

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

RUTGERS

THE STATE UNIVERSITY
OF NEW JERSEY

Rutgers Strategic Planning Fact book

April 2013

About this information

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

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

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

- These materials were prepared with assistance of The Boston Consulting Group (BCG), Rutgers' partner in this strategic planning process
- BCG has conducted more than 130 interviews and 30 focus groups, and surveyed more than 78,000 individuals, including Board members, students, faculty, academic administrators/staff, alumni, and UMDNJ faculty¹
- The following materials were informed by these interactions with stakeholders, as well as through research and analysis and BCG's broader experience working in higher education

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

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Goals for this retreat

Update you on progress since last retreat

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

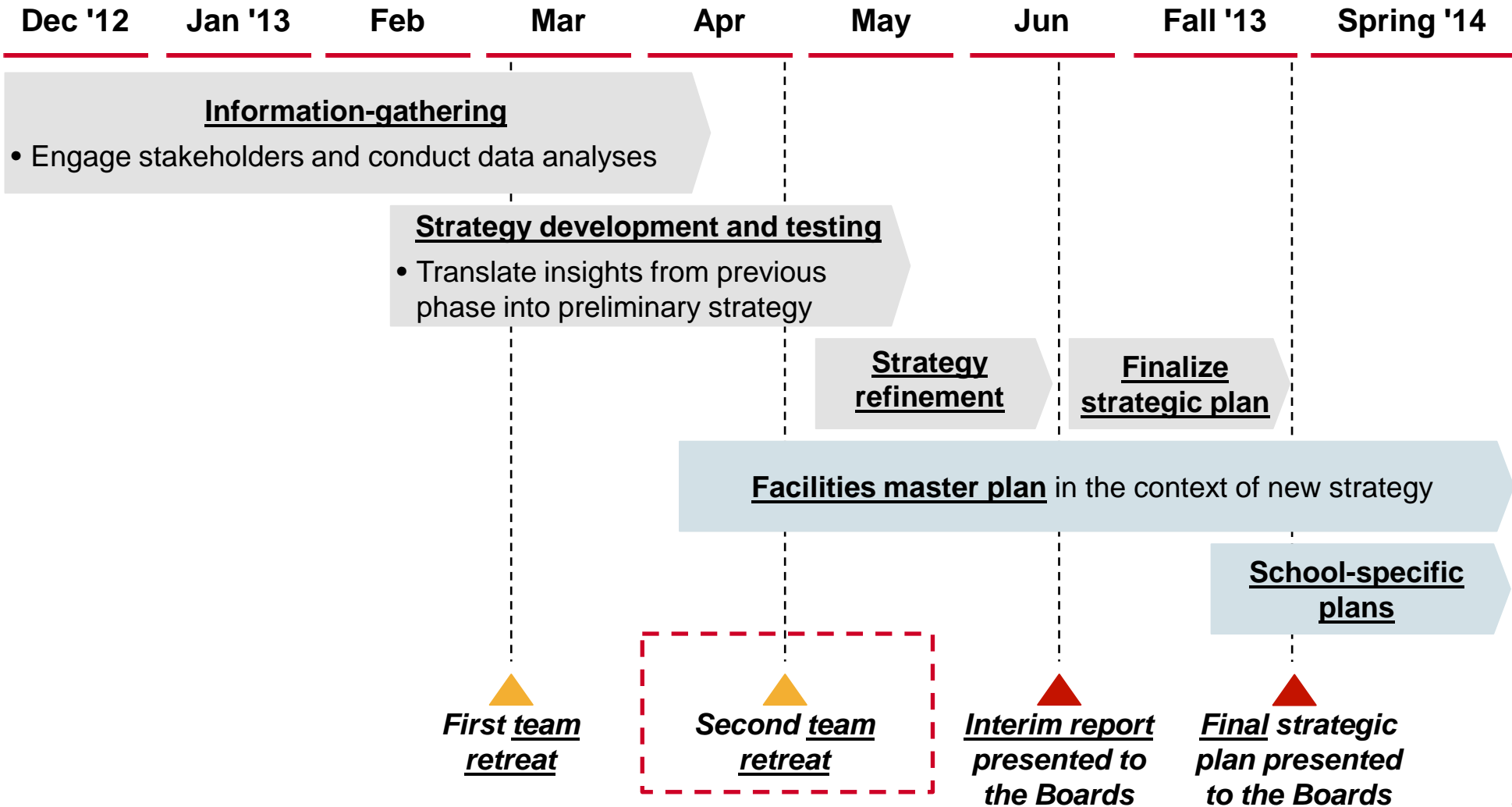
- Clarify our views on One Rutgers and how the campuses contribute to the mission
- Gain a better understanding of how Rutgers can strengthen each campus and leverage the strengths of each campus to advance the university's aspiration
- Generate more ideas to foster greater cohesion and collaboration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

