Context and objectives

After an intensive strategic planning process that began last Fall, Rutgers is nearing the completion of its University-wide strategic plan

- Presented to the Boards in early December

The purpose of this document is to recap the process to-date and review how the plan has evolved based on Rutgers community input

It will also provide an overview of where the process is today and the remaining opportunities for you to continue to participate

- Upcoming info sessions on each campus
- Discussion with strategic planning committee or advisory group members
- Website: http://universitystrategy.rutgers.edu

Strategic planning will continue next semester as each campus and RBHS develops its own plan
University-wide process will culminate with a final strategic plan presented to the Boards in December

<table>
<thead>
<tr>
<th>Winter '12-13</th>
<th>Spring '13</th>
<th>Summer '13</th>
<th>Fall '13</th>
<th>Spring '14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather information</td>
<td>Develop and test strategy</td>
<td>Gather information</td>
<td>Refine strategy</td>
<td>Finalize strategic plan</td>
</tr>
<tr>
<td>Engage stakeholders and conduct data analyses</td>
<td>Translate insights from previous phase into preliminary strategy</td>
<td>Conduct further data analyses</td>
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<tr>
<td>Field surveys</td>
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<tr>
<td>Conduct stakeholder interviews and meetings; hold info sessions, departmental discussions, and faculty forums</td>
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</tr>
<tr>
<td>First SC retreat</td>
<td>Second SC retreat</td>
<td>Interim report presented to the Boards</td>
<td>Third SC retreat</td>
<td>Fourth SC retreat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Today</td>
<td></td>
<td>Final strategic plan presented to the Boards</td>
</tr>
</tbody>
</table>

Note: The final University-wide strategic plan will be shared with the Rutgers Board of Governors, Board of Trustees, and Board of Overseers.

Draft: advisory, consultative & deliberative material for discussion purposes only
Broad cross-section of Rutgers community engaged through multiple channels over the last year

| Interviews | • 148 interviews conducted across all three geographic campuses and RBHS  
| • Included faculty, Deans / Chancellors, central administrators, staff, students, Board members, and members of the broader Rutgers community (e.g., community leaders, alumni, elected officials)  
| Focus groups | • 46 focus groups with participation from 361 individuals  
| • Focused on faculty, Deans, staff, students, and members of the broader Rutgers community  
| Surveys | • 71,000 surveys distributed, covering 100% of faculty, PTLs, post docs, students, and staff  
| • 7,000 surveys sent to broader community, including 4,000 alumni, as well as retired faculty, Board members, and religious leaders  
| Town Halls | • Six Town Hall meetings, covering all geographic campuses  
| • One alumni Town Hall  
| Department discussions | • 27 departmental discussions held across all geographic campuses, with 96% of schools choosing to participate (representing more than 100 departments)  
| Faculty forums | • Four faculty forums, covering all geographic campuses  

*Draft: advisory, consultative & deliberative material for discussion purposes only*
Fact base developed in four areas, based on analysis and stakeholder input

**Stakeholder input**
Stakeholder perspectives gathered through multiple channels (e.g., surveys, interviews, website)

**Quantitative analysis**
Performance across dimensions such as academic excellence, financial strengths, brand/reputation, access, economic impact

**Context**

- NJ state landscape
- Higher education trends

**Competitive positioning**

- Strengths/ differentiators
- Gaps relative to aspirants

**Rutgers’ Strategy**

**Rutgers’ mission**

*Draft: advisory, consultative & deliberative material for discussion purposes only*
Key insights from data analysis (I of II): higher education trends and NJ landscape

<table>
<thead>
<tr>
<th>Trends in higher education</th>
<th>New Jersey landscape</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Funding is shifting from public to private sources, while transparency and accountability are becoming more prominent in higher education nationally</td>
<td>• NJ is one of the most populous and prosperous states in the nation</td>
</tr>
<tr>
<td>• Overall enrollment is growing but at a slower pace, while demographics are changing</td>
<td>• The state produces some of the nation’s highest-performing K-12 students, but it also has the highest net loss in the nation of students who leave the state to pursue higher education</td>
</tr>
<tr>
<td>• Value proposition is being questioned as tuition increases and alternatives to traditional degrees are being viewed as increasingly viable options</td>
<td>• State and local governments in NJ invest heavily in K-12 education, but less so in higher education compared to other states</td>
</tr>
<tr>
<td>• Technology is a driving force impacting the traditional higher education model – Demand for online courses and programs is increasing</td>
<td>• Overall quality of NJ higher education system lags other states – Fewer highly-ranked universities in NJ compared to states with similar demographics</td>
</tr>
</tbody>
</table>

