>05</td>
<td>Sales &amp; services of auxiliary enterprises, after deducting discounts &amp; allowances</td>
<td>229,169,000</td>
<td>221,770,000</td>
</tr>
<tr>
<td>06</td>
<td>Sales &amp; services of hospitals, after deducting patient contractual allowances</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>07</td>
<td>Sales &amp; services of educational activities</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>08</td>
<td>Independent operations</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>09</td>
<td>Other sources - operating, (CV = [B09 - (B01 + ... + B07)])</td>
<td>68,432,000</td>
<td>64,765,000</td>
</tr>
<tr>
<td>09</td>
<td>Total operating revenues</td>
<td>1,180,362,000</td>
<td>1,145,584,000</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Source of funds</th>
<th>Current year amount</th>
<th>Prior year amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10</strong></td>
<td>Nonoperating Revenues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Federal appropriations</td>
<td>8,489,000</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>State appropriations</td>
<td>444,009,000</td>
<td>450,134,000</td>
</tr>
<tr>
<td>12</td>
<td>Local appropriations, education district taxes, &amp; similar support</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>Federal nonoperating grants</td>
<td>88,958,000</td>
<td>41,609,000</td>
</tr>
<tr>
<td>14</td>
<td>State nonoperating grants</td>
<td>58,983,000</td>
<td>69,163,000</td>
</tr>
<tr>
<td>15</td>
<td>Local government nonoperating grants</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16</td>
<td>Gifts, including contributions from affiliated organizations</td>
<td>30,695,000</td>
<td>37,872,000</td>
</tr>
<tr>
<td>17</td>
<td>Investment income</td>
<td>22,550,000</td>
<td>23,367,000</td>
</tr>
<tr>
<td>18</td>
<td>Other nonoperating revenues, (CV = [B19 - (B10 + ... + B17)])</td>
<td>41,672,000</td>
<td>0</td>
</tr>
<tr>
<td>19</td>
<td>Total nonoperating revenues</td>
<td>704,576,000</td>
<td>622,145,000</td>
</tr>
<tr>
<td>20</td>
<td>Total operating and nonoperating revenues, (CV = [B19 + B09])</td>
<td>1,870,938,000</td>
<td>1,767,729,000</td>
</tr>
<tr>
<td>21</td>
<td>12-month Student FTE from E12, (CV = [B26a + B26b])</td>
<td>36,013</td>
<td>30,611</td>
</tr>
<tr>
<td>21a</td>
<td>Undergraduates</td>
<td>30,611</td>
<td>30,611</td>
</tr>
<tr>
<td>21b</td>
<td>Graduates</td>
<td>5,402</td>
<td>5,402</td>
</tr>
<tr>
<td>22</td>
<td>Total operating and nonoperating revenues per student FTE</td>
<td>50,685</td>
<td></td>
</tr>
</tbody>
</table>
### Part B - Revenues and Other Additions

**Fiscal Year: July 1, 2009 - June 30, 2010**

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Source of funds</th>
<th>Current year amount</th>
<th>Prior year amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Other Revenues and Additions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Capital appropriations</td>
<td>0</td>
<td>8,000</td>
</tr>
<tr>
<td>21</td>
<td>Capital grants &amp; gifts</td>
<td>11,504,000</td>
<td>30,404,000</td>
</tr>
<tr>
<td>22</td>
<td>Additions to permanent endowments</td>
<td>10,513,000</td>
<td>9,190,000</td>
</tr>
<tr>
<td>23</td>
<td>Other revenues &amp; additions CV=[B24-2(B20+...+B22)]</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>24</td>
<td>Total other revenues and additions CV=[B20+B19+B24]</td>
<td>22,017,000</td>
<td>39,602,000</td>
</tr>
<tr>
<td>25</td>
<td>Total all revenues and other additions</td>
<td>1,862,955,000</td>
<td>1,807,331,000</td>
</tr>
</tbody>
</table>

**You may use the space below to provide context for the data you've reported above.**

### Part C - Expenses and Other Deductions

**Fiscal Year: July 1, 2009 - June 30, 2010**

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Description</th>
<th>Total amount</th>
<th>Salaries &amp; wages</th>
<th>Employee fringe benefits</th>
<th>Operation and maintenance of plant</th>
<th>Depreciation</th>
<th>Interest</th>
<th>All other</th>
<th>PY Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Instruction</td>
<td>748,890,000</td>
<td>434,608,000</td>
<td>107,335,000</td>
<td>52,504,000</td>
<td>40,502,000</td>
<td>16,427,000</td>
<td></td>
<td>98,314,000</td>
</tr>
<tr>
<td>02</td>
<td>Research</td>
<td>219,242,000</td>
<td>143,807,000</td>
<td>46,395,000</td>
<td>22,358,000</td>
<td>17,247,000</td>
<td>6,995,000</td>
<td></td>
<td>82,440,000</td>
</tr>
<tr>
<td>03</td>
<td>Public service</td>
<td>43,175,000</td>
<td>27,142,000</td>
<td>6,801,000</td>
<td>3,024,000</td>
<td>2,333,000</td>
<td>946,000</td>
<td></td>
<td>2,929,000</td>
</tr>
<tr>
<td>05</td>
<td>Academic support</td>
<td>157,019,000</td>
<td>58,843,000</td>
<td>15,062,000</td>
<td>7,495,000</td>
<td>5,782,000</td>
<td>2,345,000</td>
<td></td>
<td>17,492,000</td>
</tr>
<tr>
<td>06</td>
<td>Student services</td>
<td>89,823,000</td>
<td>41,612,000</td>
<td>10,309,000</td>
<td>6,291,000</td>
<td>4,853,000</td>
<td>1,968,000</td>
<td></td>
<td>24,790,000</td>
</tr>
<tr>
<td>07</td>
<td>Institutional support</td>
<td>158,082,000</td>
<td>101,064,000</td>
<td>24,601,000</td>
<td>10,930,000</td>
<td>8,431,000</td>
<td>3,421,000</td>
<td></td>
<td>7,115,000</td>
</tr>
<tr>
<td>08</td>
<td>Operation &amp; maintenance of plant (see instructions)</td>
<td>0</td>
<td>0</td>
<td>-120,181,000</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scholarships and fellowships expenses, excluding discounts and allowances</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>52,218,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>52,218,000</td>
<td>49,865,000</td>
</tr>
<tr>
<td>11</td>
<td>Auxiliary enterprises</td>
<td>251,017,000</td>
<td>84,418,000</td>
<td>23,380,000</td>
<td>17,878,000</td>
<td>13,861,000</td>
<td>3,500,000</td>
<td></td>
<td>105,979,000</td>
</tr>
<tr>
<td>12</td>
<td>Hospital services</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>Independent operations</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>Other expenses &amp; deductions CV=[C19-]</td>
<td>7,224,000</td>
<td>5,144,000</td>
<td>48,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2,332,000</td>
</tr>
</tbody>
</table>

### Print Forms (data)

<table>
<thead>
<tr>
<th>Line</th>
<th>Description</th>
<th>Current year amount</th>
<th>Prior year amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Total revenues &amp; other additions (from B25)</td>
<td>1,892,955,000</td>
<td>1,807,331,000</td>
</tr>
<tr>
<td>02</td>
<td>Total expenses &amp; deductions (from C19)</td>
<td>1,775,470,000</td>
<td>1,808,652,000</td>
</tr>
<tr>
<td>03</td>
<td>Change in net assets during year</td>
<td>117,485,000</td>
<td>-1,321,000</td>
</tr>
<tr>
<td>04</td>
<td>Net assets beginning of year</td>
<td>2,309,115,000</td>
<td>2,310,436,000</td>
</tr>
<tr>
<td>05</td>
<td>Adjustments to beginning net assets and other gains or losses</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>06</td>
<td>Net assets end of year (from A18)</td>
<td>2,426,600,000</td>
<td>2,309,115,000</td>
</tr>
</tbody>
</table>

### Part D - Summary of Changes in Net Assets

**Fiscal Year: July 1, 2009 - June 30, 2010**

You may use the space below to provide context for the data you've reported above.

Institution: Rutgers University-New Brunswick (186380)  
User ID: 86G1771

### Part E - Scholarships and Fellowships

**Fiscal Year: July 1, 2009 - June 30, 2010**

You may use the space below to provide context for the data you've reported above.

Institution: Rutgers University-New Brunswick (186380)  
User ID: 86G1771

### Source

<table>
<thead>
<tr>
<th>Line</th>
<th>Description</th>
<th>Current year amount</th>
<th>Prior year amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Pell grants (federal)</td>
<td>57,023,000</td>
<td>37,273,000</td>
</tr>
<tr>
<td>02</td>
<td>Other federal grants</td>
<td>4,456,000</td>
<td>4,336,000</td>
</tr>
<tr>
<td>03</td>
<td>Grants by state government</td>
<td>151,963,000</td>
<td>135,021,000</td>
</tr>
<tr>
<td>04</td>
<td>Grants by local government</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>05</td>
<td>Institutional grants from restricted resources</td>
<td>17,242,000</td>
<td>16,245,000</td>
</tr>
<tr>
<td>06</td>
<td>Institutional grants from unrestricted resources</td>
<td>8,865,000</td>
<td>8,349,000</td>
</tr>
<tr>
<td>07</td>
<td>Total gross scholarships and fellowships</td>
<td>229,549,000</td>
<td>201,224,000</td>
</tr>
</tbody>
</table>

### Discounts and Allowances

<table>
<thead>
<tr>
<th>Line</th>
<th>Description</th>
<th>Value</th>
<th>Prior Year Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>68</td>
<td>Discounts &amp; allowances applied to tuition &amp; fees</td>
<td>148,046,000</td>
<td>118,419,000</td>
</tr>
<tr>
<td>69</td>
<td>Discounts &amp; allowances applied to sales &amp; services of auxiliary enterprises</td>
<td>39,265,000</td>
<td>32,940,000</td>
</tr>
<tr>
<td></td>
<td>CV= (E10-E08)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Total discounts &amp; allowances</td>
<td>187,311,000</td>
<td>151,359,000</td>
</tr>
<tr>
<td></td>
<td>CV=(E07-E11)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Net scholarships and fellowships expenses after deducting discount &amp; allowances (from C10)</td>
<td>52,218,000</td>
<td>48,863,000</td>
</tr>
</tbody>
</table>

**You may use the space below to provide context for the data you've reported above.**

Explanation for Line 1. Pell Grants- the figure has been verified and is higher due to increase in grants awarded.

### Part H - Details of Endowment Assets

**Fiscal Year: July 1, 2009 - June 30, 2010**

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Value of Endowment Assets</th>
<th>Market Value</th>
<th>Prior Year Amounts</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Value of endowment assets at the beginning of the fiscal year</td>
<td>508,786,000</td>
<td>593,144,000</td>
</tr>
<tr>
<td>02</td>
<td>Value of endowment assets at the end of the fiscal year</td>
<td>558,786,000</td>
<td>500,700,000</td>
</tr>
</tbody>
</table>

**You may use the space below to provide context for the data you've reported above.**

### Part J - Revenue Data for Bureau of Census

**Fiscal Year: July 1, 2009 - June 30, 2010**

<table>
<thead>
<tr>
<th>Source and type</th>
<th>Total for all funds and operations</th>
<th>Education and general/independent operations</th>
<th>Auxiliary enterprises</th>
<th>Hospitals</th>
<th>Agriculture extension/experiment services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
<td>(5)</td>
</tr>
<tr>
<td>01</td>
<td>Tuition and fees</td>
<td>697,359,000</td>
<td>697,359,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>Sales and services</td>
<td>268,454,000</td>
<td>0</td>
<td>266,454,000</td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>Federal grants/contracts (excludes Pell Grants)</td>
<td>216,866,000</td>
<td>208,217,000</td>
<td>8,499,000</td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>Revenue from the state government; State appropriations, current &amp; capital</td>
<td>444,009,000</td>
<td>414,006,000</td>
<td>30,003,000</td>
<td></td>
</tr>
</tbody>
</table>

### Print Forms (data)

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>05 State grants and contracts</td>
<td>44,462,000</td>
</tr>
<tr>
<td>06 Revenue from local governments:</td>
<td></td>
</tr>
<tr>
<td>Local appropriation, current &amp; capital</td>
<td>0</td>
</tr>
<tr>
<td>Local government grants/contracts</td>
<td>4,998,000</td>
</tr>
<tr>
<td>08 Receipts from property and non-property</td>
<td></td>
</tr>
<tr>
<td>taxes</td>
<td></td>
</tr>
<tr>
<td>09 Gifts and private grants, including capital grants</td>
<td>114,503,000</td>
</tr>
<tr>
<td>10 Interest earnings</td>
<td>22,550,000</td>
</tr>
<tr>
<td>11 Dividend earnings</td>
<td>0</td>
</tr>
<tr>
<td>12 Realized capital gains</td>
<td>0</td>
</tr>
</tbody>
</table>

You may use the space below to provide context for the data you've reported above.

---

**Institution:** Rutgers University-New Brunswick (185380)  
**User ID:** 88G1771

**Part K - Expenditure Data for Bureau of Census**

Fiscal Year: July 1, 2009 - June 30, 2010

<table>
<thead>
<tr>
<th>Category</th>
<th>Total for all funds and operations (includes endowment funds, but excludes component units)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Education and general/ independent operations</td>
<td>Hospitals</td>
</tr>
<tr>
<td>01 Salaries and wages</td>
<td>897,138,000</td>
<td>84,418,000</td>
</tr>
<tr>
<td>02 Employee benefits, total</td>
<td>234,531,000</td>
<td>23,980,000</td>
</tr>
<tr>
<td>Payment to state retirement funds (maybe included in line 02 above)</td>
<td>41,220,000</td>
<td>4,111,000</td>
</tr>
<tr>
<td>04 Current expenditures other than salaries</td>
<td>553,498,000</td>
<td>142,619,000</td>
</tr>
<tr>
<td>Capital outlay:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>05 Construction</td>
<td>120,148,000</td>
<td>79,785,000</td>
</tr>
<tr>
<td>06 Equipment purchases</td>
<td>36,607,000</td>
<td>3,856,000</td>
</tr>
<tr>
<td>07 Land purchases</td>
<td>1,251,000</td>
<td>1,138,000</td>
</tr>
<tr>
<td>Interest on debt</td>
<td>30,000</td>
<td></td>
</tr>
<tr>
<td>09 Scholarships/fellowships</td>
<td>239,549,000</td>
<td>239,549,000</td>
</tr>
</tbody>
</table>

You may use the space below to provide context for the data you've reported above.