Refine the core elements of the strategic plan

- Refine list and prioritization of goals and initiatives

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

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



Retreat agenda

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

Further details on retreat agenda

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

Things you need to know about this retreat

Logistical details

Will be held on Douglass Campus

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

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

Latest RSVPs

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

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

How this retreat will compare to the last one

What is the same?

Same group of invited participants, with a few additions

- As of today, 134 confirmed participants
- Board members, deans, faculty, staff, students, academic administrators and UMDNJ representatives will attend

Heavily interactive, discussion-based

- We are eager for your candid input

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

What is different?

Half day instead of full day

- Will require extra focus and efficiency

No breakout sessions

- While incredibly valuable at last retreat, not possible due to time constraints

Douglass Campus instead of Livingston

Will leverage input from pre-retreat survey

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

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Introduction to the university systems evaluation

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

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

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

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

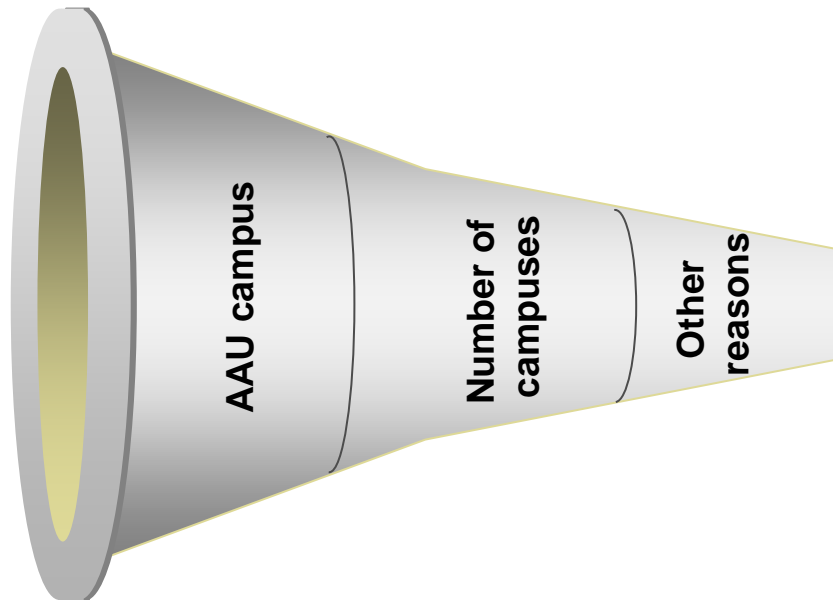
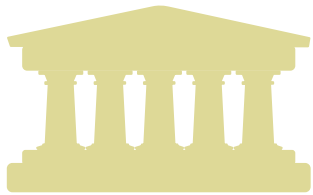
We analyzed these systems and their campuses to gain key insights on:

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

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

Model candidates selection process

Top 150
Public Universities



Comparable universities

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

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

Criteria

Potential candidates excluded

Member of the AAU

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

System has 2-5 campuses

Wisconsin
California
SUNY
Texas
N. Carolina
Maryland
...