Detailed factbase can be found on the strategic plan website: http://universitystrategy.rutgers.edu/resources/presentations
Key insights from data analysis (II of II): assessment of Rutgers position

| Wide gap in financial resources vs. peers | • Rutgers has historically raised significantly less money than peers  
• Among public AAU universities, Rutgers ranks in the bottom quartile in total endowment, alumni annual giving, and annual fundraising  
• Rutgers receives lower state appropriations relative to peers and is more dependent on revenue from tuition |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student mix is different than peers      | • Rutgers is less selective in admissions relative to peers and aspirants  
• Rutgers attracts fewer out-of-state students  
• Rutgers serves more diverse students, more under-represented minorities, and more students with financial need |
| Despite areas of excellence, Rutgers lags in academic performance | • Freshman retention and 6-year graduation rates on par with peers, but lag aspirants  
• Evidence suggests that Rutgers exceeds peers and aspirants in improving student performance  
• Faculty receive fewer awards and less research funding than peers  
• Publications and citations by Rutgers faculty are below peers |

Detailed factbase can be found on the strategic plan website: [http://universitystrategy.rutgers.edu/resources/presentations](http://universitystrategy.rutgers.edu/resources/presentations)
Last year’s efforts defined university vision & values, campus roles, a strategic framework, and key initiatives

University mission, values, and vision

Roles for each geographic campus + RBHS

Strategic framework

Goals and initiatives for each pillar / enabler
### Rutgers' mission, values, and vision developed through community discussion

#### Mission

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

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

#### Values

- Diversity
- Academic Excellence
- Innovation
- Integrity
- Service

- Access
- Respect
- Collaboration
- Intellectual Vitality

#### Vision / aspiration for this plan

To be broadly recognized as among the best public universities: preeminent in research, excellent in teaching, and committed to community
The campuses share a common core but also have unique strengths

**Newark**
- Theoretical and applied research
- Public / private partnerships
- First-rate education in urban setting
- Close working relationship between students and faculty
- Diverse metropolitan campus, proximity to NYC

**New Brunswick**
- Large, land-grant campus
- Broad distinction in research and scholarship
- Physical & life sciences hub
- Comprehensive offering
- International recognition in arts and humanities

**Camden**
- Personalized campus environment
- High-impact civic engagement
- Distinct areas of research excellence
- Engine of opportunity for families and communities
- Educational and economic impact in South Jersey and Delaware Valley

**RBHS**
- Renowned leader in medical, dental, and health sciences
- Clinical and research excellence
- Public / private partnerships
- Inter-professional collaboration across RBHS and the rest of Rutgers
- Deep engagement with community

**Common core**
- Globally Acclaimed Brand
- Interdisciplinary & Cross-Campus Offerings
- Integrated Graduate & Professional Education
- Academic Rigor
- Strength in Arts and Sciences
# Campus and RBHS identity statements

<table>
<thead>
<tr>
<th>Newark</th>
<th>New Brunswick</th>
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<tbody>
<tr>
<td>As one of the top-ranked public research universities in the New York metropolitan area, Rutgers-Newark has achieved national recognition as a leader in diversity and in social mobility for undergraduate students. Taking advantage of its urban location and the high concentration of graduate and professional programs, the campus excels in impact-oriented scholarship that complements strengths in the traditional arts and sciences. The campus offers underserved student populations access to world-class scholars in a research university, with opportunities for close interactions between students and faculty at both the undergraduate and graduate levels.</td>
<td>As Rutgers' largest campus and New Jersey's land-grant institution, Rutgers-New Brunswick offers comprehensive academic offerings and serves as a hub for cutting-edge research and scholarship. It serves students from across the nation and around the world and has achieved international recognition for research and teaching excellence in the arts, humanities, and sciences.</td>
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</table>