---

### Part L - Debt and Assets, page 1

**Fiscal Year: July 1, 2009 - June 30, 2010**

#### Debt

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 Long-term debt outstanding at beginning of fiscal year</td>
<td>$020,000</td>
</tr>
<tr>
<td>02 Long-term debt issued during fiscal year</td>
<td>0</td>
</tr>
<tr>
<td>03 Long-term debt retired during fiscal year</td>
<td>$020,000</td>
</tr>
<tr>
<td>04 Long-term debt outstanding at end of fiscal year</td>
<td>0</td>
</tr>
<tr>
<td>05 Short-term debt outstanding at beginning of fiscal year</td>
<td>0</td>
</tr>
<tr>
<td>06 Short-term debt outstanding at end of fiscal year</td>
<td>0</td>
</tr>
</tbody>
</table>

You may use the space below to provide context for the data you've reported above.

### Part L - Debt and Assets, page 2

**Fiscal Year: July 1, 2009 - June 30, 2010**

#### Assets

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>07 Total cash and security assets held at end of fiscal year in sinking or debt service funds</td>
<td>$3,287,000</td>
</tr>
<tr>
<td>08 Total cash and security assets held at end of fiscal year in bond funds</td>
<td>$34,235,000</td>
</tr>
<tr>
<td>09 Total cash and security assets held at end of fiscal year in all other funds</td>
<td>$237,905,000</td>
</tr>
</tbody>
</table>

You may use the space below to provide context for the data you've reported above.

### Summary

**Finance Survey Summary**

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution’s Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the ExPT and sent to your institution's CEO in November 2011.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipeds@nci.org.
### Core Revenues

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Reported values</th>
<th>Percent of total core revenues</th>
<th>Core revenues per FTE enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>$549,293,000</td>
<td>33%</td>
<td>$14,881</td>
</tr>
<tr>
<td>Government appropriations</td>
<td>$452,478,000</td>
<td>27%</td>
<td>$12,258</td>
</tr>
<tr>
<td>Government grants and contracts</td>
<td>$414,858,000</td>
<td>25%</td>
<td>$11,239</td>
</tr>
<tr>
<td>Private gifts, grants, and contracts</td>
<td>$92,486,000</td>
<td>6%</td>
<td>$2,506</td>
</tr>
<tr>
<td>Investment income</td>
<td>$22,550,000</td>
<td>1%</td>
<td>$611</td>
</tr>
<tr>
<td>Other core revenues</td>
<td>$132,121,000</td>
<td>8%</td>
<td>$3,579</td>
</tr>
<tr>
<td>Total core revenues</td>
<td>$1,663,786,000</td>
<td>100%</td>
<td>$45,073</td>
</tr>
</tbody>
</table>

Total revenues $1,892,955,000 $51,282

Core revenues include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; investment income; other operating and nonoperating sources; and other revenues and additions. Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

### Core Expenses

<table>
<thead>
<tr>
<th>Expense function</th>
<th>Reported values</th>
<th>Percent of total core expenses</th>
<th>Core expenses per FTE enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$749,690,000</td>
<td>49%</td>
<td>$20,310</td>
</tr>
<tr>
<td>Research</td>
<td>$319,242,000</td>
<td>21%</td>
<td>$8,648</td>
</tr>
<tr>
<td>Public service</td>
<td>$43,175,000</td>
<td>3%</td>
<td>$1,170</td>
</tr>
<tr>
<td>Academic support</td>
<td>$107,019,000</td>
<td>7%</td>
<td>$2,899</td>
</tr>
<tr>
<td>Institutional support</td>
<td>$156,062,000</td>
<td>10%</td>
<td>$4,228</td>
</tr>
<tr>
<td>Student services</td>
<td>$89,823,000</td>
<td>6%</td>
<td>$2,433</td>
</tr>
<tr>
<td>Other core expenses</td>
<td>$59,442,000</td>
<td>4%</td>
<td>$1,610</td>
</tr>
<tr>
<td>Total core expenses</td>
<td>$1,524,453,000</td>
<td>100%</td>
<td>$41,299</td>
</tr>
</tbody>
</table>

Total expenses $1,775,470,000 $48,099

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, operation and maintenance of plant, depreciation, scholarships and fellowships expenses, other expenses, and nonoperating expenses.

### Calculated value

FTE enrollment 36,913

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). FTE is estimated using 12-month instructional activity (credit and/or contact hours). All doctor's degree students are reported as graduate students.

---

Institution: Rutgers University-New Brunswick (186380)  
User ID: 8801771

**Explanation Report**

There are no explanations for selected survey and institution

---

# Finance 2009-10

### Parent child allocation factors-full children

The **Finance survey** report submitted under this UnitID is a combined report that includes data for all the locations listed below. Because this is a combined report, you must provide allocation factors that indicate how the data should be distributed among all included institutions. Allocation factors are percents. The allocation factors you provide will be used to create derived variables for the IPEDS Peer Analysis System to allocate reported data to each component location.

Enter allocation factors in the spaces provided; use whole numbers only. Percents must add to 100%. You may not leave any cell blank. You will not be able to lock your data if this section is not completed.

<table>
<thead>
<tr>
<th>UnitID</th>
<th>Name of Institution</th>
<th>City, State</th>
<th>Allocation factor</th>
<th>2008-09 Allocation factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>186380</td>
<td>Rutgers University-New Brunswick</td>
<td>New Brunswick, NJ</td>
<td>82 %</td>
<td>82</td>
</tr>
<tr>
<td>186371</td>
<td>Rutgers University-Camden</td>
<td>Camden, NJ</td>
<td>6 %</td>
<td>6</td>
</tr>
<tr>
<td>186399</td>
<td>Rutgers University-Newark</td>
<td>Newark, NJ</td>
<td>12 %</td>
<td>12</td>
</tr>
</tbody>
</table>

Total:   %

If this list of institutions is not complete, or is incorrect in any way, or if you would like to report data for each component institution instead of submitting a combined report, or if you have any questions or concerns, please call the Help Desk at **1-877-225-2568**.

### Caveats:

- 

---

# Finance - Public institutions

### Reporting Standard

Please indicate which reporting standards are used to prepare your financial statements:

- [ ] GASB (Governmental Accounting Standards Board), using standards of GASB 34 & 35
- [ ] FASB (Financial Accounting Standards Board)

Please consult your business officer for the correct response before saving this screen. Your response to this question will determine the forms you will receive for reporting finance data.

---

# Finance - Public institutions

### General Information

**GASB-Reporting Institutions (aligned form)**

To the extent possible, the finance data requested in this report should be provided from your institution’s audited General Purpose Financial Statements (GPFS). Please refer to the instructions specific to each screen of the survey for details and references.

1. Fiscal Year Calendar

Print Forms (data)

This report covers financial activities for the 12-month fiscal year: (The fiscal year reported should be the most recent fiscal year ending before October 1, 2009.)

Beginning: month/year (MMYYYY)  Month: 7  Year: 2003
And ending: month/year (MMYYYY)  Month: 6  Year: 2013

2. Audit Opinion
Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

○ Unqualified
○ Qualified (Explain in box below)
○ Don't know (Explain in box below)

3. Reporting Model
GASB Statement No. 34 offers three alternative reporting models for special-purpose governments like colleges and universities. Which model is used by your institution?

○ Business Type Activities
○ Governmental Activities
○ Governmental Activities with Business-Type Activities

4. Intercollegiate Athletics
If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?

○ Auxiliary enterprises
○ Student services
○ Does not participate in intercollegiate athletics
○ Other (specify in box below)

5. Endowment Assets
Does this institution or any of its foundations or other affiliated organizations own endowment assets?

○ Yes - (report endowment assets)
○ No

You may use the space below to provide context for the data you've reported above.

Institution: Rutgers University-New Brunswick (186380)
User ID: 88G1771

Part A - Statement of Net Assets

Fiscal Year 2009

<table>
<thead>
<tr>
<th>Line no.</th>
<th>Description</th>
<th>Current year amount</th>
<th>Prior year amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Total current assets</td>
<td>$694,576,000</td>
<td>$626,222,000</td>
</tr>
<tr>
<td>31</td>
<td>Depreciable capital assets, net of depreciation</td>
<td>$1,608,171,000</td>
<td>$1,654,905,000</td>
</tr>
<tr>
<td></td>
<td>Other noncurrent assets</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You may use the space below to provide context for the data you've reported above.

Institution: Rutgers University-New Brunswick (186380)

User ID: 88G1771

Part A - Statement of Net Assets (Page 2)

Fiscal Year 2009

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Description</th>
<th>Ending balance</th>
<th>Prior year Ending balance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Capital Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Land &amp; land improvements</td>
<td>103,168,000</td>
<td>80,959,000</td>
</tr>
<tr>
<td>22</td>
<td>Infrastructure</td>
<td>208,799,000</td>
<td>193,985,000</td>
</tr>
<tr>
<td>Line No.</td>
<td>Source of Funcs</td>
<td>Current year amount</td>
<td>Prior year amount</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>01</td>
<td>Operating Revenues</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tuition &amp; fees, after deducting discounts &amp; allowances</td>
<td>549,293,000</td>
<td>472,294,000</td>
</tr>
<tr>
<td></td>
<td>Grants and contracts - operating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>Federal operating grants and contracts</td>
<td>208,217,000</td>
<td>173,950,000</td>
</tr>
<tr>
<td>03</td>
<td>State operating grants and contracts</td>
<td>44,462,000</td>
<td>118,843,000</td>
</tr>
<tr>
<td>04</td>
<td>Local government/private operating grants and contracts</td>
<td>84,147,030</td>
<td>60,165,000</td>
</tr>
<tr>
<td>04a</td>
<td>Local government operating grants and contracts</td>
<td>4,998,000</td>
<td>228,000</td>
</tr>
<tr>
<td>04b</td>
<td>Private operating grants and contracts</td>
<td>61,791,000</td>
<td>59,939,000</td>
</tr>
<tr>
<td>05</td>
<td>Sales &amp; services of auxiliary enterprises, after deducting discounts &amp; allowances</td>
<td>229,168,000</td>
<td>207,395,000</td>
</tr>
<tr>
<td>06</td>
<td>Sales &amp; services of hospitals, after deducting patient contractual allowances</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>07</td>
<td>Sales &amp; services of educational activities</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>08</td>
<td>Independent operations</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>09</td>
<td>Other sources - operating CV=[B09-(B01+ ...+B07)]</td>
<td>64,765,000</td>
<td>56,225,000</td>
</tr>
<tr>
<td>09</td>
<td>Total operating revenues</td>
<td>1,166,362,000</td>
<td>1,088,872,000</td>
</tr>
</tbody>
</table>
### Print Forms (data)

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Source of funds</th>
<th>Current year amount</th>
<th>Prior year amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Nonoperating Revenues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Federal appropriations</td>
<td>8,469,000</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>State appropriations</td>
<td>444,009,000</td>
<td>476,511,000</td>
</tr>
<tr>
<td>13</td>
<td>Local appropriations, education district taxes, &amp; similar support</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>Grants-nonoperating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Federal nonoperating grants</td>
<td>66,598,000</td>
<td>35,439,000</td>
</tr>
<tr>
<td>14</td>
<td>State nonoperating grants</td>
<td>88,863,000</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>Local government nonoperating grants</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16</td>
<td>Gifts, including contributions from affiliated organizations</td>
<td>30,885,000</td>
<td>47,929,000</td>
</tr>
<tr>
<td>17</td>
<td>Investment income</td>
<td>22,250,000</td>
<td>38,317,000</td>
</tr>
<tr>
<td>18</td>
<td>Other nonoperating revenues</td>
<td>0</td>
<td>640,000</td>
</tr>
<tr>
<td>19</td>
<td>Total nonoperating revenues</td>
<td>704,576,000</td>
<td>598,836,000</td>
</tr>
</tbody>
</table>

---

**Institution:** Rutgers University-New Brunswick (186380)  
**User ID:** 88G1771  
**Part B - Revenues and Other Additions**  
**Fiscal Year 2009**

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Source of funds</th>
<th>Current year amount</th>
<th>Prior year amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Other Revenues and Additions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Capital appropriations</td>
<td>0</td>
<td>154,000</td>
</tr>
<tr>
<td>21</td>
<td>Capital grants &amp; gifts</td>
<td>11,504,000</td>
<td>11,969,000</td>
</tr>
<tr>
<td>22</td>
<td>Additions to permanent endowments</td>
<td>10,513,000</td>
<td>17,817,000</td>
</tr>
<tr>
<td>23</td>
<td>Other revenues &amp; additions</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>24</td>
<td>Total other revenues and additions</td>
<td>22,017,000</td>
<td>29,940,000</td>
</tr>
<tr>
<td>25</td>
<td>Total all revenues and other additions</td>
<td>1,807,331,000</td>
<td>1,717,648,000</td>
</tr>
</tbody>
</table>

**You may use the space below to provide context for the data you've reported above.**

---

**Institution:** Rutgers University-New Brunswick (186380)  
**User ID:** 88G1771  
**Part C - Expenses and Other Deductions**

### Fiscal Year 2009

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Instruction</td>
<td>749,690,000</td>
<td>434,609,000</td>
<td>107,336,000</td>
<td>62,604,000</td>
<td>40,602,000</td>
<td>46,427,000</td>
<td>93,701,000</td>
</tr>
<tr>
<td>02</td>
<td>Research</td>
<td>319,242,000</td>
<td>143,807,000</td>
<td>46,395,000</td>
<td>22,358,000</td>
<td>17,247,000</td>
<td>6,995,000</td>
<td>80,399,000</td>
</tr>
<tr>
<td>03</td>
<td>Public Service</td>
<td>43,175,000</td>
<td>27,142,000</td>
<td>6,801,000</td>
<td>3,024,000</td>
<td>2,333,000</td>
<td>946,000</td>
<td>3,098,000</td>
</tr>
<tr>
<td>04</td>
<td>Academic Support</td>
<td>107,019,000</td>
<td>58,843,000</td>
<td>15,062,000</td>
<td>7,495,000</td>
<td>5,782,000</td>
<td>2,345,000</td>
<td>20,938,000</td>
</tr>
<tr>
<td>05</td>
<td>Student Services</td>
<td>89,823,000</td>
<td>41,612,000</td>
<td>10,309,000</td>
<td>6,291,000</td>
<td>4,853,000</td>
<td>1,968,000</td>
<td>21,584,000</td>
</tr>
<tr>
<td>06</td>
<td>Institutional Support</td>
<td>115,062,000</td>
<td>101,564,000</td>
<td>24,601,000</td>
<td>10,930,000</td>
<td>8,431,000</td>
<td>3,421,000</td>
<td>3,294,000</td>
</tr>
<tr>
<td>07</td>
<td>Operation &amp; maintenance of plant</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>-120,181,000</td>
<td>0</td>
<td>0</td>
<td>122,058,000</td>
</tr>
<tr>
<td>08</td>
<td>Scholarships and fellowships, excluding discounts &amp; allowances</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>48,865,000</td>
</tr>
<tr>
<td>10</td>
<td>Auxiliary enterprises</td>
<td>251,017,000</td>
<td>84,418,000</td>
<td>23,980,000</td>
<td>17,579,000</td>
<td>13,561,000</td>
<td>5,500,000</td>
<td>103,699,000</td>
</tr>
<tr>
<td>11</td>
<td>Hospital Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>Independent Operations</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>Other expenses</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>CV=[C19-(C01+...+C13)]</td>
<td>105,391,000</td>
<td>4,578,000</td>
<td>51,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100,762,000</td>
</tr>
<tr>
<td>19</td>
<td>Total expenses &amp; deductions</td>
<td>1,775,470,000</td>
<td>897,138,000</td>
<td>234,531,000</td>
<td>0</td>
<td>92,709,000</td>
<td>37,602,000</td>
<td>500,398,000</td>
</tr>
</tbody>
</table>

**Prior year amount**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,826,606,000</td>
<td>818,094,000</td>
<td>216,320,000</td>
<td>94,796,000</td>
<td>497,396,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

You may use the space below to provide context for the data you've reported above.