Other reasons

Purdue
Indiana

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

University systems evaluation: Approach and sources (I)

Metric
Source

Description of approach and units

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

Total student enrollment
IPEDS, unless specified

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

Setting
IPEDS

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

Distance from largest campus
Google Maps

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

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

University systems evaluation: Approach and sources (II)

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

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

University systems evaluation: Approach and sources (III)

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

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

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

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

2. Ranked not published on U.S. News

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

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

1. 2012–2013 undergraduate student statistic

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

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

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

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

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

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

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

University systems deep dive: Approach and sources

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

University of Illinois (I)

Mission

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

Urbana-Champaign

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

Chicago

Provides the broadest access to the highest levels of intellectual excellence

Springfield

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

Campus structure

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

Academic Programs

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

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

Ranking [#]

University of Illinois (II)

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

University of Michigan (I)

Mission

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

Ann Arbor

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

Dearborn

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

Flint

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

Campus structure

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

Academic Programs

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

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

University of Michigan (II)

Ranking [#]

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

University of Missouri (I)

Mission

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

Columbia

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

Kansas City

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

S&T

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

Saint Louis

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

Campus structure

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

Academic Programs

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

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

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

University of Missouri (II)

Ranking [#]

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

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University of Virginia (I)

Mission

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

Charlottesville

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

Wise

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

Campus structure

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

Academic Programs

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

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

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

University of Virginia (II)

Ranking [#]

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

Arizona State University (I)

Mission

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

Tempe

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

West

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

Polytechnic

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

Downtown Phoenix

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

Campus structure

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

Academic Programs

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

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

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

Arizona State University (II)

Ranking [#]

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

University of Minnesota (I)

Mission

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

Twin Cities - Minneapolis

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

Duluth

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

Crookston

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

Morris

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

Rochester

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

Campus structure

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

Academic Programs

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

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

University of Minnesota (II)

Ranking [#]

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

University of Colorado (I)

Mission

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

Boulder

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

Denver

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

Colorado Springs

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

Campus structure

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

Academic Programs

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

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

University of Colorado (II)

Ranking [#]

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

University of Washington (I)

Mission

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

Seattle

Provide wide range of programs to undergraduates through doctorates

Bothell

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

Tacoma

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

Campus structure

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

Academic Programs

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

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

University of Washington (II)

Ranking [#]