<table>
<thead>
<tr>
<th>Camden</th>
<th>RBHS</th>
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</thead>
<tbody>
<tr>
<td>Bringing Rutgers education to South Jersey and the Delaware Valley, Rutgers-Camden excels at engaging the student body and the surrounding community through interdisciplinary, innovative, and important research; exceptional teaching; and solution-oriented service that changes communities. As one of the nation's highest-ranked public regional universities, Rutgers-Camden offers a top-quality educational experience—the “Rutgers Opportunity”—to a diverse population in Southern New Jersey.</td>
<td>Rutgers Biomedical and Health Sciences (RBHS) is spearheading the university's efforts to be a renowned leader in the medical, dental, and health sciences. Incorporating many outstanding programs and capabilities of the former UMDNJ, RBHS will strengthen biomedical education and research and foster new public-private partnerships with industries that are critical to New Jersey's economic prosperity.</td>
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</tbody>
</table>
Guiding principles form the foundation for the strategic plan

Rutgers is one University, comprised of three distinct geographic campuses and the schools and institutes that make up Rutgers Biomedical and Health Sciences, each with a unique vision of its mission.

Inter-school and inter-campus collaboration will be a hallmark of our new initiatives.

Diversity in our faculty, staff, and student body is a valued characteristic of our University.

Rutgers will recruit and retain the best faculty and staff, and support them for success.

Rutgers must maintain today’s excellence in the humanities and natural sciences, while investing selectively in disciplines that will be the drivers of higher education tomorrow.

Student satisfaction with the Rutgers experience is an important measure of our success as a university, and a key factor in attracting the strongest students to our institution.

Rutgers athletics will balance competitiveness with academic performance, focus on accountable and ethical behavior, and move toward a financial position that supports the University mission.

To be successful, Rutgers must re-create its financial, fundraising, and operating infrastructure to reflect best practices, with a focus on efficiency, effectiveness, and service.
The strategic framework evolved during the planning process...

<table>
<thead>
<tr>
<th>Original framework...</th>
<th>...updated after first retreat...</th>
<th>...and second retreat...</th>
<th>...to current version</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original framework introduced at first Steering Committee retreat</td>
<td></td>
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<tr>
<td>Added teaching and service to aspiration</td>
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<tr>
<td>Broadened fifth pillar to capture areas like reputation, marketing, and physical appearance</td>
<td></td>
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<tr>
<td>Expanded description of culture as a foundational element</td>
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<tr>
<td>Identified five themes for academic distinction through iterative process</td>
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<td></td>
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<tr>
<td>Integrated systems and processes within one foundational element</td>
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<tr>
<td>Introduced goals within each pillar</td>
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<tr>
<td>Broadened first pillar from &quot;Collaboration and partnerships&quot; to &quot;Envisioning tomorrow's university&quot;</td>
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<tr>
<td>Scope now includes major forward-looking initiatives related to university organization and technology</td>
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</tbody>
</table>
To be broadly recognized as among the best public universities: preeminent in research, excellent in teaching, and committed to community

Envisioning tomorrow's university
- Enhance public-private partnerships & collaboration
- Pursue optimal use of technology both on & off campus
- Enable greater interdisciplinary scholarship & teaching
- Align academic structures & research services with strategy

Articulating themes for academic distinction
- Ethnicity, diversity and migration
- Creating a sustainable world
- Health and wellness in individuals and populations
- Educating citizens for a dynamic world
- Creative expression and the human experience

Building on faculty excellence
- Recruit and retain the strongest faculty
- Modern research facilities & support
- Increase focus on graduate education
- Affirm professional education as a core strength
- Endowment support for academic effort
- Align incentives for sponsored research

Transforming the student experience
- Enhance learning, cultural, and social environments
- Honors colleges on each campus
- Effective, student-centric services
- Improve access to faculty and research
- Optimize use of didactic technology
- Support a vibrant community life

