

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

RUTGERS

THE STATE UNIVERSITY  
OF NEW JERSEY

# Rutgers Strategic Planning Fact book

April 2013

## About this information

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

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

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

- These materials were prepared with assistance of The Boston Consulting Group (BCG), Rutgers' partner in this strategic planning process
- BCG has conducted more than 130 interviews and 30 focus groups, and surveyed more than 78,000 individuals, including Board members, students, faculty, academic administrators/staff, alumni, and UMDNJ faculty<sup>1</sup>
- 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**

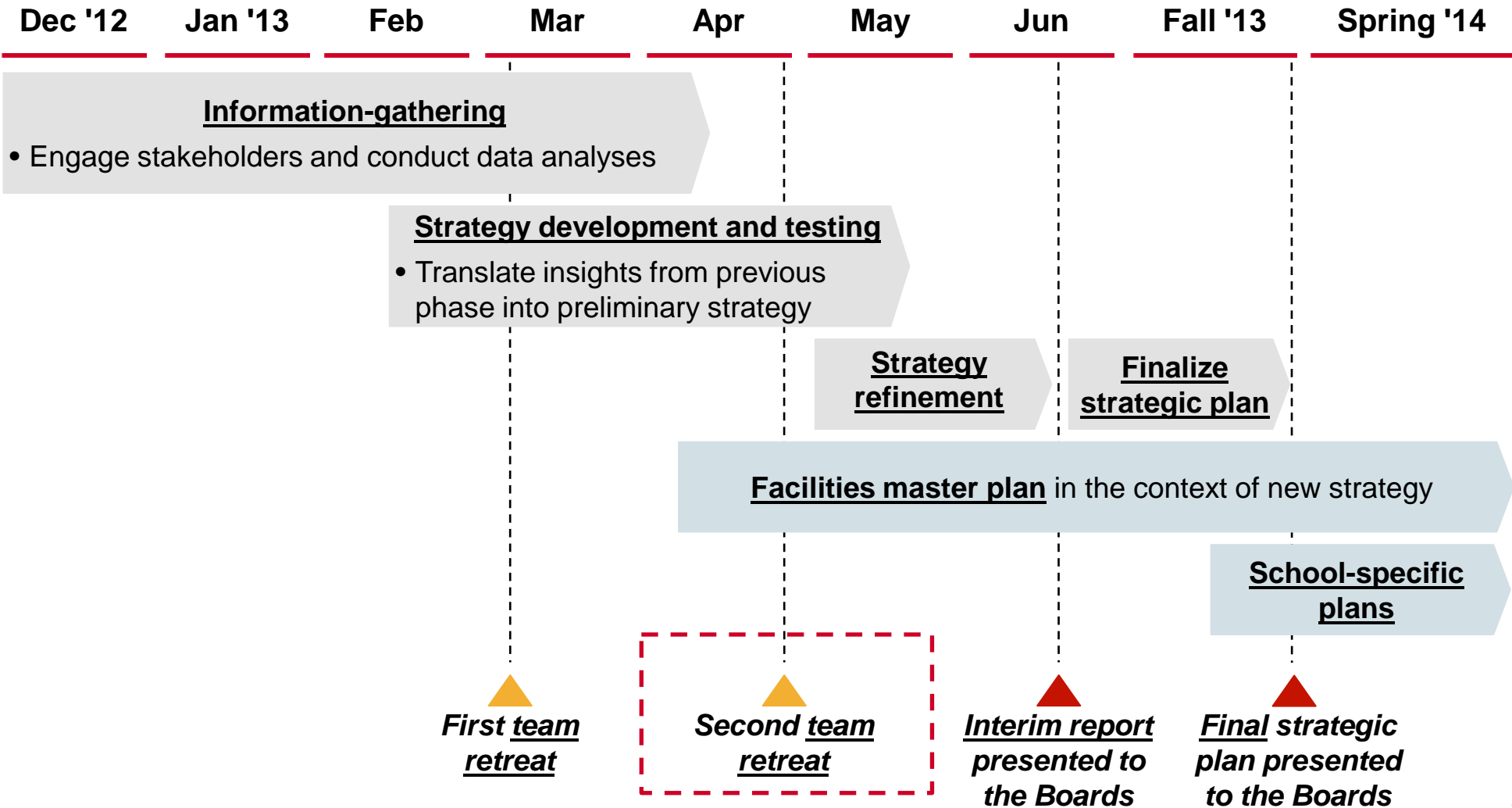
- Clarify our views on One Rutgers and how the campuses contribute to the mission
- Gain a better understanding of how Rutgers can strengthen each campus and leverage the strengths of each campus to advance the university's aspiration
- Generate more ideas to foster greater cohesion and collaboration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