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

Campus ranking among AAU public university systems

National Universities

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

Regional Universities

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

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

Source: U.S. News & World Report

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Key data sources

The following sources were used to gather data on universities

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

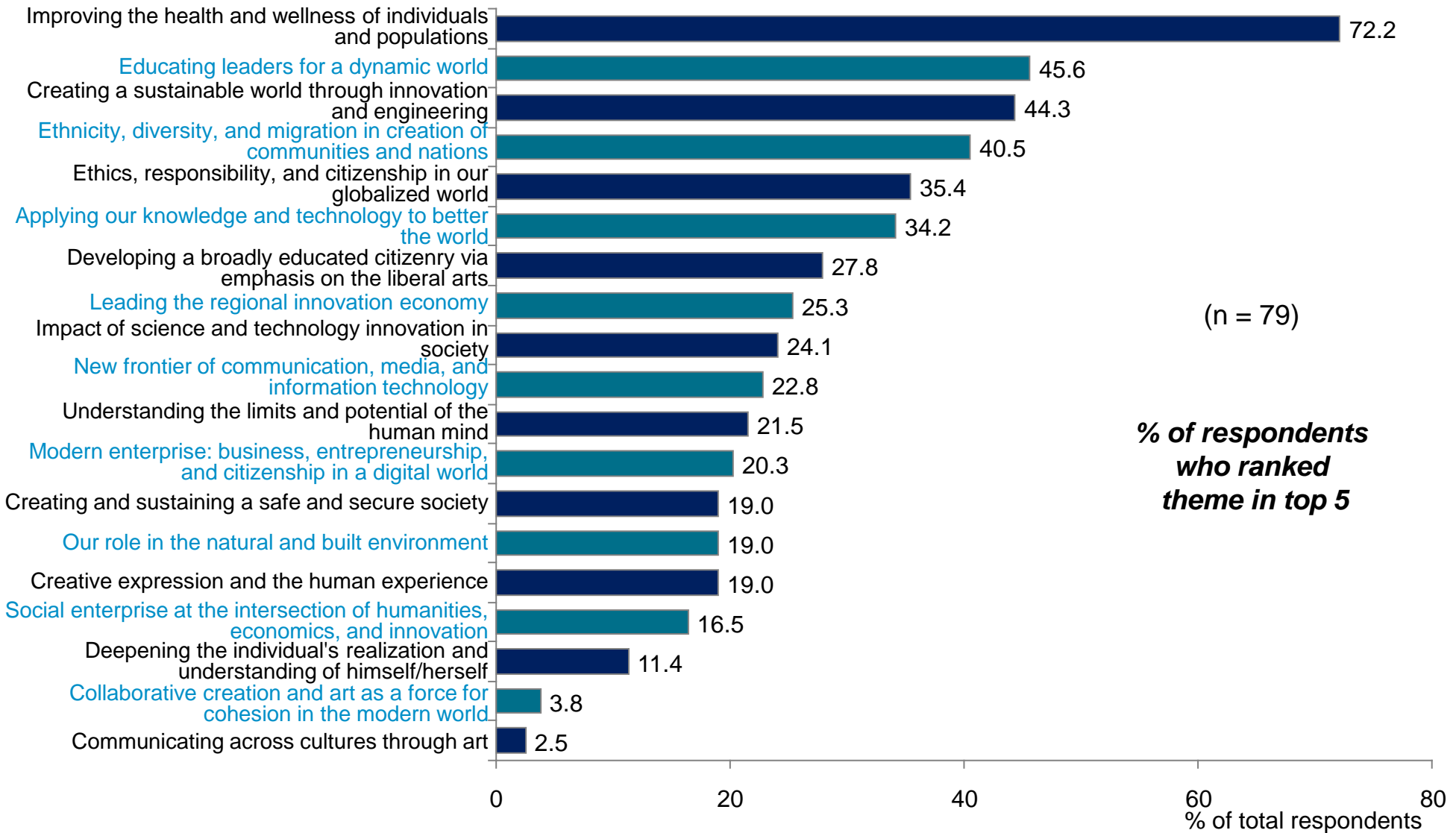
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Appendix contents

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Ranking of most appealing themes