Enhancing our visibility
- Improve academic reputation at national and regional level
- Enhance physical campus presence
- Increase awareness and pride within Rutgers community
- Strengthen brand identity for prospective students and faculty

Robust core of sciences and humanities

Cohesive, vibrant, diverse, and inclusive culture

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

Financial resources sufficient to fund the aspiration
Additional analysis conducted this fall to inform strategic plan

**Student and market demand**
- Student and labor market demand growing in several areas: health, engineering, business, sciences
- For both graduate and UG programs, health, public admin, engineering, and bio sciences are driving growth nationally

**Rutgers in the rankings**
- Across five rankings methodologies, Rutgers-NB largely matches peers but trails aspirants
  - Rankings generally declining for Rutgers-NB, with mixed results for Newark and positive trend for Camden
- Student selectivity, alumni giving, and student outcomes are biggest drivers of decline in Rutgers-NB US News ranking

**Disciplinary strengths and weaknesses**
- Rutgers grad programs are strong in some areas, but lag both peers and aspirants in key large disciplines
  - All aspirants have strong reputation in one of the largest five disciplines, top 25 in most others; Rutgers has neither

Detailed factbase can be found at: http://universitystrategy.rutgers.edu/resources/presentations
Rutgers is strong in some areas, but lags in key largest disciplines

Rutgers at or near aspirant group in **math, physics** – but lags in **chemistry and biological sciences**

**Social sciences** around the average of peer schools

**Rutgers equals best in class in key **humanities** disciplines

**Rutgers lags peers in critical large disciplines**

1. Law school ranking is listed for School of Law in Newark (#86) Camden ranked #91. 2. Medical school ranking is based on RWJ Medical School (#80). NJMS is unranked. 3. Physical Therapy ranking for RU-Newark (#44). RU-Camden–UMDNJ is also ranked (#86). Note: All rankings based on graduate-level programs at Rutgers-New Brunswick except where noted.

Disciplines were selected based on the largest number of graduate degrees conferred nationwide in 2011-2012.

Source: US News and World Report, IPEDS.  
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Trend in ranking for Rutgers among US institutions shows mixed results for RU-NB and Newark, Camden improving.

1. Rankings were available for New Brunswick from all five sources used for this analysis.
2. Rankings were available for Newark from only two out of five sources considered in this analysis.
3. Rankings were available for Camden from only one source considered for this analysis.
4. Measuring University Performance rankings (Lombardi et. al.) look at ~740 institutions across 9 dimensions. Note there is a 1 to 2-year lag between year of the report and the data used depending on the dimension. Since MUP does not provide a definitive rank, we assigned ranks by weighting each dimension equally and ordering from lowest to highest. Since SAT scores were not added until the 2006 report, we have excluded them from this analysis.
5. After a certain threshold, QS places schools like Newark into rankings categories. Newark was not ranked in 2008, so we assumed they were equivalent to the last-ranked US institution. In 2012, we optimistically assumed that Newark would be ranked ahead of all US institutions in their ranking category and those below it. Note: Washington Monthly and Forbes national rankings were considered in this analysis but are not included in the analysis due to inconsistencies.

Student selectivity, alumni giving, and student outcomes were the biggest drivers of decline in RU-NB's US News ranking.

### Rutgers-New Brunswick US News and World Report ranking change (2004 vs. 2013)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Contribution to change in ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni giving ranking</td>
<td>3.3</td>
</tr>
<tr>
<td>Student selectivity ranking</td>
<td>3.1</td>
</tr>
<tr>
<td>Graduation and retention ranking</td>
<td>3.6</td>
</tr>
<tr>
<td>High school counselor ranking¹</td>
<td>0.4</td>
</tr>
<tr>
<td>Financial resources ranking</td>
<td>0.1</td>
</tr>
<tr>
<td>Peer assessment ranking</td>
<td>0.5</td>
</tr>
<tr>
<td>Graduation rate performance ranking</td>
<td>0.5</td>
</tr>
<tr>
<td>Faculty resources ranking</td>
<td>1.6</td>
</tr>
<tr>
<td><strong>Total change in ranking</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

1. High school counselor ranking is based only on data for 2011-2013 as data were not available for 2004-2010. Note: 2013 ranks used because underlying drivers of 2014 rank not available.