---

Institution: Rutgers University-New Brunswick (186380)  
User ID: 88G1771

## Part D - Summary of Changes In Net Assets

**Fiscal Year 2009**

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Description</th>
<th>Current year amount</th>
<th>Prior year amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Total revenues &amp; other additions <em>(from B25)</em></td>
<td>1,807,331,000</td>
<td>1,717,648,000</td>
</tr>
<tr>
<td>02</td>
<td>Total expenses &amp; deductions <em>(from C19)</em></td>
<td>1,808,652,000</td>
<td>1,626,606,000</td>
</tr>
<tr>
<td>03</td>
<td>Change in net assets during year CV=(D01-D02)</td>
<td>-1,321,000</td>
<td>91,042,000</td>
</tr>
<tr>
<td>04</td>
<td>Net assets beginning of year</td>
<td>2,309,115,000</td>
<td>2,219,394,000</td>
</tr>
<tr>
<td>05</td>
<td>Adjustments to beginning net assets CV=[D06-(D03+D04)]</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>06</td>
<td>Net assets end of year <em>(from A18)</em></td>
<td>2,309,115,000</td>
<td>2,310,436,000</td>
</tr>
</tbody>
</table>

You may use the space below to provide context for the data you've reported above.

---

**Institution: Rutgers University-New Brunswick (186380)**  
**User ID: 88G1771**

## Part E - Scholarships and Fellowships

**Fiscal Year 2009**

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Source</th>
<th>Current year amount</th>
<th>Prior year amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Pell grants <em>(federal)</em></td>
<td>57,023,000</td>
<td>31,441,000</td>
</tr>
<tr>
<td>02</td>
<td>Other federal grants</td>
<td>4,456,000</td>
<td>3,998,000</td>
</tr>
<tr>
<td>03</td>
<td>Grants by state government</td>
<td>151,963,000</td>
<td>121,823,000</td>
</tr>
<tr>
<td>04</td>
<td>Grants by local government</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>05</td>
<td>Institutional grants from restricted resources</td>
<td>17,242,000</td>
<td>13,848,000</td>
</tr>
<tr>
<td>06</td>
<td>Institutional grants, from unrestricted resources</td>
<td>8,349,000</td>
<td>7,035,000</td>
</tr>
<tr>
<td>07</td>
<td>Total gross scholarships and fellowships</td>
<td>239,549,000</td>
<td>178,145,000</td>
</tr>
</tbody>
</table>

### Discounts and Allowances

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Description</th>
<th>Current year amount</th>
<th>Prior year amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>Discounts &amp; allowances applied to tuition &amp; fees</td>
<td>148,046,000</td>
<td>104,011,000</td>
</tr>
<tr>
<td>39</td>
<td>Discounts &amp; allowances applied to sales &amp; services of auxiliary enterprises CV=(E10-E09)</td>
<td>32,940,000</td>
<td>29,455,000</td>
</tr>
<tr>
<td>10</td>
<td>Total discounts &amp; allowances CV=(E07-E11)</td>
<td>151,359,000</td>
<td>133,466,000</td>
</tr>
<tr>
<td>11</td>
<td>Net scholarships and fellowships expenses after deducting discount &amp; allowances <em>(from C10)</em></td>
<td>49,865,000</td>
<td>44,679,000</td>
</tr>
</tbody>
</table>
Explanation for Line 1. Pell Grants— the figure has been verified and is higher due to increase in grants awarded.

### Part H - Details of Endowment Assets

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Value of Endowment Assets</th>
<th>Market Value</th>
<th>Prior Year Amounts</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Value of endowment assets at the beginning of the fiscal year</td>
<td>508,766,000</td>
<td>593,396,000</td>
</tr>
<tr>
<td>02</td>
<td>Value of endowment assets at the end of the fiscal year</td>
<td>556,786,000</td>
<td>593,114,000</td>
</tr>
</tbody>
</table>

### Part J - Revenue Data for Bureau of Census

<table>
<thead>
<tr>
<th>Source and type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total for all funds and operations (includes endowment funds, but excludes component units)</td>
<td>643,540,000</td>
</tr>
<tr>
<td>Education and general/independent operations</td>
<td>643,540,000</td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>254,710,000</td>
</tr>
<tr>
<td>Hospitals</td>
<td>0</td>
</tr>
<tr>
<td>Agriculture extension/experiment services</td>
<td>0</td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>643,540,000</td>
</tr>
<tr>
<td>Sales and services</td>
<td>254,710,000</td>
</tr>
<tr>
<td>Federal grants/contracts (excludes Pell Grants)</td>
<td>198,179,000</td>
</tr>
<tr>
<td>Revenue from the state government:</td>
<td></td>
</tr>
<tr>
<td>State appropriations, current &amp; capital</td>
<td>450,142,000</td>
</tr>
<tr>
<td>State grants and contracts</td>
<td>120,765,000</td>
</tr>
<tr>
<td>Revenue from local governments:</td>
<td></td>
</tr>
<tr>
<td>Local appropriation, current &amp; capital</td>
<td>0</td>
</tr>
<tr>
<td>Local government</td>
<td>3,977,000</td>
</tr>
</tbody>
</table>

Institution: Rutgers University-New Brunswick (186380)
User ID: 88G1771

### Part K - Expenditure Data for Bureau of Census

#### Fiscal Year 2009

<table>
<thead>
<tr>
<th>Category</th>
<th>Total for all funds and operations (includes endowment funds, but excludes component units)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1)</td>
<td>(2)</td>
</tr>
<tr>
<td>Education and general/ independent operations</td>
<td>866,389,000</td>
<td>78,622,000</td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>82,724,000</td>
<td>0</td>
</tr>
<tr>
<td>Hospitals</td>
<td>0</td>
<td>28,098,000</td>
</tr>
<tr>
<td>Agriculture extension/experiment services</td>
<td>0</td>
<td>7,763,000</td>
</tr>
<tr>
<td>Salary and wages</td>
<td>223,275,000</td>
<td>202,788,000</td>
</tr>
<tr>
<td>Employee benefits, total</td>
<td>24,245,000</td>
<td>0</td>
</tr>
<tr>
<td>Payment to state retirement funds (may be included in line 02 above)</td>
<td>42,535,000</td>
<td>37,741,000</td>
</tr>
<tr>
<td>Current expenditures other than salaries</td>
<td>4,111,000</td>
<td>0</td>
</tr>
<tr>
<td>Capital outlay:</td>
<td>1,368,000</td>
<td>4,591,000</td>
</tr>
<tr>
<td>Construction</td>
<td>538,454,000</td>
<td>406,288,000</td>
</tr>
<tr>
<td>Equipment purchases</td>
<td>142,819,000</td>
<td>0</td>
</tr>
<tr>
<td>Land purchases</td>
<td>104,000</td>
<td>0</td>
</tr>
<tr>
<td>Interest on debt</td>
<td>30,000</td>
<td>0</td>
</tr>
<tr>
<td>Scholarships/eellowships</td>
<td>201,224,000</td>
<td>201,224,000</td>
</tr>
</tbody>
</table>

### Fiscal Year 2009

#### Debt

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 Long-term debt outstanding at beginning of fiscal year</td>
<td>$20,000</td>
</tr>
<tr>
<td>02 Long-term debt issued during fiscal year</td>
<td>0</td>
</tr>
<tr>
<td>03 Long-term debt retired during fiscal year</td>
<td>$20,000</td>
</tr>
<tr>
<td>04 Long-term debt outstanding at end of fiscal year</td>
<td>0</td>
</tr>
<tr>
<td>05 Short-term debt outstanding at beginning of fiscal year</td>
<td>0</td>
</tr>
<tr>
<td>06 Short-term debt outstanding at end of fiscal year</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Assets

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>07 Total cash and security assets held at end of fiscal year in sinking or debt service funds</td>
<td>$3,287,000</td>
</tr>
<tr>
<td>08 Total cash and security assets held at end of fiscal year in bond funds</td>
<td>$3,265,000</td>
</tr>
<tr>
<td>09 Total cash and security assets held at end of fiscal year in all other funds</td>
<td>$257,805,000</td>
</tr>
</tbody>
</table>

You may use the space below to provide context for the data you've reported above.

---

Institution: Rutgers University-New Brunswick (186380)  
User ID: 88G1771

---

There are no explanations for selected survey and institution.
### Finance 2007-08

**Institution:** Rutgers University-New Brunswick (186380)

#### Parent child allocation factors—full children

The Finance survey report submitted under this UnitID is a combined report that includes data for all the locations listed below. Because this is a combined report, you must provide allocation factors that indicate how the data should be distributed among all included institutions. Allocation factors are percents. The allocation factors you provide will be used to create derived variables for the IPEDS Peer Analysis System to allocate reported data to each component location.

Enter allocation factors in the spaces provided; use whole numbers only. Percents must add to 100%. You may not leave any cell blank. You will not be able to lock your data if this section is not completed.

<table>
<thead>
<tr>
<th>UnitID</th>
<th>Name of Institution</th>
<th>City, State</th>
<th>Allocation factor</th>
<th>2007-08 Allocation factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>186380</td>
<td>Rutgers University-New Brunswick</td>
<td>New Brunswick, NJ</td>
<td>82</td>
<td>82 %</td>
</tr>
<tr>
<td>186371</td>
<td>Rutgers University-Camden</td>
<td>Camden, NJ</td>
<td>6</td>
<td>6 %</td>
</tr>
<tr>
<td>186399</td>
<td>Rutgers University-Newark</td>
<td>Newark, NJ</td>
<td>12</td>
<td>12 %</td>
</tr>
</tbody>
</table>

**Total:**

|                  | 100 %                       |

If this list of institutions is not complete, or is incorrect in any way, or if you would like to report data for each component institution instead of submitting a combined report, or if you have any questions or concerns, please call the Help Desk at 1-877-226-2568.

**Caveats:**

---

**Finance - Public institutions**

**Reporting Standard**

Please indicate which reporting standards are used to prepare your financial statements:

- [ ] GASB (Governmental Accounting Standard Board), using standards of GASB 34 & 35
- [ ] FASB (Financial Accounting Standard Board)

Please consult your business officer for the correct response before saving this screen. Your response to this question will determine the forms you will receive for reporting finance data.

---

**Institution:** Rutgers University-New Brunswick (186380)
Finance - Public Institutions

Form Version
Finance - Public Institutions

The survey for GASB has been realigned to improve commonality and comparability of the finance data, however reporting in the new format is OPTIONAL for Fiscal Year 2007-08. Please indicate in which version you will report finance data:

- GASB, using standards of GASB 34 & 35
- Aligned GASB, using standards of GASB 34 & 35 (OPTIONAL in Fiscal Year 2007-08)

Please consult your business officer for the correct response before saving this screen. Your response to this question will determine the forms you will receive for reporting finance data.

Institution: Rutgers University-New Brunswick (186380)

Finance - Public institutions

General Information
Finance - Public Institutions (new aligned form)

To the extent possible, the finance data requested in this report should be provided from your institution’s audited General Purpose Financial Statement (GPFS). Please refer to the instructions specific to each page of the survey for detailed instruction and references.

1. Fiscal Year calendar
   This report covers financial activities for the 12-month fiscal year: (The fiscal year reported should be the most recent fiscal year ending before October 1, 2008.)
   Beginning: month/year (MMYYYY) Month: 7 Year: 2007
   And ending: month/year (MMYYYY) Month: 6 Year: 2008

2. Audit Opinion
   Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)
   - Unqualified
   - Qualified
   - Don't know

3. GASB Statement No. 34 offers three alternative reporting models for special-purpose governments like colleges and universities. Which model is used by your institution?
   - Business Type Activities
   - Governmental Activities
   - Governmental Activities with Business-Type Activities

4. If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?
   - Auxiliary enterprises
   - Student services
   - Does not participate in intercollegiate athletics
   - Other (specify in box below)

5. Does this institution or any of its foundations or other affiliated organizations own endowment assets?
   - Yes - (report endowment assets)
   - No

You may use the space below to provide context for the data you've reported above.
### Part A - Statement of Net Assets

**Fiscal Year 2008**

<table>
<thead>
<tr>
<th>Line no.</th>
<th>Description</th>
<th>Current year amount</th>
<th>Prior year amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Total Current Assets</td>
<td>626,222,000</td>
<td>589,239,000</td>
</tr>
<tr>
<td>31</td>
<td>Noncurrent Assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Depreciable capital assets, net of depreciation</td>
<td>1,654,905,000</td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>Other noncurrent assets (CV) CV=A05-A31</td>
<td>914,159,000</td>
<td>974,831,000</td>
</tr>
<tr>
<td>05</td>
<td>Total noncurrent assets</td>
<td>2,569,064,000</td>
<td>2,431,371,000</td>
</tr>
<tr>
<td>06</td>
<td>Total assets (CV) CV=(A01+A05)</td>
<td>3,195,286,000</td>
<td>3,020,610,000</td>
</tr>
<tr>
<td>07</td>
<td>Current Liabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07</td>
<td>Long-term debt, current portion</td>
<td>32,053,000</td>
<td>64,637,000</td>
</tr>
<tr>
<td>08</td>
<td>Other current liabilities (CV) CV=A09-A07</td>
<td>304,359,000</td>
<td>161,642,000</td>
</tr>
<tr>
<td>09</td>
<td>Total current liabilities</td>
<td>336,412,000</td>
<td>226,279,000</td>
</tr>
<tr>
<td>10</td>
<td>Noncurrent Liabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Long-term debt</td>
<td>528,795,000</td>
<td>534,135,000</td>
</tr>
<tr>
<td>11</td>
<td>Other noncurrent liabilities (CV) CV=A12-A10</td>
<td>19,643,000</td>
<td>40,802,000</td>
</tr>
<tr>
<td>12</td>
<td>Total noncurrent liabilities</td>
<td>548,438,000</td>
<td>574,937,000</td>
</tr>
<tr>
<td>13</td>
<td>Total liabilities (CV) CV=(A09+A12)</td>
<td>884,850,000</td>
<td>801,216,000</td>
</tr>
<tr>
<td>14</td>
<td>Net Assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Invested in capital assets, net of related debt</td>
<td>1,045,262,000</td>
<td>1,032,839,000</td>
</tr>
<tr>
<td>15</td>
<td>Restricted-expendable</td>
<td>402,998,000</td>
<td>390,575,000</td>
</tr>
<tr>
<td>16</td>
<td>Restricted-nonexpendable</td>
<td>359,348,000</td>
<td>339,324,000</td>
</tr>
<tr>
<td>17</td>
<td>Unrestricted (CV) CV=A18-(A14+A15+A16)</td>
<td>502,828,000</td>
<td>456,656,000</td>
</tr>
<tr>
<td>18</td>
<td>Total Net assets (CV) CV=(A06-A13)</td>
<td>2,310,436,000</td>
<td>2,219,394,000</td>
</tr>
</tbody>
</table>

**CV=** Calculated Value

*You may use the space below to provide context for the data you've reported above.*
### Part A - Statement of Net Assets (Page 2)  
**Fiscal Year 2008**

Report in whole dollars only

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Description</th>
<th>Ending balance</th>
<th>Prior year Ending balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Land &amp; land improvements</td>
<td>80,959,000</td>
<td>79,843,000</td>
</tr>
<tr>
<td>22</td>
<td>Infrastructure</td>
<td>193,985,000</td>
<td>188,612,000</td>
</tr>
<tr>
<td>23</td>
<td>Buildings</td>
<td>1,927,055,000</td>
<td>1,856,135,000</td>
</tr>
<tr>
<td>32</td>
<td>Equipment, including art and library collections</td>
<td>461,231,000</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Construction in progress</td>
<td>86,569,000</td>
<td>51,495,000</td>
</tr>
<tr>
<td>28</td>
<td>Accumulated depreciation</td>
<td>1,094,893,000</td>
<td>1,028,168,000</td>
</tr>
<tr>
<td>33</td>
<td>Intangible assets, net of accumulated amortization</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Other capital assets</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

You may use the space below to provide context for the data you've reported above.