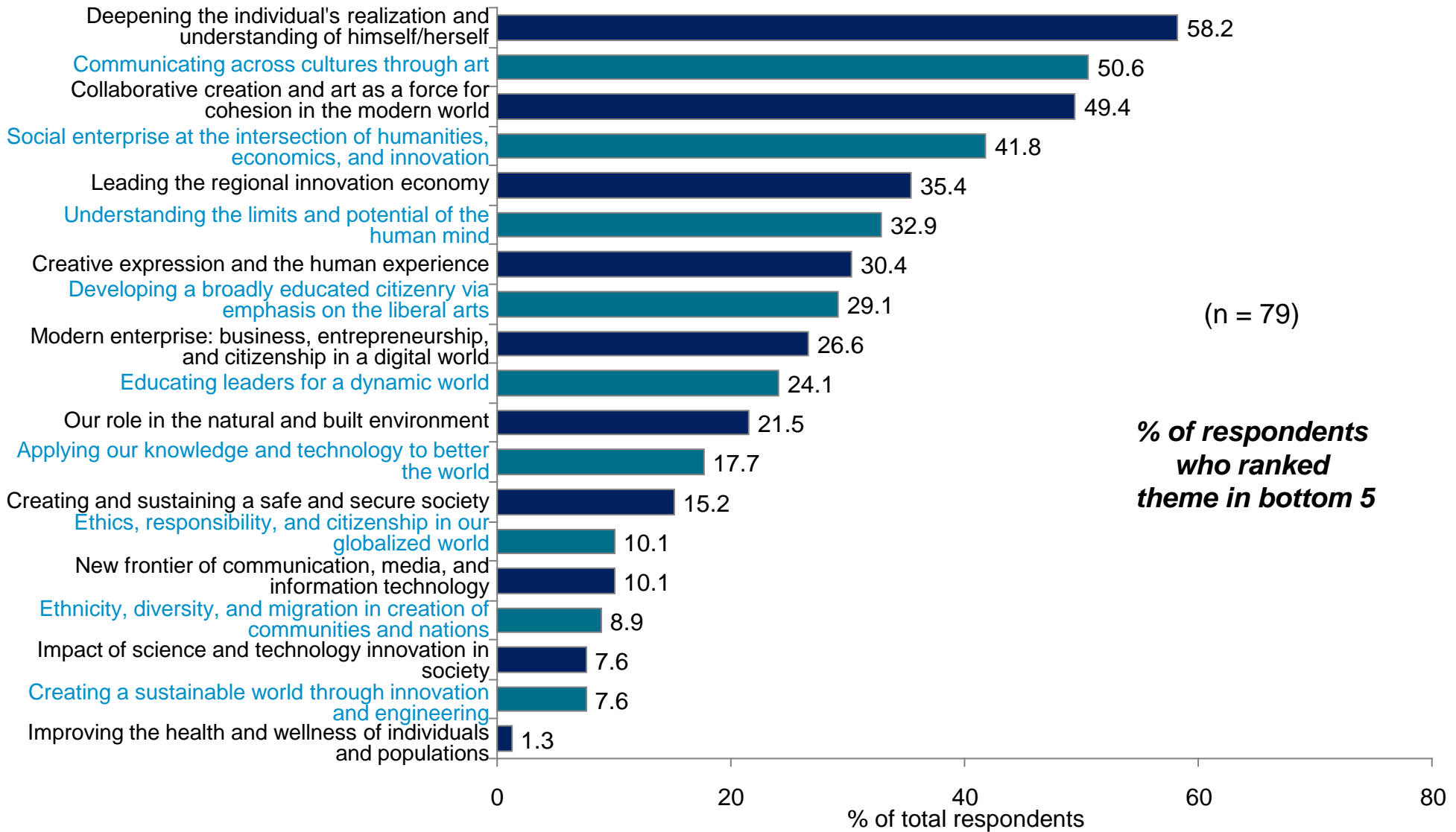


Note: Participants were asked "Out of the following list of themes, please rank the 5 themes that are the **most** appealing to you."

Source: March 2013 Differentiating Themes Survey, BCG Analysis

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Ranking of least appealing themes