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- 2** 8:15-8:30 am **Introduction to campus discussion**

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- 3** 8:30-10:00 am **Campus discussion (I): Campus roles and identities**

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- 4** 10:00-10:30 am **Campus discussion (II):  
Fostering greater cohesion and collaboration across campuses**

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- 10:30-10:45 am **Break**

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- 5** 10:45 am-  
12:15 pm **Strategic initiatives**

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- 6** 12:15-12:30 pm **Closing remarks**

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## Further details on retreat agenda

<p><b>1</b></p> <p><b>Opening remarks</b> 8:00 – 8:15 am</p>	<p><b>Frame the day</b></p> <ul style="list-style-type: none"> <li>• Progress update since last retreat</li> <li>• Goals and plan for the day</li> </ul>
<p><b>2</b></p> <p><b>Intro to campus discussion</b> 8:15 – 8:30 am</p>	<p><b>Agenda and approach for campus discussion</b></p> <ul style="list-style-type: none"> <li>• Vision for One Rutgers</li> <li>• Views on our system and how the campuses contribute to the mission</li> </ul>
<p><b>3</b></p> <p><b>Campus discussion (I)</b> 8:30 – 10:00 am</p>	<p><b>Chancellors Pritchett, Yeagle, and Edwards will lead discussions on their respective campuses</b></p> <ul style="list-style-type: none"> <li>• Review current state and goals for each campus, with focus on identifying distinct strengths, assets and capabilities</li> </ul>
<p><b>4</b></p> <p><b>Campus discussion (II)</b> 10:00-10:30am</p>	<p><b>Ideas for improved cohesion/collaboration across campuses</b></p> <ul style="list-style-type: none"> <li>• Focus on how to leverage strengths of each campus</li> </ul>
<p><b>Break</b></p>	
<p><b>5</b></p> <p><b>Strategic initiatives</b> 10:45 am-12:15 pm</p>	<p><b>Proposed goals and initiatives for each pillar and enabler, with goal of refining list of initiatives and prioritization</b></p> <ul style="list-style-type: none"> <li>• Will leverage input from pre-retreat survey</li> </ul>
<p><b>6</b></p> <p><b>Closing remarks</b> 12:15 – 12:30 pm</p>	<p><b>Synthesis the day and next steps</b></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 <sup>1</sup>	%
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%
<b>TOTAL</b>	<b>211</b>	<b>134</b>	<b>64%</b>

**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?

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#### **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?

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#### **Half day instead of full day**

- Will require extra focus and efficiency

#### **No breakout sessions**

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

#### **Douglass Campus instead of Livingston**

#### **Will leverage input from pre-retreat survey**

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

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## Campus overview

### New Brunswick ("NB")



<b>Campus acreage</b>	2,677
<b>Environment<sup>1</sup></b>	City (small)
<b>City population</b>	~55,000
<b>U.S. News ranking<sup>2</sup></b>	68 (NU)
<b>Number of students<sup>3</sup></b>	40,434
<b>Full-time faculty</b>	2,164
<b>Full-time staff</b>	5,618

### Newark ("N")



<b>Campus acreage</b>	40
<b>Environment<sup>1</sup></b>	City (large)
<b>City population</b>	~277,000
<b>U.S. News ranking<sup>2</sup></b>	115 (NU)
<b>Number of students<sup>3</sup></b>	12,011
<b>Full-time faculty</b>	512
<b>Full-time staff</b>	770