---

### Part B - Revenues and Other Additions  
**Fiscal Year 2008**

Report in whole dollars only

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Source of Funds</th>
<th>Current year amount</th>
<th>Prior year amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Tuition &amp; fees, after deducting discounts &amp; allowances</td>
<td>472,294,000</td>
<td>423,738,000</td>
</tr>
<tr>
<td>02</td>
<td>Grants and contracts - operating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>Federal operating grants and contracts</td>
<td>173,950,000</td>
<td>205,895,000</td>
</tr>
<tr>
<td>04</td>
<td>State operating grants and contracts</td>
<td>118,843,000</td>
<td>104,192,000</td>
</tr>
<tr>
<td>04a</td>
<td>Local/private operating grants and contracts</td>
<td>60,165,000</td>
<td>56,327,000</td>
</tr>
<tr>
<td>04b</td>
<td>Private operating grants and contracts</td>
<td>226,000</td>
<td></td>
</tr>
<tr>
<td>05</td>
<td>Sales &amp; services of auxiliary enterprises,</td>
<td>207,395,000</td>
<td>190,107,000</td>
</tr>
<tr>
<td></td>
<td>after deducting discounts &amp; allowances</td>
<td></td>
<td></td>
</tr>
<tr>
<td>06</td>
<td>Sales &amp; services of hospitals,</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Line No.</td>
<td>Source of funds</td>
<td>Current year amount</td>
<td>Prior year amount</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------------</td>
<td>---------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>10</td>
<td>Federal appropriations</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>State appropriations</td>
<td>476,511,000</td>
<td>455,764,000</td>
</tr>
<tr>
<td>12</td>
<td>Local appropriations, education district taxes, &amp; similar support</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>Federal nonoperating grants</td>
<td>35,439,000</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>State nonoperating grants</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>Local nonoperating grants</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16</td>
<td>Gifts, including contributions from affiliated organizations</td>
<td>47,929,000</td>
<td>50,449,000</td>
</tr>
<tr>
<td>17</td>
<td>Investment income</td>
<td>38,317,000</td>
<td>40,956,000</td>
</tr>
<tr>
<td>18</td>
<td>Other nonoperating revenues (CV)</td>
<td>640,000</td>
<td>79,050,000</td>
</tr>
<tr>
<td>19</td>
<td>Total nonoperating revenues</td>
<td>598,836,000</td>
<td>626,219,000</td>
</tr>
</tbody>
</table>

**Institution:** Rutgers University-New Brunswick (186380)

**Part B - Revenues and Other Additions**

**Fiscal Year 2008**

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Source of funds</th>
<th>Current year amount</th>
<th>Prior year amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Other Revenues and Additions</td>
<td>154,000</td>
<td>377,000</td>
</tr>
<tr>
<td>21</td>
<td>Capital appropriations</td>
<td>11,969,000</td>
<td>14,514,000</td>
</tr>
<tr>
<td>22</td>
<td>Capital grants &amp; gifts</td>
<td>17,817,000</td>
<td>17,673,000</td>
</tr>
<tr>
<td>23</td>
<td>Other revenues &amp; additions (CV)</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### Fiscal Year 2008

#### Part C - Expenses and Other Deductions

<table>
<thead>
<tr>
<th>Line Description</th>
<th>1 Current year total</th>
<th>2 Salaries &amp; wages</th>
<th>3 Employee fringe benefits</th>
<th>4 Operation and maintenance of plant</th>
<th>5 Depreciation</th>
<th>5 All other</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 Operating Expenses Instruction</td>
<td>681,056,000</td>
<td>399,150,000</td>
<td>101,418,000</td>
<td>56,367,000</td>
<td>41,942,000</td>
<td>82,179,000</td>
</tr>
<tr>
<td>02 Research</td>
<td>265,817,000</td>
<td>125,754,000</td>
<td>40,169,000</td>
<td>21,975,000</td>
<td>16,351,000</td>
<td>61,568,000</td>
</tr>
<tr>
<td>03 Public service</td>
<td>38,826,000</td>
<td>24,655,000</td>
<td>6,500,000</td>
<td>3,210,000</td>
<td>2,388,000</td>
<td>2,073,000</td>
</tr>
<tr>
<td>05 Academic support</td>
<td>108,930,000</td>
<td>57,209,000</td>
<td>15,369,000</td>
<td>8,941,000</td>
<td>6,653,000</td>
<td>20,758,000</td>
</tr>
<tr>
<td>06 Student services</td>
<td>79,279,000</td>
<td>35,471,000</td>
<td>9,272,000</td>
<td>6,554,000</td>
<td>4,877,000</td>
<td>23,105,000</td>
</tr>
<tr>
<td>07 Institutional support</td>
<td>135,916,000</td>
<td>91,817,000</td>
<td>21,690,000</td>
<td>11,236,000</td>
<td>8,360,000</td>
<td>2,813,000</td>
</tr>
<tr>
<td>08 Operation &amp; maintenance of plant (see instructions)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>-127,401,000</td>
<td>0</td>
<td>127,401,000</td>
</tr>
<tr>
<td>10 Scholarships and fellowships expenses, excluding discounts &amp; allowances</td>
<td>44,679,000</td>
<td>44,679,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 Auxiliary enterprises</td>
<td>231,254,000</td>
<td>80,010,000</td>
<td>21,868,000</td>
<td>19,118,000</td>
<td>14,225,000</td>
<td>96,033,000</td>
</tr>
<tr>
<td>12 Hospital services</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>13 Independent operations</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14 Other expenses &amp; deductions (CV)</td>
<td>4,841,000</td>
<td>4,028,000</td>
<td>34,000</td>
<td>0</td>
<td>0</td>
<td>779,000</td>
</tr>
<tr>
<td>CV=C15-(C01+C02+...+C13)</td>
<td>1,590,598,000</td>
<td>818,094,000</td>
<td>216,320,000</td>
<td>0</td>
<td>94,796,000</td>
<td>461,388,000</td>
</tr>
<tr>
<td>15 Total operating expenses</td>
<td>1,486,906,000</td>
<td>763,899,000</td>
<td>213,206,000</td>
<td>92,811,000</td>
<td>417,190,000</td>
<td>92,811,000</td>
</tr>
</tbody>
</table>

**Prior year amount**

| Prior year amount | 1,486,906,000 | 763,899,000 | 213,206,000 | 92,811,000 | 417,190,000 | 92,811,000 |
### Part C - Expenses and Other Deductions

**Report in whole dollars only**

<table>
<thead>
<tr>
<th>Line Description</th>
<th>1 Current year total</th>
<th>2 Salaries &amp; wages</th>
<th>3 Employee fringe benefits</th>
<th>4 Operation and maintenance of plant</th>
<th>5 All other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonoperating Expenses and Deductions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest</td>
<td>25,892,000</td>
<td></td>
<td></td>
<td></td>
<td>25,892,000</td>
</tr>
<tr>
<td>Other nonoperating expenses &amp; deductions (CV) CV=(C18-C16)</td>
<td>10,116,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total nonoperating expenses &amp; deductions (CV) CV=(C19-C15)</td>
<td>36,008,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Prior year amount</td>
<td>1,513,652,000</td>
<td>763,899,000</td>
<td>213,206,000</td>
<td></td>
<td>92,611,000</td>
</tr>
<tr>
<td>Total expenses &amp; deductions</td>
<td>1,626,606,000</td>
<td>818,094,000</td>
<td>216,320,000</td>
<td>0</td>
<td>497,396,000</td>
</tr>
<tr>
<td>CV = Calculated Value</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You may use the space below to provide context for the data you've reported above.

---

### Part D - Summary of Changes In Net Assets

**Fiscal Year 2008**

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Description</th>
<th>Current year amount</th>
<th>Prior year amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Total revenues &amp; other additions (from B25)</td>
<td>1,717,648,000</td>
<td>1,692,220,000</td>
</tr>
<tr>
<td>02</td>
<td>Total expenses &amp; deductions (from C19)</td>
<td>1,626,606,000</td>
<td>1,513,652,000</td>
</tr>
<tr>
<td>03</td>
<td>Change in net assets during year (CV) CV=(D01-D02)</td>
<td>91,042,000</td>
<td>178,568,000</td>
</tr>
<tr>
<td>04</td>
<td>Net assets beginning of year</td>
<td>2,219,394,000</td>
<td>2,040,826,000</td>
</tr>
<tr>
<td>05</td>
<td>Adjustments to beginning net assets (CV)</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### Part E - Scholarships and Fellowships

#### Fiscal Year 2008

**Report in whole dollars only**

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Source</th>
<th>Current year amount</th>
<th>Prior year amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Institutional Expenses and Discounts &amp; Allowances</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gross Scholarships and Fellowships (no loans included)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pell grants (federal)</td>
<td>31,441,000</td>
<td>28,223,000</td>
</tr>
<tr>
<td>02</td>
<td>Other federal grants</td>
<td>3,998,000</td>
<td>4,085,000</td>
</tr>
<tr>
<td>03</td>
<td>Grants by state government</td>
<td>121,823,000</td>
<td>114,630,000</td>
</tr>
<tr>
<td>04</td>
<td>Grants by local government</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>05</td>
<td>Institutional grants from restricted resources</td>
<td>13,848,000</td>
<td>12,517,000</td>
</tr>
<tr>
<td>06</td>
<td>Institutional grants from unrestricted resources (CV)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CV=[E07-(E01+...+E05)]</td>
<td>7,035,000</td>
<td>6,921,000</td>
</tr>
<tr>
<td>07</td>
<td>Total gross scholarships and fellowships</td>
<td>178,145,000</td>
<td>166,376,000</td>
</tr>
<tr>
<td>08</td>
<td>Discounts and Allowances</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discounts &amp; allowances applied to tuition &amp; fees</td>
<td>104,011,000</td>
<td>99,174,000</td>
</tr>
<tr>
<td>09</td>
<td>Discounts &amp; allowances applied to sales &amp; services of auxiliary enterprises (CV)</td>
<td>29,455,000</td>
<td>28,435,000</td>
</tr>
<tr>
<td></td>
<td>CV=(E10-E08)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Total Discounts &amp; Allowances (CV)</td>
<td>133,466,000</td>
<td>127,609,000</td>
</tr>
<tr>
<td></td>
<td>CV=(E07-E11)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Net scholarships and fellowships expenses after deducting discount &amp; allowances (from C10)</td>
<td>44,679,000</td>
<td>38,767,000</td>
</tr>
</tbody>
</table>

**CV = Calculated Value**

You may use the space below to provide context for the data you've reported above.

---

**Institution**: Rutgers University-New Brunswick (186380)
### Part H - Details of Endowment Assets

**Fiscal Year 2008**

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Value of Endowment Assets</th>
<th>Market Value</th>
<th>Prior Year Amounts</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Value of endowment assets at the beginning of the fiscal year</td>
<td>593,396,000</td>
<td>497,914,000</td>
</tr>
<tr>
<td>02</td>
<td>Value of endowment assets at the end of the fiscal year</td>
<td>593,114,000</td>
<td>593,396,000</td>
</tr>
</tbody>
</table>

Institution: Rutgers University-New Brunswick (186380)

### Part J - Revenue Data for Bureau of Census

**Part J - Revenues (Census Bureau)**

**Fiscal Year 2008**

<table>
<thead>
<tr>
<th>Source and type</th>
<th>Total for all funds and operations (includes endowment funds, but excludes component units)</th>
<th>Education and independent operations</th>
<th>Auxiliary enterprises</th>
<th>Hospitals</th>
<th>Agriculture extension/experiment services</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 Tuition and fees</td>
<td>576,305,000</td>
<td>576,305,000</td>
<td>236,850,000</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>02 Sales and services</td>
<td>236,850,000</td>
<td>0</td>
<td>236,850,000</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>03 Federal grants/contracts (excludes Pell Grants)</td>
<td>177,948,000</td>
<td>177,948,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue from the state government:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04 State appropriations, current &amp; capital</td>
<td>476,665,000</td>
<td>443,977,000</td>
<td></td>
<td>32,688,000</td>
<td></td>
</tr>
<tr>
<td>05 State grants and contracts</td>
<td>118,843,000</td>
<td>118,843,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue from local governments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06 Local appropriation, current &amp; capital</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07 Local government grants/contracts</td>
<td>226,000</td>
<td>226,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08 Receipts from property and non-property taxes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09 Gifts and private grants, including capital grants</td>
<td>137,664,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Interest earnings</td>
<td>38,317,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 Dividend earnings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
You may use the space below to provide context for the data you've reported above.