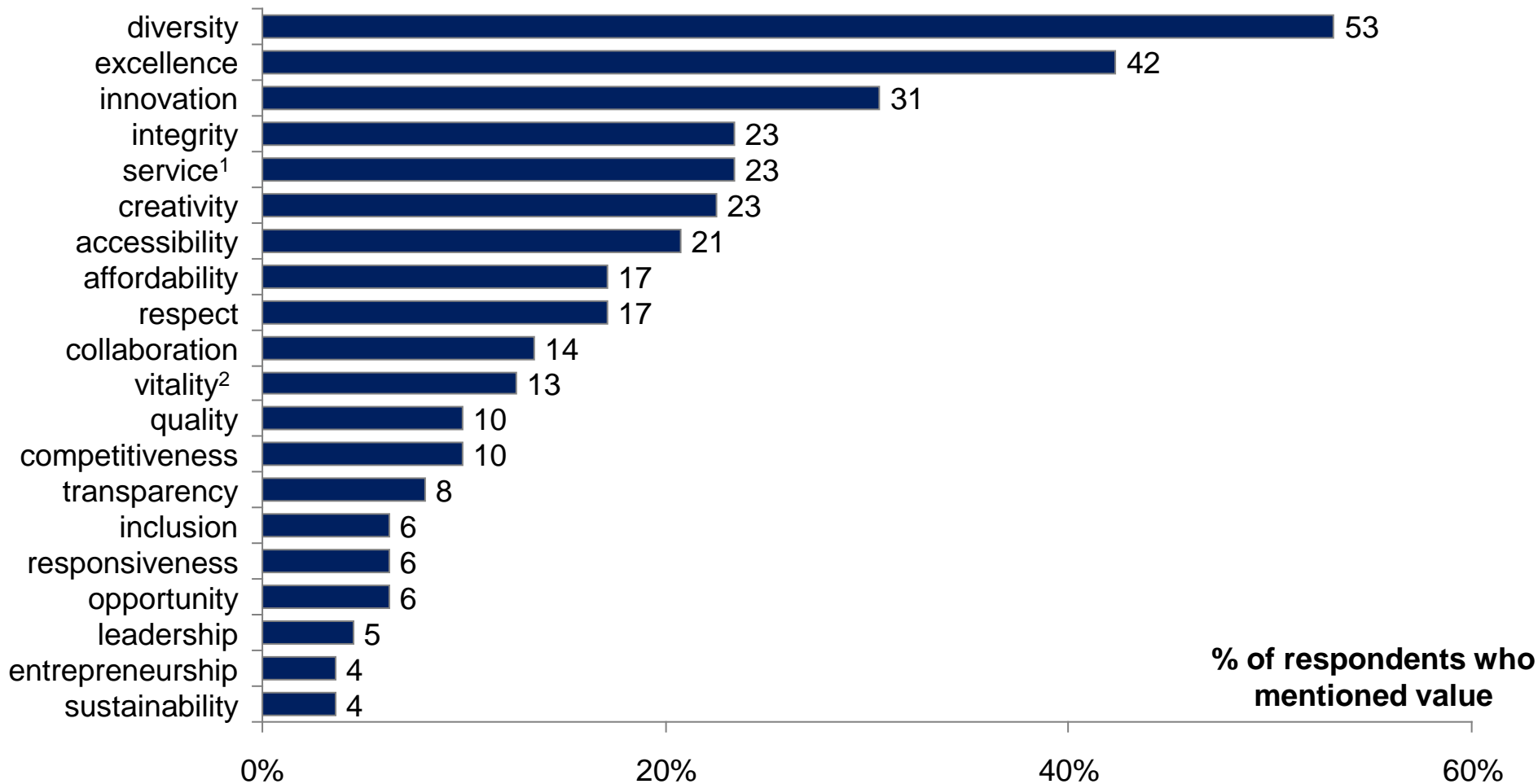


Note: Participants were asked "Out of the following list of themes, please rank the 5 themes that are the **least** appealing to you."