### Camden ("C")



<b>Campus acreage</b>	31
<b>Environment<sup>1</sup></b>	City (small)
<b>City population</b>	~77,000
<b>U.S. News ranking<sup>2</sup></b>	20 (RU)
<b>Number of students<sup>3</sup></b>	6,343
<b>Full-time faculty</b>	285
<b>Full-time staff</b>	524

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

# List of degree granting schools and colleges

## New Brunswick

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

## Newark

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- Newark College of Arts and Sciences
- University College – Newark
- College of Nursing
- Rutgers Business School – Newark and New Brunswick<sup>1</sup>
- Graduate School – Newark
- School of Criminal Justice
- School of Law – Newark<sup>2</sup>
- School of Public Affairs and Administration

## Camden

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- Camden College of Arts and Sciences
- University College – Camden
- School of Business – Camden
- School of Law – Camden<sup>2</sup>
- School of Nursing – Camden
- Graduate School – Camden

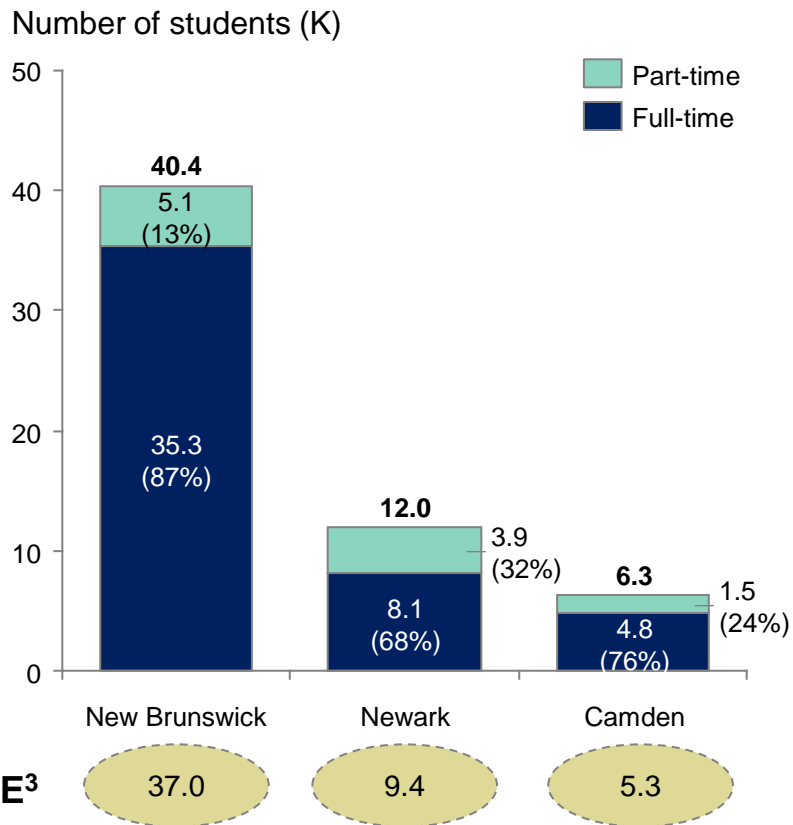
1. Rutgers Business School – Newark and New Brunswick encompasses an undergraduate unit in Newark, an undergraduate unit in New Brunswick, and a graduate unit spanning Newark and New Brunswick which awards various master's degrees. Its doctoral program is awarded through the Graduate School – Newark

2. Merger plan proposed by Fall 2014 as announced on [http://www.nj.com/news/index.ssf/2013/02/rutgers\\_to\\_propose\\_merging\\_new.html](http://www.nj.com/news/index.ssf/2013/02/rutgers_to_propose_merging_new.html)