### Institution: Rutgers University-New Brunswick (186380)

#### Part K - Expenditure Data for Bureau of Census

<table>
<thead>
<tr>
<th>Category</th>
<th>Total for all funds and operations (includes endowment funds, but excludes component units)</th>
<th>Education and general/ independent operations</th>
<th>Amount</th>
<th>Hospitals</th>
<th>Agriculture extension/ experiment services</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 Salaries and wages</td>
<td>818,094,000</td>
<td>709,291,000</td>
<td>80,010,000</td>
<td>0</td>
<td>28,793,000</td>
</tr>
<tr>
<td>02 Employee benefits, total</td>
<td>216,320,000</td>
<td>186,297,000</td>
<td>21,868,000</td>
<td>0</td>
<td>8,155,000</td>
</tr>
<tr>
<td>03 Payment to state retirement funds (maybe included in line 02 above)</td>
<td>47,792,000</td>
<td>41,379,000</td>
<td>4,716,000</td>
<td>0</td>
<td>1,697,000</td>
</tr>
<tr>
<td>04 Current expenditures other than salaries Capital outlay:</td>
<td>511,505,000</td>
<td>378,295,000</td>
<td>129,376,000</td>
<td>0</td>
<td>3,834,000</td>
</tr>
<tr>
<td>05 Construction</td>
<td>102,263,000</td>
<td>55,786,000</td>
<td>38,288,000</td>
<td>0</td>
<td>8,209,000</td>
</tr>
<tr>
<td>06 Equipment purchases</td>
<td>27,049,000</td>
<td>23,895,000</td>
<td>2,218,000</td>
<td>0</td>
<td>936,000</td>
</tr>
<tr>
<td>07 Land purchases</td>
<td>665,000</td>
<td>865,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>08 Interest on debt outstanding, all funds &amp; activities</td>
<td>1,280,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09 Scholarships/fellowships</td>
<td>178,145,000</td>
<td>178,145,000</td>
<td>178,145,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You may use the space below to provide context for the data you've reported above.

#### Institution: Rutgers University-New Brunswick (186380)

#### Part L - Debt and Assets, page 1

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 Long-term debt outstanding at beginning of fiscal year</td>
<td>26,580,000</td>
</tr>
<tr>
<td>02 Long-term debt issued during fiscal year</td>
<td>0</td>
</tr>
</tbody>
</table>
## Part L - Debt and Assets, page 2

### Fiscal Year 2008

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>07 Total cash and security assets held at end of fiscal year in sinking or debt service funds</td>
<td>10,147,000</td>
</tr>
<tr>
<td>08 Total cash and security assets held at end of fiscal year in bond funds</td>
<td>86,706,000</td>
</tr>
<tr>
<td>09 Total cash and security assets held at end of fiscal year in all other funds</td>
<td>203,268,000</td>
</tr>
</tbody>
</table>

You may use the space below to provide context for the data you've reported above.
APPENDIX 4.2

Working Budget Projections and Assumptions Used, FY 2012-2016
### Rutgers, The State University of New Jersey

**Projected Working Budgets (FY12-FY16)**

(dollars in thousands)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educational and General Revenues</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>$531,635</td>
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<td>$540,696</td>
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<td>$1,808,527</td>
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### Educational and General Expenditures and Transfers

**Unrestricted:**

- Academic Activities and Student Support:
  - Instruction | $615,953 | $633,367 | $17,414 | $650,534 | $15,181 | $665,115 | $15,574 | $680,734 | $16,489 | $697,223 | $18,644 |
  - Other Separately Budgeted Research | $74,869 | $76,759 | $1,890 | $78,645 | $1,716 | $79,976 | $1,501 | $81,505 | $1,574 | $83,079 | $1,575 |
  - Extension and Public Service | $32,375 | $32,667 | $292 | $33,417 | $657 | $34,074 | $689 | $35,763 | $712 | $37,495 | $737 |
  - Libraries | $38,946 | $39,919 | $973 | $40,813 | $894 | $41,594 | $781 | $42,375 | $818 | $43,193 | $845 |
  - Student Services | $68,992 | $75,480 | $6,488 | $77,070 | $1,560 | $78,630 | $1,373 | $79,986 | $1,443 | $81,432 | $1,510 |
  - Student Aid | $78,029 | $88,739 | $10,710 | $92,739 | $4,000 | $96,739 | $4,000 | $100,739 | $4,000 | $104,739 | $4,000 |
  - Support Services: | | | | | | | | | | | |
    - Operations and Maintenance of Plant | $146,564 | $147,275 | $711 | $151,693 | $4,418 | $156,244 | $4,551 | $160,931 | $4,687 | $165,759 | $4,828 |
    - General Administration and Institutional | $97,485 | $99,456 | $1,971 | $101,688 | $2,212 | $103,600 | $1,932 | $105,625 | $2,025 | $107,716 | $2,091 |
    - Other: | | | | | | | | | | | |
  - Provision for Debt Service | $44,122 | $44,197 | $75 | $44,289 | $91 | $44,380 | (198) | $42,982 | (1,186) | $42,794 | (2,104) |
  - Provision for Deferred Maint, Capital Improv and Contingencies | $67,080 | $52,007 | $(15,073) | $44,814 | $(7,166) | $41,648 | $(3,524) | $38,124 | $(2,775) | $35,349 | $(3,696) |
  - Provision for Auxiliary Services and Other Funds | $15,821 | $14,821 | $(1,000) | $14,821 | $- | $14,821 | $- | $14,821 | $- | $14,821 | $- |
  - Provision for Future Initiatives | $29,618 | $21,731 | $(7,887) | $21,731 | $- | $21,731 | $- | $21,731 | $- | $21,731 | $- |
| **Total Unrestricted Expenses and Transfers** | $1,309,854 | $1,326,418 | $16,564 | $1,352,090 | $25,672 | $1,378,544 | $26,454 | $1,405,806 | $27,262 | $1,433,899 | $28,093 | $124,045 |
### Rutgers, The State University of New Jersey
### Projected Working Budgets (FY12-FY16)
### (dollars in thousands)

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<td>6,021 $</td>
<td>-$</td>
<td>6,021 $</td>
<td>-$</td>
<td>7,056 $</td>
<td>1,035 $</td>
<td>7,646 $</td>
<td>590 $</td>
<td>9,887 $</td>
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<td><strong>Total Restricted</strong></td>
<td>$ 498,673</td>
<td>$ 509,910</td>
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<td>$ 7,733</td>
<td>$ 531,635</td>
<td>$ 7,464</td>
<td>$ 540,696</td>
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<td>$ 27,801</td>
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<td>42,732 $</td>
<td>(847) $</td>
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<td>(396) $</td>
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<td>(3,356) $</td>
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<td>3,356 $</td>
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<td>29,925 $</td>
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<td>2,713 $</td>
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<td>(13,823) $</td>
<td>- $</td>
<td>(13,823) $</td>
<td>-</td>
<td>(13,823) $</td>
<td>-</td>
<td>(13,823) $</td>
<td>-</td>
<td>1,650 $</td>
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<tr>
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<td>(873) $</td>
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<td>965 $</td>
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Assumptions Used in Rutgers University’s Projected Working Budget

For the Period FY12 – FY16

Note: FY12 amounts are taken directly from the FY 2012 Working Budget, approved by the Board of Governors on July 14, 2011.

Assumptions for FY13 – FY16 Projections

Unrestricted Revenues
Tuition and Fees:
On-Campus Tuition – 3% annual increase
Fees – 3% annual increase
Summer Session, Continuing Ed and Off Campus – 4% annual increase

State Appropriation – 0% annual increase
Fringe Benefits Paid Directly By the State – 0% annual increase
Federal Appropriations – 0% annual increase
Endowment and Investment Income – 0% annual increase
F & A Costs Recovered – 2% annual increase
Other Sources – 0% annual increase

Unrestricted Expenditures
Salaries and Wages – FY13 increase 3.00%, FY14 2.91%, FY15 2.90%, FY16 2.90%
Non-Salary excluding Student Aid and O & M of Plant - 3.00% annual increase
Student Aid – $4m annual increase
O&M of Plant – 3.0% annual increase
Provision for Debt Service – 0% increase in FY13, FY14 and FY16, 2.7% decrease in FY15
Prov. for Deferred Maintenance, Capital Improvement and Contingencies – 0% annual increase
Provision for Auxiliary Services and Other Funds – 0% annual increase
Provision for Future Initiatives – 0% annual increase

Restricted Revenues
Federal Grants and Contracts – 2% annual increase
Contributions – 5% annual increase
State and Municipal Grants and Contracts – 0.0% annual increase
Federal Student Aid – 3% annual increase
State Student Aid – 0% annual increase
Other Sources – 0% annual increase

Restricted Expenditures
Sponsored Research and Other Sponsored Programs – 1% annual increase
Student Aid – 1.3% annual increase
Other Expenses – 3.4% annual increase
Provision for Future Initiatives - 0% annual increase

Auxiliary Revenues
All Revenues – 4% annual increase

Auxiliary Expenditures
Regular Expenses – 4% annual increase
Provision for Debt Service – 0.2% decrease in FY13, 1.9% decrease in FY14, 0.9% decrease in
FY15 and 0% change in FY16
Prov. for Deferred Maintenance, Capital Improvement and Contingencies – 14.7% decrease in FY13, 6.9% increase
in FY14, 7.2% increase in FY15 0% change in FY16
Transfers from Designated and Other Funds – 0% annual change
Provision for Future Initiatives – 11.2% decrease in FY13, 22.0% increase in FY14, 11.5% increase in FY15,
10% increase in FY16

MRF02-12-MSA Assumptions Five Year Projections-Version2
02/16/12
APPENDIX 5.1

Learning Goals: Illustrative Examples
• The Anthropology department has developed a standard rubric for assessing program learning goals. Graduating seniors submit their best work from their final year and the department’s assessment committee selects a random 20% sample to be scored by multiple faculty members using the program goals rubric. Course objectives and co-curricular support are developed based on these results. (e.g., a workshop to strengthen student skills in research and thesis writing), to revise and refine course objectives and program goals, and to improve the alignment of learning goals at all levels. The department meets with majors to discuss the assessment results, clarifying expectations for student work in courses near program graduation, and soliciting student feedback on the learning process.

• Using a standard rubric employed by multiple assessors, Art History does direct assessment of student work in its 300-level and junior/senior seminar courses generating year-to-year comparative data tracking changes in aggregate student performance. Modifications based on these results have lead to new pedagogical approaches, curriculum revisions, the addition of co-curricular support to address identified areas of weak student performance, and mechanisms for better communicating program and course learning goals to students. The assessment rubrics and guidelines for how to achieve improved outcomes in all department courses are distributed to students.

• Cell Biology & Neuroscience now has multi-year data on learning outcomes at program completion, scoring student performance on research and communication competencies in all its capstone courses with a set of five customized rubrics based on its program learning goals. Significant improvements in timely progress to graduation, as well as with improved student performance measures in advanced courses have been evident. These direct assessments are augmented with indirect assessments of the revised courses and curriculum derived from an exit survey of majors linked explicitly to program goals for post-graduate success.

• Comparative Literature has changed the advising structure of the department, and revised the requirements for the senior research paper, as well as the content and delivery of the accompanying workshop, based on what it learned from rubric-based assessment in its senior capstone course.

• After assessing in its introductory course, Computer Science dropped the textbook and substituted up-to-date on-line resources and experimented with a new programming language “Scratch,” matching it across lectures with material presented in True BASIC. The department administered the same evaluation instrument again in spring 2011 and consequently is now transitioning away from True BASIC and making additional content adjustments.

• The Italian department scores specific exam questions with rubrics leading to revision in the structure and content of required 300-level courses, including standardization of course evaluations. In addition, Italian has created a new capstone course, and is revising the oral competency test for its majors based on its assessment of learning outcomes in oral presentation. Assessment results led the department to revise its language placement process and develop a new
placement test. A follow-up assessment of student learning outcomes will measure the results of the modified assessment process and curriculum in 2012-13.

- The Mathematics department has implemented direct assessments in each capstone or “capstone analogue” course for its majors, and in introductory courses that are prerequisites for multiple majors, including its own. Common test items and workshop problems have been used in pre- /post-tests, with quantitative results scored by multiple assessors using uniform rubrics. While developing this framework for longitudinal direct assessment of student learning outcomes over the program curriculum, Mathematics has used the assessment results to guide revisions to its courses, advising and scheduling processes. It has modified the assessment process itself, changing the selection of assessment prompts in order to generate information on how effectively different course elements foster the transfer of improved student skills from one task to another. Direct assessment results have been used in conjunction with an analysis of course grades broken out by student class year, and data from their enrollment/special permission requests system, to assess the impact of delays in access to required courses on student acquisition of learning skills and retention of content relevant to the program goals. Based on this analysis, the department has revised its process for allocation of course seats, with follow-up assessments to measure improvements in student learning outcomes on the program goals.

- Middle Eastern Studies revised its Honors capstone and other upper-level department requirements and options as well as its departmental guidelines for advising students on elective course sequences to better equip them for the demands of senior seminar coursework, and for career effectiveness based on what it learned from direct assessment of research project papers in its Honors Capstone course.

- Based on assessment results, Molecular Biology & Biochemistry revised its curriculum to better prepare students for advanced study and career exploration; modified the capstone to focus on student performance of oral and written presentations of research; and created new required courses. At all levels of the curriculum, required research projects are assessed on the program learning goals using a common rubric for research content, critical analysis, and effective communication, and scored on uniform criteria by multiple assessors using a formative scale from “developing” to “exemplary.” The department augments its analysis of these direct assessment results with some indirect measures: an exit survey of graduating majors includes questions on the effectiveness of the revised curriculum sequence and requirements in promoting achievement of the learning goals and timely progress to graduation. In addition, student instructional ratings are used to identify areas for possible further action. The MBB department has used assessment results to revise its advising guidelines and required advising meetings in each semester, incorporating career preparation activities in the junior and senior years of the major.

- The Psychology department experimented with using the ETS Major Field exam, taking advantage of the availability of this external objective metric to
benchmark their student learning outcomes against a nationally-normed sample. However, the department’s analysis of the test results and the test instrument itself revealed some significant mismatches between the ETS exam content and the research-oriented learning goals the Rutgers faculty set for the Psychology major. There was also incongruity with other measures of student achievement in the major. The reliability of the test results was analyzed in light of factors affecting the participation rate and student motivation, including the lack of a link to requirements for degree completion. Based on these results, the department concluded that the ETS field exam is not an efficient, sustainable assessment of student achievement of its program learning goals and is developing alternative customized in-house assessment tools to be executed at program completion.

Teaching over 11,000 NB undergraduates annually, the Writing Program employs well-developed standardized assessments across all courses including common grading rubrics and assignments, standardized scoring guides for instructors and tutors, and end-of-semester portfolio reviews of student work. The Writing Program tracks metrics for student development over time. Analysis of the most recent five years shows good course-to-course correlation in SLOs in the sequence of required writing courses. The benchmarks for this succession are that students moving from 531:098 into 355:100 should perform comparably to those placed directly into 355:100; those moving from 355:100 into 355:101 should perform comparably to students placed directly into 355:101 – the course required of all NB students. As an important part of the Core Curriculum, the Writing Program centrally collects and analyzes instructor scoring of assignments keyed to particular Core goal rubrics. The Writing Program has created an electronic system for managing assessment reporting and the Program’s regular calendar includes a week in June set aside specifically to review annual assessment outcomes. This has prompted changes in the training of instructors on the assessment and reporting processes and improvements in the logistics of doing effective assessment on this scale. The Writing Program has long been a best practice model of assessment and its courses are regularly updated to improve student learning outcomes.
APPENDIX 5.2

Progress in Assessment: Camden College of Arts and Sciences
I. Mission Statement for Undergraduate Education in Biology

In terms of undergraduate education, the goal of the Biology Department is to expose students to a broad variety of areas in the biological sciences, to teach laboratory techniques appropriate to those areas, to provide opportunities to conduct independent research (including experimental design and data analysis), and to promote clear and effective writing and speaking.