Source: March 2013 Differentiating Themes Survey, BCG Analysis

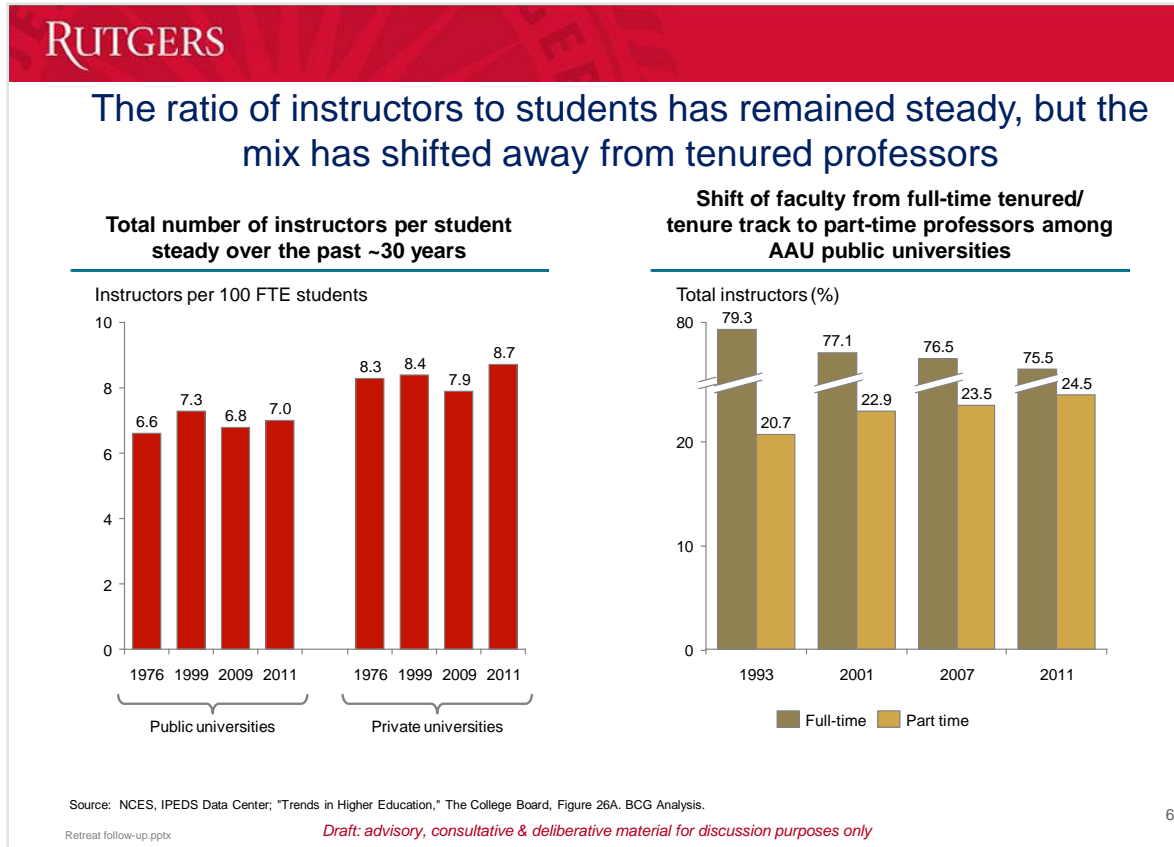
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Emerging values for Rutgers – based on feedback from retreat participants



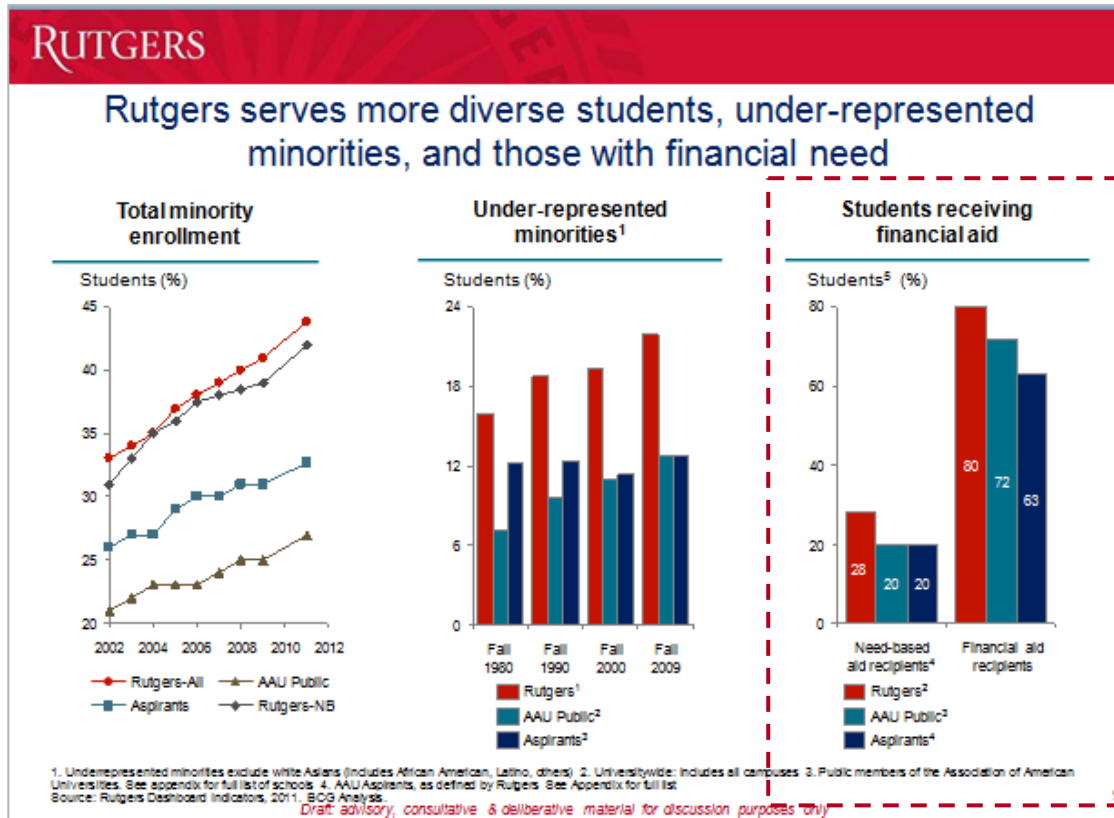
1. Service counts include both "service" and "service to community" suggestions 2. Vitality counts includes both "vitality" and "intellectual vitality" suggestions.
 Note: Total number of participants:111. Average number of values proposed by participant: 4.4
 Source: Survey about Rutgers values from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