Source: US News and World Report, BCG analysis
Improving Rutgers' academic standing

**Hypothetical conclusions might include:**

- Student profile: focus on increasing selectivity in UG class and improving graduation/retention rates
  - **But: may not be consistent with mission in Newark and Camden**

- Fundraising: major focus on increasing alumni participation rate

- Academic programs:
  - Think strategically about cross-campus initiatives
  - Focus on improvement in some of the largest key ranked sectors
  - Continue to invest in **quality** of humanities programs
  - Invest in **quality and infrastructure** for natural science programs
  - **Grow** in key areas of interest/need/opportunity, including:
    - Engineering, particularly grad programs
      - Grad - quality and breadth; UG – size and scope
    - Health sciences and biological sciences
      - Quality, not size, in medical programs
      - Major opportunities for growth and quality in Public Health
    - Business, particularly UG programs
Thirteen committees currently detailing framework, comprised of volunteers from each campus and RBHS

<table>
<thead>
<tr>
<th>Committee</th>
<th>Committee lead(s)</th>
<th>Members (NB / NW / C / RBHS / Other)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Themes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educating involved citizens and effective leaders</td>
<td>Ernest Lepore / Ruth Mandel</td>
<td>34 (25 / 5 / 1 / 1 / 2)</td>
</tr>
<tr>
<td>Improving health and wellness</td>
<td>Robert DiPaola</td>
<td>37 (15 / 5 / 2 / 15 / 0)</td>
</tr>
<tr>
<td>Ethnicity, diversity, and migration</td>
<td>Sherri-Ann Butterfield / Joanna Regulska</td>
<td>29 (15 / 5 / 4 / 3 / 2)</td>
</tr>
<tr>
<td>Understanding and creating a sustainable world</td>
<td>Tom Farris / Susan Albin</td>
<td>39 (30 / 4 / 3 / 1 / 1)</td>
</tr>
<tr>
<td>Creative expression and the human experience</td>
<td>Julia Ritter</td>
<td>19 (12 / 4 / 3 / 0 / 0)</td>
</tr>
<tr>
<td><strong>Pillars</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Envisioning tomorrow’s university</td>
<td>Joachim Kohn / Cheryl Wall</td>
<td>50 (27 / 6 / 2 / 12 / 3)</td>
</tr>
<tr>
<td>Building on faculty excellence</td>
<td>Dick Edwards / Margaret Marsh</td>
<td>37 (22 / 7 / 4 / 2 / 2)</td>
</tr>
<tr>
<td>Transforming the student experience</td>
<td>Felicia McGinty / Matt Matsuda</td>
<td>49 (25 / 5 / 5 / 8 / 6)</td>
</tr>
<tr>
<td>Enhancing our visibility</td>
<td>Jai Ganesh / Kim Manning</td>
<td>21 (12 / 3 / 3 / 1 / 2)</td>
</tr>
<tr>
<td><strong>Elements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Robust core of Science and Humanities</td>
<td>Jan Lewis / Wendell Pritchett</td>
<td>25 (16 / 4 / 4 / 1 / 0)</td>
</tr>
<tr>
<td>Cohesive, vibrant, diverse, and inclusive culture</td>
<td>Allan Isaac / Jorge Schement</td>
<td>22 (16 / 2 / 2 / 1 / 1)</td>
</tr>
<tr>
<td>Efficient and responsive processes, infrastructure, supporting staff, and leadership</td>
<td>Bruce Fehn / Don Smith</td>
<td>36 (18 / 4 / 2 / 7 / 5)</td>
</tr>
<tr>
<td>Financial resources sufficient to fund the aspiration</td>
<td>George Stauffer / Nancy Winterbauer</td>
<td>19 (8 / 4 / 2 / 3 / 2)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>417 (241 / 58 / 37 / 55 / 26)</td>
</tr>
</tbody>
</table>

(58% / 14% / 9% / 13% / 6%)

Note: “Other” includes committee members who represent more than one campus or RBHS, and members of the central administration. 