II. Student Learning Outcomes

Objective 1: Students who graduate with a major in biology at Rutgers–Camden will receive skills and acquire

a. knowledge of the diversity and similarity of living organisms at organizational levels ranging from the molecular to the biosphere.

b. knowledge of the processes of inheritance and evolution as they influence the development of individuals, populations, and species.

c. knowledge of scientific methods and the relationships among theory, experiment, analysis of data, and general knowledge.

d. the ability to articulate, in oral and written form, knowledge of biology, biological methods, and biological issues in context.

Objective 2: Students who graduate with a major in biology will have fulfilled their personal goals and will indicate that they have been accepted into graduate or professional schools or into entry-level career positions.

III. Assessment Procedures and Schedule

The Biology Department uses a variety of assessment tools to measure knowledge and skill acquisition by our undergraduate students.

Assessment of Objective 1:

• A diagnostic exam will be administered to all students at the beginning of courses offered to non-science majors each semester. This exam will be used to provide baseline information about the knowledge of entering students, and the results will be compared with those of the final exam in that course.

Assessment of Objective 2:

1) A diagnostic exam is administered to all students at the beginning of General Biology I each Fall Semester. This exam is used to provide baseline information about the knowledge of entering students, and the results are compared with those of the “exit exam” (see below).

2) Final examinations will provide assessments in upper-level biology courses.

3) Data provided by the reporting of MCAT, DAT, GRE, and other standardized test scores will be obtained annually from the Career Center. Data concerning the
percentage of biology majors accepted into graduate/professional programs will also be collected.

4) Employment data will be obtained annually from the Career Center.

5) A capstone course, Seminar in Biology (3 cr.), will be required of all biology majors in their senior year.

A student’s grade in this course will be based on the following three components:

a) Writing sample: Each student will select a synthesis topic in any area of the biological sciences and write an analysis of that topic under the tutelage of a Biology Department faculty member. Alternatively, a student may choose to write an analysis of his/her own Special Problems research.

b) Oral presentation: Each student will make an oral presentation of his/her writing sample to the faculty and interested students.

c) Exit exam: An exit exam will be administered to graduating seniors. The results will be compared to scores on the diagnostic exam to assess student learning.

Assessment of Objective 3:

- An “expectations survey” will be completed by all freshmen in their first semester.
- A “graduating outcomes survey” will be completed by all seniors at the time of the exit exam.
- A “post-graduation survey” will be sent to all biology majors three years after graduation.

Expression and Review of Results

Results from the diagnostic exam, the exit exam, the Career Center data, and the surveys will be compiled and reviewed annually. These results will serve as the basis for possible curriculum modification.

Implementation Status:

Assessment objective 2: Part 1 and 5 have been completely implemented for 3 years starting 2010, though specific results are pending data analysis. Our new capstone course is a great success, supported by both students and faculty.

It is the most significant upgrade to our curriculum in many decades. Students look forward to taking it not only because it represents an ending to the degree requirements and impending graduation, but because it puts them in an environment that treats them like the biology professionals they will soon become.

The Department has decided not to pursue Assessment Objective 1 because it is not a department only responsibility to monitor non-science students. Likewise, Assessment Objective 2 Parts 2, 3, and 4, and Assessment Objective 3, will require the CCAS to hire additional staff to fully implement, though partial implementation is underway.
CHEMISTRY
The Chemistry department started to administer a required 1 credit course for graduating seniors which took the form of an “Exit Exam” (50:160:491 and 492). The goal was to ensure that majors graduate with an acceptable level of:

(1) fundamental chemical knowledge and understanding.
(2) problem solving skills and practical application of their chemical education.
(3) the ability to communicate science in an intelligent and professional manner.

This exit exam experience has been so revealing and informative that it has been expanded into a more formal class, which in Fall 2012 is being renamed as “COMPETENCE IN CHEMISTRY,” and is summarized at this webpage: http://crab.rutgers.edu/~alroche/competence.html; it has been expanded to include three distinct competencies: Lab, Quantitative, and Oral skills.

The expectations, content and grading scheme are found at:

The exit exams have provided the opportunity for the faculty to get a clear picture of the current Chemistry education. This has helped us to articulate “what a Chem Major should know,” and as a result the following departmental changes and updates have been implemented:
1) Creation of a BS degree track in Chemistry
2) Significant modification to the Minor in Chemistry requirements
3) Change of BA requirements (consolidation of existing tracks into one program).

CHILDHOOD STUDIES
One step we have taken is to introduce a requirement for students to do a short essay on `What is Childhood Studies?’ to be undertaken in the Introduction to Childhood Studies course and for students undertaking the capstone senior seminar. This will give us the opportunity to view the way in which perceptions and understandings of childhood studies are influenced by student learning on the course. In 2012/13 our undergraduate committee will review the findings from this exercise and consider what lessons can be learned for the development of the program.

COMPUTER SCIENCE
I. Mission Statement for Undergraduate Education in Computer Science
The goal of the Department of Computer Science is to educate undergraduate students so that upon graduation they are able:

(a) to apply knowledge of computing and mathematics appropriate to the discipline;
(b) to analyze a problem, and identify and define the computing requirements appropriate to its solution;
(c) to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs;
(d) to utilize current techniques, skills, and tools necessary for computing practice.

II. Student Learning Outcomes

Objective 1 Discrete Structures (functions relations and sets; basic logic; proof techniques; basics of counting; graphs and trees; discrete probability)
Objective 2 Programming Fundamentals (fundamental constructs; algorithmic problem solving; data structures; recursion; event driven programming; object oriented; foundations information security; secure programming)
Objective 3 Algorithms and Complexity (basic analysis; algorithmic strategies; fundamental algorithms; distributed algorithms; basic computability)
Objective 4 Architecture and Organization (digital logic and data representation; computer architecture and organization; interfacing and I/O strategies; memory architecture; functional organization; multiprocessing)
Objective 5 Operating Systems (operating system principles; concurrency; scheduling and dispatch; memory management; security and protection)
Objective 6 Networking (network communication; network security)
Objective 7 Software Engineering (software design; using APIs; tools and environments; software processes; requirements specifications; software verification validation; software evolution; software project management)
Objective 8 Graphic and Visual Computing (fundamental techniques; graphic systems)
Objective 9 Information Management (information models; database systems; data modeling)

III. Assessment Procedures and Schedule

Today’s information technology requires a broad background for a student to become competitive. The Department of Computer Science designed a set of required courses and a set of elective courses for the above nine objectives. A student who pursues a computer science bachelor of art (BA) or science (BS) must earn a minimum grade C in every required course and at least four elective courses.

Assessment of Objective 1 and 2

Assessment of Objective 3
Two for BA, three for BS, required courses 50:198:213 data structures; 50:198:371 design and analysis of algorithms; and 50:198:476 theory of computation (for BS only)
Assessment of Objective 4
One required course: 50:198:231 computer organization.

Assessment of Objective 5
One required course: 50:198:443 operating systems. One elective course: 50:198:347 computer systems administration

Assessment of Objective 6
Two elective courses: 50:198:446 computer network; and 50:198:475 cryptography and computer security.

Assessment of Objective 7

Assessment of Objective 8
Three elective courses: 50:198:456 computer graphics; and 50:198:473 computational geometry; and 50:198:487 visualizing math

Assessment of Objective 9
One elective course: 50:198:451 databases

IV. Expression and Review of Results
Results from the diagnostic exam, the exit exam, the Career Center data, and the surveys will be compiled and reviewed annually. These results will serve as the basis for possible curriculum modification.

ECONOMICS
MISSION: The programs offered by the Department of Economics are designed to (1) provide a general understanding of the functioning of the economic system and the role of institutions, groups, and regions within that system; and (2) prepare the student for employment in industry, the professions, and government, or to pursue graduate work toward such advanced degrees as the M.A., M.B.A., or Ph.D. in economics, business, or related fields.

GOALS:

1) The Development of Critical Thinking Skills and the Accumulation of Factual Knowledge

2) Application of Critical Thinking to Factual Knowledge and the Development of Effective Decision Making Skills

3) The Development of an Understanding of Micro and Macroeconomic Theory and Their Application to the Economic Sub−fields.

5) Offering a Diverse Selection of Courses to Foster a Broad Knowledge Base in the Field

6) Provide Strong Foundation Courses (Micro and Macro) for Non-majors

STUDENT LEARNING OUTCOMES AND MEASUREMENT TOOLS

GENERAL:

To insure quality instruction:

1) Every section of every course is and will continue to be subject to student evaluations.

2) Each course will be subject to mid-course correction. (Ongoing)

3) Junior faculty will have their teaching effectiveness reviewed by classroom visits from senior faculty. (Ongoing)

4) All faculty will have their evaluations reviewed by the Department Chair and their scores will be circulated to all members of the Department. (Ongoing)

5) Every course will have its syllabus together with its goals and objectives posted on the internet. (Mandatory)

To insure the acquisition of factual knowledge and strong foundation courses:

1) Pre and Post testing has been completed in 100 level Economic courses. The instruments have been written and designed by a Departmental Committee under the direction of Professor Tetsuji Yamada.

2) Students will be expected to demonstrate critical thinking applied to factual knowledge through the completion of a capstone research paper in Econometrics. The capstone must be quantitative and analytical, use an economic or social data set and demonstrate an understanding of multivariate statistical analysis. (Ongoing)

To insure the development of an understanding of basic Micro and Macro Theory and Their Application to Economic Sub-Fields (Ongoing):

1) Students will be required to take seven (8) elective courses.

2) Students will be required through examination and written research papers and assignments to demonstrate proficiency in the subject. Examples include required research papers in Labor Economics, Health and Related topics, and financial economics.

3) The required capstone paper in Econometrics, which must focus on an economics field when the student is an economics major.

To insure The Development of an Understanding of Basic Statistics, Econometrics and Regression Analysis and Their Application in Applied Research (Ongoing):

1) All economics majors must successfully complete:
   a) Calculus
   b) Statistics
   c) Econometrics
2) All students intending to pursue graduate study in economics are and will be advised to complete:
   a) Unified Cal I, II, and III
   b) Differential Equations
   c) Linear Algebra
   d) Statistics II
   e) Math Econ

3) All students must demonstrate knowledge of the general linear model, some nonlinear models (probit and logit, simple maximum likelihood), and the standard statistical tests for cross section, panel and time series models. This knowledge must be demonstrated in the capstone economics paper in Econometrics.

4) Each student must complete assignments using STATA, SAS, E-Views or other software which demonstrate the ability to gather data, formulate a model, test a hypothesis and apply standard statistical tests in the capstone paper in Econometrics.

GRADUATION SURVEY:
Each graduating senior will be surveyed to determine the satisfaction with the major as a whole, with strengths individual courses and modes of testing, evaluation and instruction.

ALUMNI SURVEY:
Alumni will be surveyed to determine strengths and weaknesses in the major with respect to preparation for one’s career or professional placement. (Begins Fall 2012 – surveyed every year)

PROGRAM REVIEW:
Every three years at a minimum the entire economics curriculum is currently reviewed. This shall continue with the additional following steps:

1) Alumni and graduation surveys shall be reviewed for course additions, deletions or modifications.
2) Economics programs at comparable research universities will be examined to insure that our major reflects the profession's assessment of the major.
3) Faculty will examine all course and catalogue descriptions, and revise them as appropriate.
4) The pre and post testing results for Micro and Macro will be distributed to each member of the Department and syllabi and instructional time shall be adjusted to foster maximum student achievement in the core instructional area.


1) Critical processes unique to this general education area

Division of Social Science: Goal statement: Having completed a general education course in one of the social sciences, a student will be able to demonstrate ability to analyze social phenomenon in terms of major social science concepts, to organize and
evaluate evidence derived from that analysis, and to answer critical questions about those concepts.

Course goal statement:
The students taking Economics 102 and 103 will comprehend the methodology used in the discipline of economics. At the outset of this course, students will study the difference between deductive and inductive thinking; the formation of positive and normative statements; the expression of cause and effect relationships using words, graphs and equations; the meaning and use of the ceteris paribus assumption, and the formation and testing of a hypothesis. The student will understand the scientific method in considering economic problems and issues. In general, the student will be able to analyze that part of the social system which economics applies to, using critical thinking. The student will be able to organize and evaluate evidence derived from economic analysis, and answer questions about the evidence.

Method of assessment:
Pre-test and post-test in which students must use a logical and thinking process in which they chain together an assumption, a given factual situation and a conclusion from that situation. Short answer, problem and essay tests are given in class to build up these skills. The idea behind questions is that students not only learn content of knowledge, but also how to analyze economic problems, how to synthesize economic concepts, how to think critically and how to determine cause and effect. These critical skills are tested, for purposes of assessment, by a pretest and post-test instrument which our department will be further refining. We have been conducting pretest and post-test analysis over the past two semesters. The results we have currently show gain in critical skills. See below.

2) Factual foundations unique to this general education area.
Division of Social Science: Goal statement: Having completed a general education course in one of the social sciences, a student will be able to demonstrate knowledge about people and social trends and events across time and distance, including the conceptual foundations necessary for critical interpretation of those events and their various causes and consequences.

Course goal statement:
The student taking Economics 102 and 103 will be able to demonstrate knowledge and understanding of all important concepts in economics. The student taking the introductory economics course will be able to explain the nature, method and scope of economic analysis; the nature of economic growth; what causes tendencies toward unemployment and inflation; the relevance of monetary and fiscal policies; and the importance of international trade and finance on national economic performance. The student, using analytical skills developed in this class, will understand the implications of national economic policy proposals. He/she will understand that economics often poses dilemmas for governments and for the public to solve. In general, the student
will have acquired factual knowledge about the processes of the economic oriented market, including the conceptual foundations of economic knowledge necessary for critical interpretation of those processes.

Method of assessment:

Pre-test and post-test in which the student must demonstrate knowledge of course content. Short answer, problem and essay tests are given in class to build up the knowledge base of facts. The extent of this knowledge base is tested, for purposes of assessment, by a pretest and post–test instrument which our department will be further refining. We have been conducting pretest and post–test analysis over the past two semesters. Here are the results that we have currently for the assessment of both critical and factual knowledge, which generally show cognition gain.