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



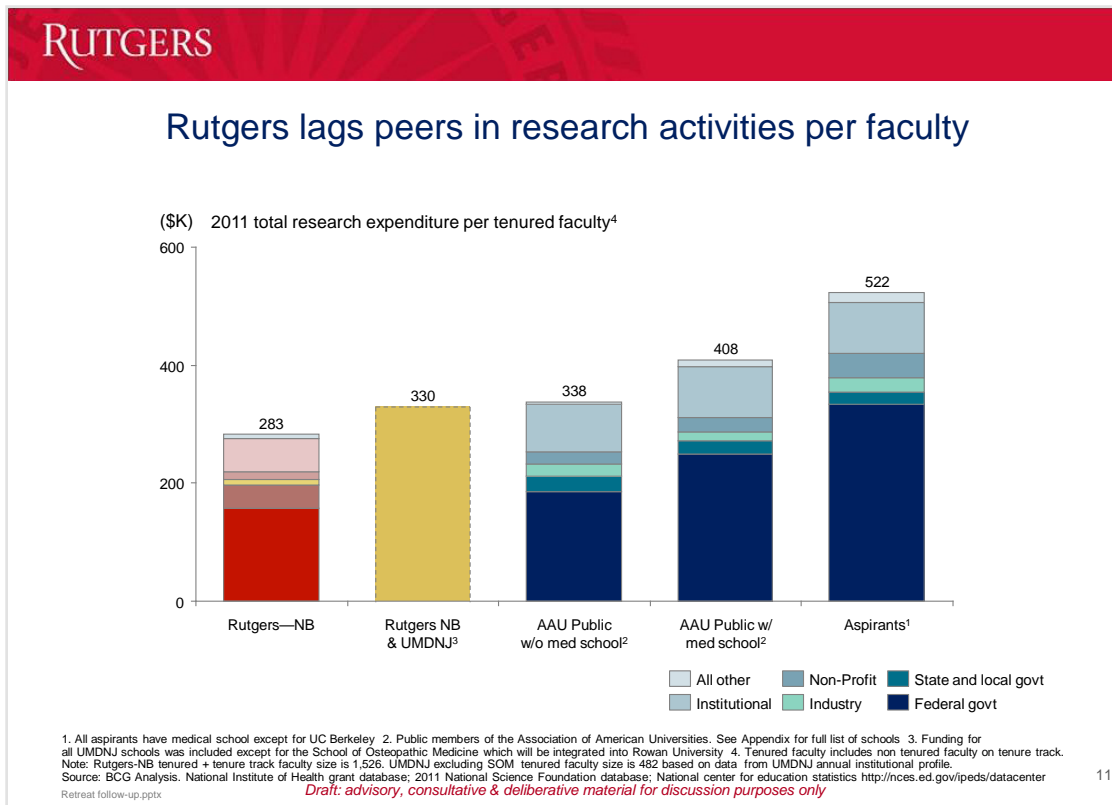
The full-time label includes all "full-time" faculty: tenured, tenure-track, and non tenure-track

What are the definitions of need-based aid recipients and financial aid recipients?



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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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