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There are still many opportunities for the Rutgers community to participate in finalizing the strategic plan

<table>
<thead>
<tr>
<th>Steering Committee (Retreats)</th>
<th>October 30 retreat for Deans and 200+ faculty, students, and staff to provide feedback, develop, review, and make decisions on key elements of the strategic plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic planning committees</td>
<td>Thirteen strategic planning committees currently developing descriptions of the pillars, academic themes, and foundational elements in the strategic planning framework</td>
</tr>
<tr>
<td>Advisory groups</td>
<td>Deans, faculty, students, and staff advisory groups share feedback on relevant sections of strategic plan document and, for Deans' advisory group, on the campus planning process</td>
</tr>
<tr>
<td>Info sessions</td>
<td>An opportunity for all community members to communicate with campus leadership and ask questions</td>
</tr>
<tr>
<td>Website and community emails</td>
<td>Update the community on progress and gather comments</td>
</tr>
</tbody>
</table>

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Final universitywide strategic plan will be reflected in two written documents

Strategic plan will include several components...

- Introduction, including mission, values, and vision / aspiration
- Guiding principles for strategic planning effort
- University structure and campus / RBHS identities
- Strategic framework ("temple")
- Elaboration of pillars, themes, and foundational elements

...incorporated in two written documents

- Comprehensive report
  - ~ 30 pages
  - Approved by Board of Governors
  - Details process and analysis

- Short "glossy" document for public distribution
  - 8-10 pages
  - Highlights key elements of strategic plan

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In the Spring, campus and RBHS planning will continue, incorporating school planning

**University-wide strategic plan**
- Overall vision & aspiration
- Key foundational elements
- University-wide initiatives
- Shared areas for focus

**Process / governance**
- Common deadlines and deliverables
- Required review and approvals
- Issue resolution mechanism

**Toolbox**
- Factbase analysis
- Analysis of discussed initiatives
- Framework for prioritization

**New Brunswick campus**

**Newark campus**
- Goals and aspirations
- Prioritized list of initiatives
- Metrics to measure success
- High-level timing for the plan
- Overview of funding sources

**Camden campus**

**RBHS**

**Schools, institutes, centers**
_Contribute to development of campus and cross-campus strategic plans_

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Chancellors will lead process to create a more specific plan for each campus and RBHS

<table>
<thead>
<tr>
<th>University-wide strategic plan</th>
<th>Campus / RBHS strategic plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sets an aspiration for the entire University</td>
<td>Translates University-wide priorities into the unique context of a campus or RBHS</td>
</tr>
<tr>
<td>Unites the broader Rutgers community behind a common vision and common values</td>
<td>Defines the aspiration and goals for the campus or RBHS</td>
</tr>
<tr>
<td>Lays out a set of high-level strategic priorities that guide campus, RBHS, and school planning</td>
<td>Outlines concrete initiatives that the campus or RBHS will pursue</td>
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<tr>
<td></td>
<td>Lays out a funding strategy to support those initiatives</td>
</tr>
<tr>
<td></td>
<td>Identifies specific metrics to measure the success of these initiatives</td>
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</tbody>
</table>
Physical master plan and campus / RBHS planning will build on University-wide strategic plan

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<tr>
<td>Information-gathering</td>
<td>Strategy development and testing</td>
<td>Strategy refinement</td>
<td>Finalize strategic plan</td>
<td>Campus- / RBHS- / school-specific plans</td>
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<td>First SC retreat</td>
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Physical master plan: data collection

Physical master plan: analysis & synthesis

Physical master plan: plan development

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Next steps

Strategic planning committees will finish drafting descriptions of each element of the strategic framework

Info sessions are being held for each campus and RBHS
  • New Brunswick: October 21, October 24, and November 11
  • Newark: November 7 and December 12
  • Camden: held on October 15
  • RBHS: held on September 11 (Newark) and October 14 (New Brunswick)

We also encourage you to stay involved at http://universitystrategy.rutgers.edu

University-wide strategic plan will be shared with the Boards in December

Chancellors will hold campus / RBHS planning kick-off meetings in the Spring semester