FINE ARTS
Painting

The largest shift since the last assessment in 2009 has been to create an atmosphere where students are seeing themselves becoming artists out in the real world. By exposing them to more people and activities outside the classroom they are better able to imagine themselves working in the field. The painting classes are larger and the work is stronger. This is exemplified in the annual senior thesis exhibition held every spring.

Methods of Assessment:

By graduation, majors will have participated in a minimum of two outside juried exhibitions. Jurors will be outside regional artists with significant national reputation. Before graduating, students will write personal artist statements and produce at least one CD–Rom of their senior–level work. Professional Practice issues will be addressed in all upper–level classes. Through visiting artist lectures, exposure to animation and graphic design students, as well as exposure to contemporary artist DVDs, students will be educated about digital technology and its integration into the field of painting. The following methods and processes will be implemented into all levels of students’ education:

- Introduction to national and international artists through the viewing of contemporary artist DVDs
- Brown-Bag Cross-Disciplinary Seminar, with the entire Fine Art and Art History Faculty present – The Brown Bag Seminars were highly successful. They are ways to further build camaraderie and motivation into the program. I think one of the most important things to do would be to implement a substantial visiting artist program. Because we are so small this would be a way to increase outside input into the classroom. I think that SKYPE lectures are better than nothing; however, because our students don’t go out in the world to the degree that we would like them, they need to connect face to face with professionals in the field.
Faculty hosted field trips to Philadelphia, New York, and Washington to visit museums and art galleries
Class and individual research projects on techniques, concepts, processes
Relevant readings and class presentations
Students are required to have periodic review sessions with a faculty advisor and chair of the department
Outside internship in the greater New Jersey and Philadelphia areas
Faculty-run International Studies seminars with short-term tours to countries abroad.
Independent studies tailored to individual interests
New contemporary issues course required, which has not been developed to date.
New course offerings such as New Mixed-Media with relevance to painting, which are in the process of development.

Sculpture

While focusing on core strengths, the number of classes offered in the Sculpture Concentration has grown, reflecting wider trends in digital technology and tool use across the fine arts. The two classes that are the focus of this assessment are Sculpture 1 and New Media.

Sculpture 1

Art 381, our beginning sculpture class, teaches in four units the basic techniques of connectivity, scale transformation, pattern making and mold making. Each unit is introduced by a lecture, readings, student presentations and an instructional workshop that introduces the basic techniques and materials covered. There are four critiqued class projects and four exercises due during the semester. Basic considerations of aesthetics and meaning are addressed in the inception, fabrication, and presentation of each work produced in class. The class also considers art in a larger societal context and requires all students to attend four Skype artist lectures, and execute a group writing/drawing exercise during a museum fieldtrip.

Each of the four projects produced in class is presented during a formal group critique at which time students are also required to present a written subject versus content statement about their work. Evaluation of all project work created in the Sculpture 1 class is based upon:
—Fulfillment of assignment objectives
—Technical execution
—Investment of time and effort
—Aesthetic and conceptual quality of finished work

In addition to projects, each student is required to present an Artist Report at the beginning of each unit. This written report is on one contemporary artist who is of
importance to that unit’s subject area. This report is presented orally along with a visual presentation of digital images for the entire class.

In order to pass this class students must complete four major projects, which are formally critiqued and presented with written statements, four Artist Reports, one museum project, one exercise from “How to Write About Art” and a written final. They must also attend four SkypeOnArt lectures with living artists and one museum fieldtrip. The class additionally requires readings that relate to the assignment at hand, as well as some tracing of the historical influences that may have lead up to a particular exercise.

Although the four unit areas presented in Sculpture 1, have remained the same over the past five years, many other aspects of the class have changed. In order to aid in the clarification of ideas and content during group critiques, each project presented now requires a written statement articulating the subject and content of the work at hand. The class also now requires each student to give four in class presentations on the work of important contemporary artists. These reports not only function as a very up-to-date text on contemporary sculpture, they also give each student a chance to research individual artists and practices that may be relevant to their own unique way of working or vision. The SkypeOnArt lectures have also been instrumental in keeping students up to date in current trends in contemporary art. Presented at the Stedman Gallery during free period, four times a semester, these informal Skype talks expose our students to art from all over the world, and give the class a chance to interact with practicing artists.

The area that needs improvement in Sculpture 1 is the class’ access to digital technology. Sculpture departments in institutions of similar standing are currently incorporating digital modeling in to sculpture programs and outputting project work via stereo lithography processes; it is our goal and hope to be similarly enabled in the next five years. The sculpture concentration also needs a student gallery space capable of showing student work. We currently have no safe, dedicated exhibition space for student work. If the sculpture student had gallery space it would be a great motivator in the production of exhibition worthy artwork.

**New Media**

This new class in the department of arts is a direct reflection of the wider trends in digital technology and changing tool use across the fine arts.

It is a dynamic, hands–on exploration of the conceptual and artistic use of digital media in all areas of studio arts. Focused on the nexus of theory and studio–based work in the expanding fields of digital technology, robotics, virtual reality and interactive environments this course utilizes much of the technology currently available in student’s day–to–day lives and recognizes the fact that many college level students are already new media practitioners.

The New Media class is divided into four subject areas: The History of Digital Hybrids, 4D Formats, Games/Generative Practices, and Web Based Communities/Robotics. Each
subject area is presented as a discrete unit, which is introduced by a lecture, readings, student presentations and an instructional workshop that introduces the basic techniques and strategies covered. There are four critiqued class projects due during the semester. Basic considerations of aesthetics and meaning are addressed in the inception, creation, and presentation of each work produced in class. The class also considers art in a larger societal context and requires all students to attend four Skype artist lectures given by contemporary new media artists, and execute a group online exercise during a museum fieldtrip.

Each of the four projects produced in class is presented during a formal group critique at which time students are also required to present a written subject versus content statement about their work. Evaluation of all project work created in the New Media class is based upon:

—Fulfillment of assignment objectives
—Technical execution
—Investment of time and effort
—Aesthetic and conceptual quality of finished work

In addition to projects, each student is required to present an Artist Report at the beginning of each unit. This written report is on one contemporary artist who is of importance to that unit’s subject area. This report is presented orally along with a visual presentation of digital images for the entire class.

In order to pass this class students must complete four major projects which are formally critiqued and presented with written statements, four Artist Reports, one museum project, one exercise from “How to Write About Art” and a written final. They must also attend four new media SkypeOnArt lectures and one museum fieldtrip. The class additionally requires readings that relate to the assignment at hand, as well as some tracing of the historical influences that may have lead up to a particular exercise.

This semester is the second time this class has been presented and there are aspects of the course that need modification. The main issue is the way that students present work. Students currently use online communities, web based bulletin boards, multi-player games, and search engines to do image harvesting, create mashups and utilize generative processes. Class projects are generally required to be viewable by a public audience online, but may also take the form of robotics, installations involving video and sculpture. While all individuals in the class are required to have a video account, the class really needs a robust platform that allows for many different types of media to be showcased. Also, in the event that a piece is time-based, an archive is needed so that students members who miss a critique may still view class projects. The other aspect of consideration is the software that students utilize. This class is currently taking place outside of the art department’s digital labs. At this time, the students are using their own lap-tops and software to create artwork. Now that our labs have Final
ENGLISH
The department committed itself to assessing the Student Learning Outcomes 2) and 4), having to do with the recognition of a variety of critical approaches to texts, and with the ability to write “persuasively and cogently” about such texts, by analyzing the culminating essays in the Capstone courses or Senior Seminars which are restricted to English majors only.

This analysis was done on schedule in March of 2011 by Dr. Holly Blackford, a member of the Assessment Committee, who surveyed essays completed for three Capstone courses: “Ten Modern Poems,” instructed by Dr. Timothy Martin (Spring 2010); “The Sentimental Novel,” Dr. Geoffrey Sill (Fall 2009); and “Postcolonial Literature,” Dr. Rafey Habib (Fall 2010). Dr. Blackford wrote a nine–page report of her findings for the Committee. Among many valuable findings, she noted that the range and variety of student approaches to literature seemed to depend on the subject matter of the course, as well as on the teaching style of the professor. That is, Professor Martin’s focus on ten modern poems resulted in a set of student papers that used close–reading techniques to raise broader questions about the role of art in the modern world, while Professor Sill’s class used techniques ranging from reader–response criticism to deconstruction to address topics that reflected the interests of particular students, such as religion, race, or feminism. In the first case, the approaches to the texts and the themes of the paper seem to have been more or less defined by the assignment, while in the second a broader range of approaches and themes were encouraged, but in both cases the students showed familiarity with appropriate methods and themes for the study of literature. In the third course, the challenging and unfamiliar nature of the material – literature from post–colonial nations – made analysis and argumentation difficult; students tended to rely on material from secondary sources to substitute for original approaches to literatures in which they were not yet conversant. Dr. Blackford’s report summary contains important suggestions for the choice of themes and content for Capstone courses that would help make them useful for assessment purposes.

Another valuable suggestion in Dr. Blackford’s report is the correlation of essays written for 350:220 Critical Methods in English with those written for the Capstone courses in order to show growth between the course that introduces our major and that which supposedly ends it. One problem with this suggestion is that, because of the unprogrammatical way in which our students select courses, it is not uncommon for students to take Critical Methods and the Capstone in the same semester. There has been discussion of making Critical Methods a prerequisite for the Capstone, or even for all 300 and 400–level courses, but the decision has not been made, largely because its impact on registration for these courses is not known.
This question and others about the assessment function of Critical Methods in English were raised in an English Department Workshop on “The Teaching of Writing in Literature Courses” on April 20, 2012, organized by Undergraduate Program Director Rafey Habib. The workshop included conversations between members of the full-time faculty and the staff of Teaching Assistants, as well as Julie Bathke, a teacher at Cherry Hill High School East, and Daniel Simmons, a teacher at Bridgeton High School. Dr. Shanyn Fiske gave a presentation on integrating the teaching of writing into literature courses. It will be easier to teach writing in 300 and 400 level-courses now that the Department has increased the number of 200-level course offerings, which are designated as “suitable for non-majors,” to take the enrollment stress off the upper-division courses, which were being used by non-majors to satisfy the General Education requirement for a literature/fine arts course. The Department may yet make Critical Methods a prerequisite for the Capstone course. At the conclusion of the workshop, the full-time members formally convened a Department meeting and adopted the Guidelines for Critical Methods proposed by the Undergraduate Committee. These Guidelines include “Suggested Learning Outcomes” that are consistent with those in the Assessment Plan, as well as a model course format that would allow the learning outcomes to be attained.

The collection of data from Literatures in English I and II and from the Capstone courses will continue in the current semester and in 2012–13. A survey of alumni over the past five years will be conducted in Spring 2013.

MATHEMATICAL SCIENCES

According to our mission statement, the Department of Mathematical Sciences “is to provide state-of-the-art instruction in mathematics and statistics, and to maintain a stimulating academic environment for its faculty in order to encourage the highest level of scholarly work.”

In teaching our task is threefold: (1) To provide instruction of basic mathematics, 640:041 Elementary Algebra and 640:042 Intermediate Algebra, in multiple sections for those students who have been placed in these courses and to make sure that every undergraduate student at Rutgers–Camden possesses the basic mathematical skills required to tackle more advanced courses, (2) To provide courses required for liberal arts majors, service and elective courses of mathematics and statistics for all science, business and nursing majors, and (3) To provide instruction for all tracks in the undergraduate and graduate programs in mathematics and statistics and required and elective courses in mathematical education.

Concerning these tasks our future plan is as follows:

(1) Remediation is a highly volatile part of our curriculum in terms of the number and the preparedness of the students we service. It is not unusual to nearly double the number of sections form semester to semester. In addition, since these are non-credit courses, particular attention needs to be paid to let the
students feel that these courses are to their benefit and that the better they do on these the better they will advance at the later stages of their studies. Our future plan in this level includes a closer monitoring of the enrollment and optimizing the number of 041–042 sections. In addition, we intend to establish a system of very careful evaluation and follow-up of the instructors via student evaluations, classroom visitations, and interviews for part-time lecturers.

(2) Service courses in mathematics form an extremely important part of our curriculum as it affects virtually every student on campus. We intend to broaden the variety of the courses that can be taken as, say, the one required 3-credit mathematics course for most majors. The course 640:108 Numbers of Beyond is one such course and its success as an alternative to the harder 640:113 Pre-calculus for College Mathematics is demonstrated by its high enrollment figures. Offering courses well-tailored for the needs of non-science/mathematics majors is one of the primary future goals in this category.

The rigorous standards in placement and prerequisites of our Unified Calculus sequence for science and mathematics majors has a demonstrated benefit: Our calculus sequence has one of the highest passing rate compared to other colleges and universities, for most sections it is about or above 90%. Our future goal is to maintain and make uniform this level of excellence.

(1) Due to the rapid change of the modern mathematics curriculum, to maintain a vibrant undergraduate and graduate mathematics programs, the curriculum needs to be continually modernized and upgraded. As in the case of 640:300 Mathematical Reasoning and Proofs, a success for several years, we intend to enhance our existing courses and add a few new ones. In particular, the Department of Mathematical Sciences has strong links with the CCIB, as Prof. Piccoli is the currently the graduate director of the Ph.D. program and we have several full members there. We intend to develop new undergraduate courses in applied mathematics in the areas of probability theory, control theory and computation.

Our graduate program offers a Master of Science Degree in 4 tracks and, in conjunction with the School of Business, a Master of Business and Science in 2 tracks. A substantial part of our graduate students are high school teachers, or intend to become teachers. We also have students who are professionals who come to obtain Masters Degree to broaden their knowledge of mathematics to be able to apply it to their industries. In the future, we intend to initiate new graduate courses that address the needs of this student body as well as attract new students.

PHILOSOPHY/RELIGION

Beginning in Fall 2012, the Department of Philosophy and Religion will add five questions to electronic student course evaluations that ask for students’ own assessments of the kinds of goals we wish to measure. The questions are as follows (on the survey's usual 5-point scale):
1. I learned to think more critically and creatively
2. I learned to read and interpret complex and significant texts
3. I learned to write more clearly and effectively
4. I learned how to make convincing arguments
5. I learned oral communication skills

The plan is to compare department-wide responses to these questions over successive semesters.

PHYSICS
Student Learning Outcomes and Assessment Measures

Students who have met the departmental learning goals will be able to:

1) Demonstrate knowledge of the appropriate subfields that make up physics and form the backbone of our curriculum.

   –As a department we feel that the most effective measure of a student's proficiency ought to be evidenced by course grades, and while we recognize that there are certain inherent limitations of examination, we believe that written and oral examination are still the methods of choice. In order to assess our efforts we will periodically meet as a department to review the syllabi, exams, and homework assignments in each course in order to review the progress of our students.

2) Demonstrate a conceptual understanding of important areas in classical and modern physics and of the interrelationship between these subfields.

   –Recent research in physics pedagogy has focused on “conceptual” understanding of physics, as opposed to, say, rote memorization of algorithmic sequences without an understanding of the significance of the answer obtained or where it fits in the framework of the course.

Our assessment of students will be twofold. First, we will present them with “concept inventories” at the beginning and end of selected courses to measure normalized gain in their understanding. This process will be easier in lower level courses with large enrollment. In upper level courses, the results will be less quantitative than qualitative because of the smaller enrollment in these classes. However, we will accumulate results over several years and it is our hope that useful knowledge will be gained from any emergent patterns. We are familiar with the current trends in physics pedagogy and will adjust our teaching styles and/or course content to promote conceptual understanding.

For more “on the spot” feedback, we have begun utilizing personal response clickers in select lower level courses. This system gives the faculty a tool to periodically poll
students to assess whether or not students are grasping what is being currently presented to them. It is useful as a feedback tool and presents opportunities for discussion while facilitating student engagement.

3) Develop laboratory, data acquisition and analysis, and critical thinking skills through research projects, both extracurricular and through the departmental capstone course.

Student involvement in research is a key component of our curriculum. The type and nature of this involvement will vary depending on the individual student, but we will require that students can demonstrate basic competency in the areas enumerated above. Successful outcomes will include presentation of results at undergraduate research symposia, presentation at appropriate conferences, and in some cases, authorship or co-authorship on journal publications.

In terms of assessment, we will collect and preserve samples of this work periodically for review.

Assessment Schedule

We began our formal assessment of lower level courses in the spring of 2012. Over the last year, we have developed concept inventories for each of the lower level courses to assess student performance and instructor effectiveness. Our assessment procedure is to administer a brief but comprehensive exam at the very beginning and end of the course. Students are assured that the score in no way affects their grade, but that they earn participation points by completing the exams.

The most important indicator of student performance and improvement is the so-called “normalized gain,” defined as the ratio of the actual gain in test score to the maximum possible gain. So, for example, if the students get 20% correct answers on the pretest and 50% on the post exam, then the maximum possible increase is 80%. The normalized gain is then \( \frac{30}{80} = 0.375 \).

Our initial results are very encouraging, but we anticipate that it will take several years to collect enough data in order to critically evaluate the performance of the curriculum. In many respects, we have been using assessment in an informal way as we revise our curriculum. These efforts will formalize the efforts that we have undergone to date, and give us new tools to work with.

Fig. 1: Assessment results for General Physics, Spring 2012

Application of Results

While normalized gain is a very useful parameter in assessment, no one number can tell the whole story. It will be necessary to examine the test results each year to look for patterns in correct/incorrect answers to provide additional feedback about the order of topics and weight given to each.

One of the best features of conceptual inventories is that they allow us to probe whether or not students truly understand what they are learning. Given the nature of the physics curriculum, it is possible in some cases for students to be able to solve
fairly complex problems without being able to draw a simple inference about the answer. As students progress in their coursework, we expect to see an increase in their ability to generalize and to use the knowledge that they have previously gained to solve problems that they have not previously seen. Conceptual inventories are designed to require very little in the way of computation, and offer a glimpse into whether or not students are synthesizing the knowledge that they have gained in coursework. Therefore, we can use these conceptual inventories in order to guide us in the never-ending process of revising the departmental curriculum. A number of courses that we teach are tandem courses, so there is some flexibility in the ordering of topics and presentation. It is expected that assessment will help us to optimize this process. Given that we frequently engage in these discussions as it is, the assessment data will further enlighten us.

PSYCHOLOGY
Goals:
The goal of the undergraduate program in Psychology is to provide students with:
1. knowledge of the fundamental concepts and theories of psychology.
2. an understanding of the methods used to examine psychological processes.
3. mastery of discipline specific skills in reading, writing and analysis.
4. an educational experience that the students perceive as challenging, enriching, and worthwhile.
Assessment Tools:
We will develop two tools to assess whether our program is achieving these goals:
a) A longitudinal measure of acquired skills and knowledge.
To measure what our students are learning, we will assess them at two stages in our curriculum. A comparison of the test results will reveal what our students are gaining in our program.
b) An exit survey for graduating seniors.
Upon completing the program, student will be surveyed about their experience. The survey will assess whether students found the program to be personally enriching and whether they feel adequately prepared for the next stage in their career.
Assessment Procedure and Outcomes:
A standing committee chaired by the Undergraduate Director will oversee the assessment process. The department will meet annually to review the results of the test and survey. The results will be used to modify the program in the following ways:
1. If there is widespread deficiency in a particular content area (goal 1), we will adjust our offerings to give students greater exposure to that area. If the
deficiency is both pervasive and extensive, we may adjust our graduation requirements to include specific content courses.

2. If there are deficiencies in student understanding of research methods (goal 2), we will give greater focus to these topics in our required methods courses. We may also incorporate methods instruction into targeted content courses.

3. If there are deficiencies in discipline-specific reading, writing and analysis skills (goal 3) we will include one or more of these skills as an explicit course objective in every course.

4. If students feel the curriculum is not addressing their interests or providing adequate career preparation (goal 4), we will address their specific concerns by, for example, adding more service learning opportunities to our curriculum or by adding specific technical skills to our course objectives.

To assess whether our students are learning and retaining core concepts in Psychology we developed a comprehensive test covering seven major areas in the discipline. In spring 2012, we administered this test to 90 students in Method and Theory in Psychology and 75 students in Experimental Psychology. These courses were chosen because they are taken in sequence and because they are both restricted to our majors and required of our majors.

**Results:**

In six of the seven areas, the students in a later stage of our program had higher scores than those at an earlier stage. However, this improvement was significant in only four areas: Clinical, Developmental, Methods, and Statistics.

<table>
<thead>
<tr>
<th>Area</th>
<th>Methods</th>
<th>Experimental</th>
<th>z</th>
<th>p</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological</td>
<td>35</td>
<td>41.5</td>
<td>1.67</td>
<td>0.09</td>
<td>38.25</td>
</tr>
<tr>
<td>Clinical*</td>
<td>70.555</td>
<td>80.25</td>
<td>3.04</td>
<td>0.0023</td>
<td>75.4025</td>
</tr>
<tr>
<td>Cognitive</td>
<td>38.89</td>
<td>32</td>
<td>-0.03</td>
<td>0.97</td>
<td>35.445</td>
</tr>
<tr>
<td>Developmental</td>
<td>54.11</td>
<td>67</td>
<td>2.81</td>
<td>0.0043</td>
<td>60.555</td>
</tr>
<tr>
<td>* Method*</td>
<td>52.444</td>
<td>76.2</td>
<td>4.55</td>
<td>0.0002</td>
<td>64.322</td>
</tr>
<tr>
<td>Social</td>
<td>47.7775</td>
<td>52.25</td>
<td>1.67</td>
<td>0.0950</td>
<td>50.01375</td>
</tr>
<tr>
<td>Stats*</td>
<td>34.445</td>
<td>50.5</td>
<td>2.85</td>
<td>0.0044</td>
<td>42.4725</td>
</tr>
<tr>
<td>Grand Total</td>
<td>47.46</td>
<td>59.03</td>
<td></td>
<td></td>
<td>53.24</td>
</tr>
</tbody>
</table>

* statistically significant using z-ratio test of the difference between two independent proportions.

**Response:**

The areas that did not show a significant improvement: Biological, Cognitive and Social, are areas in which we have the fewest number of course offerings. The department is currently understaffed, but when we are able to hire, we will look for
faculty who are competent to teach in these areas. We are also examining the test results at a detailed level to determine the most challenging concepts in all areas. We will alter our course syllabi to devote more time to these difficult concepts.

Future Plans:
We are in the process of developing a student satisfaction survey that will be administered to graduating seniors in 2013.

We will continue to administer the achievement test in future semesters so that we can examine the results longitudinally. This will give us a more accurate picture of student learning. In 2014 we will add an essay component that will examine reading, writing and analysis skills (outcome 3 in the plan).

SOCIOLOGY, ANTHROPOLOGY, AND CRIMINAL JUSTICE
Undergraduate
The department’s assessment committee, which is composed of three faculty members, met this year to evaluate whether students in our two theory courses (sociology and criminal justice) are learning what we expect them to. In a prior assessment, the department listed a number of outcomes they hoped students would achieve in various classes. The two theory classes have two objectives: that students gain knowledge of major classical and contemporary theories in the field and they can apply those theories to concrete or new situations. Other objectives that we saw addressed in our review included: that students develop insight into societal structures and social change, know how to do library and internet research, and write in an appropriate social science style.

The committee asked instructors in Theories of Crime and Delinquency and in Sociological Theory to each select 9 papers from among those submitted in the Fall 2011 semester and in particular to give the committee 3 outstanding papers, 3 good papers, and three weak papers.

In an assignment from one class, students wrote in an appropriate social science style, conducted library and internet research to identify a problem, and marshaled relevant details to make an argument about that problem. Two of the best papers among the nine discussed one or more theories in relation to the selected problem. In the second class, students were able to summarize the main points of classical sociological theories, demonstrating their familiarity with classical sociologists, key sociological terms, and the theories that have engaged sociologists. The three outstanding papers were able to compare and contrast these theories in explaining why social change occurred.

In the end, the committee felt that the department could do a better job in orienting new faculty on expected learning goals for students, especially on applying theory to contemporary problems. Moreover, students’ understanding of theory could have been more easily assessed had instructors required students to also apply those
theories to contemporary or otherwise new situations. Conclusions from this assessment will be communicated to the faculty teaching these courses in the future.

Graduate

The assessment committee for the graduate program is composed of four faculty members who met this semester to review learning outcomes for students enrolled in Policy Analysis, the capstone course for the MA program. The instructor submitted six papers for review; two outstanding papers (95+), two good papers (90+), and two weak papers (80–85). Members of the committee read the papers and then discussed their evaluations.

The outstanding and good papers demonstrate an understanding of public policy and show an ability to apply principles to the development, monitoring, and evaluation of criminal justice policies. They show familiarity with the research literature in a specific policy area and knowledge in how to use it. They also reflect understanding of how the criminal justice system functions.

Students had a choice of conducting ex-post or ex-ante analysis. The ex-post analyses that surveyed the “effects” literature were especially strong. The ex-post papers are better (more detailed, complete, and attentive to research findings) than the ex-ante ones that also are less detailed and complete their treatment of the steps in the policy analysis.

The papers quite rightly focus on the development of policies implemented in response to specific issues. To better integrate the goals of this course with other program objectives (e.g. methods of social science), the committee recommends the assignment be used to guide students toward a more critical approach to existing research and thereby demonstrate their grasp of methodological issues.
APPENDIX 5.3

Undergraduate Learning Goals: Newark
<table>
<thead>
<tr>
<th>Dept/Major program</th>
<th>URL for learning objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Anthropology</td>
<td><a href="http://www.ncas.rutgers.edu/anthropology-learning-goals">http://www.ncas.rutgers.edu/anthropology-learning-goals</a></td>
</tr>
<tr>
<td>5. Biology</td>
<td><a href="http://www.ncas.rutgers.edu/program-learning-goals">http://www.ncas.rutgers.edu/program-learning-goals</a></td>
</tr>
<tr>
<td>6. Chemistry</td>
<td><a href="http://chemistry.rutgers.edu/learning_goals/">http://chemistry.rutgers.edu/learning_goals/</a></td>
</tr>
<tr>
<td>8. Criminal Justice</td>
<td><a href="http://rscj.newark.rutgers.edu/current-students/undergraduate/uggoals/">http://rscj.newark.rutgers.edu/current-students/undergraduate/uggoals/</a></td>
</tr>
<tr>
<td>10. Earth and Environmental Science</td>
<td><a href="http://www.ncas.rutgers.edu/summary-learning-goals">http://www.ncas.rutgers.edu/summary-learning-goals</a></td>
</tr>
<tr>
<td>11. Geology</td>
<td><a href="http://www.ncas.rutgers.edu/summary-learning-goals">http://www.ncas.rutgers.edu/summary-learning-goals</a></td>
</tr>
<tr>
<td>20. Philosophy</td>
<td><a href="http://www.ncas.rutgers.edu/philosophy">http://www.ncas.rutgers.edu/philosophy</a></td>
</tr>
<tr>
<td>22. Political science</td>
<td><a href="http://www.ncas.rutgers.edu/learning-goals-political-science-majors">http://www.ncas.rutgers.edu/learning-goals-political-science-majors</a></td>
</tr>
<tr>
<td>23. Psychology</td>
<td><a href="http://www.ncas.rutgers.edu/learning-objectives-psychology-major">http://www.ncas.rutgers.edu/learning-objectives-psychology-major</a></td>
</tr>
<tr>
<td>25. Sociology</td>
<td><a href="http://www.ncas.rutgers.edu/sociology-learning-goals">http://www.ncas.rutgers.edu/sociology-learning-goals</a></td>
</tr>
<tr>
<td>27. Spanish/Portuguese</td>
<td><a href="http://www.ncas.rutgers.edu/department-spanish-and-portuguese-studies/undergraduate-programs">http://www.ncas.rutgers.edu/department-spanish-and-portuguese-studies/undergraduate-programs</a></td>
</tr>
<tr>
<td>31. Women’s and Gender Studies</td>
<td><a href="http://www.ncas.rutgers.edu/learning-goals-majors">http://www.ncas.rutgers.edu/learning-goals-majors</a></td>
</tr>
<tr>
<td>32. Writing Program</td>
<td><a href="http://www.ncas.rutgers.edu/course-goals-unified-writing-curriculum">http://www.ncas.rutgers.edu/course-goals-unified-writing-curriculum</a></td>
</tr>
</tbody>
</table>
Certification Statement:
Compliance with MSCHE Requirements of Affiliation and
Federal Title IV Requirements
Effective October 19, 2012

Rutgers, The State University of New Jersey
(Name of Institution)

is seeking (Check one): ___ Initial Accreditation
___ Reaffirmation of Accreditation through Self Study
X Reaffirmation of Accreditation through Periodic Review

An institution seeking initial accreditation or reaffirmation of accreditation must affirm that it
meets or continues to meet established MSCHE Requirements of Affiliation and federal
requirements relating to Title IV program participation, including the following relevant
requirements under the Higher Education Opportunity Act of 2008:

- Distance education and correspondence education (student identity verification)
- Transfer of credit
- Assignment of credit hours
- Title IV cohort default rate

This signed certification statement must be attached to the executive summary of the institution's
self-study or periodic review report.

The undersigned hereby certify that the institution meets all established Requirements of
Affiliation of the Middle States Commission on Higher Education and federal requirements
relating to Title IV program participation as detailed on this certification statement. If it is not
possible to certify compliance with all requirements specified herein, the institution must attach
specific details in a separate memorandum.

___ Exceptions are noted in the attached memorandum (Check if applicable)

(Chief Executive Officer)

5/30/2013
(Date)

Ralph Azzo
(Chair, Board of Trustees or Directors)

5/31/2013
(Date)