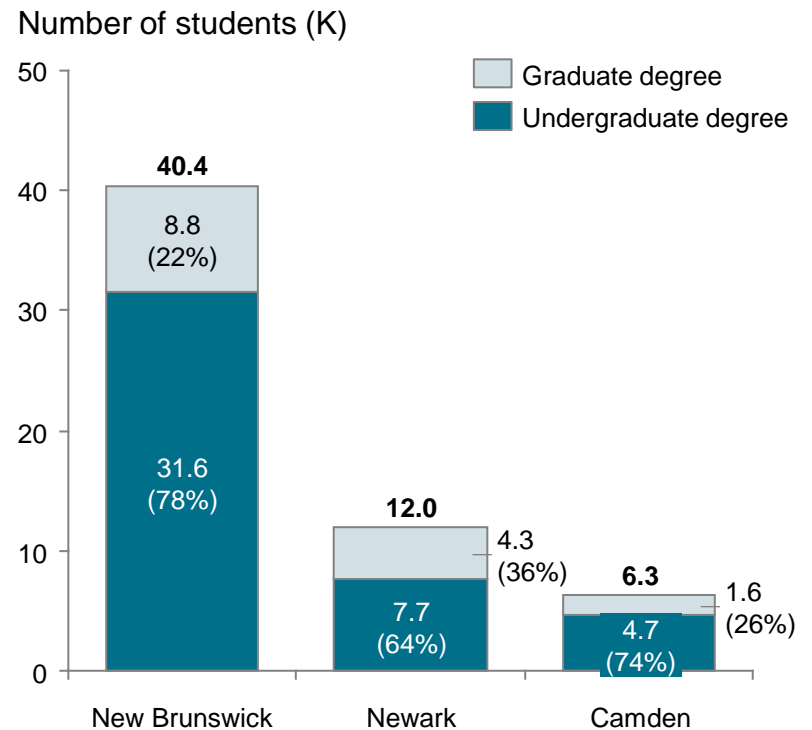
Source: Office of Institutional Research and Academic Planning (OIRAP)

# Student body composition (I)

## Headcount of full-time and part-time students<sup>1</sup> (Fall 2012)



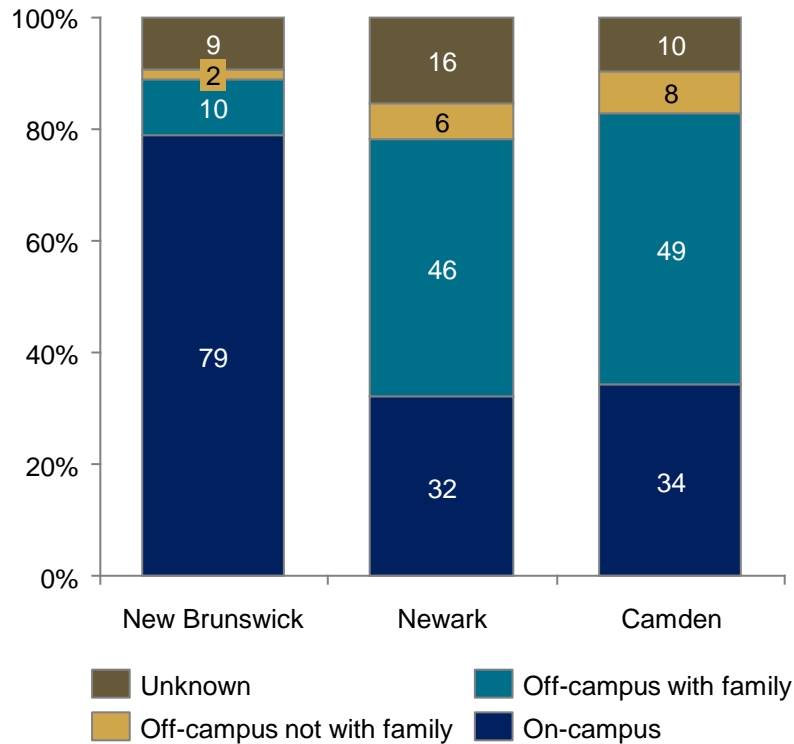
## Headcount of undergraduate and graduate students<sup>2</sup> (Fall 2012)



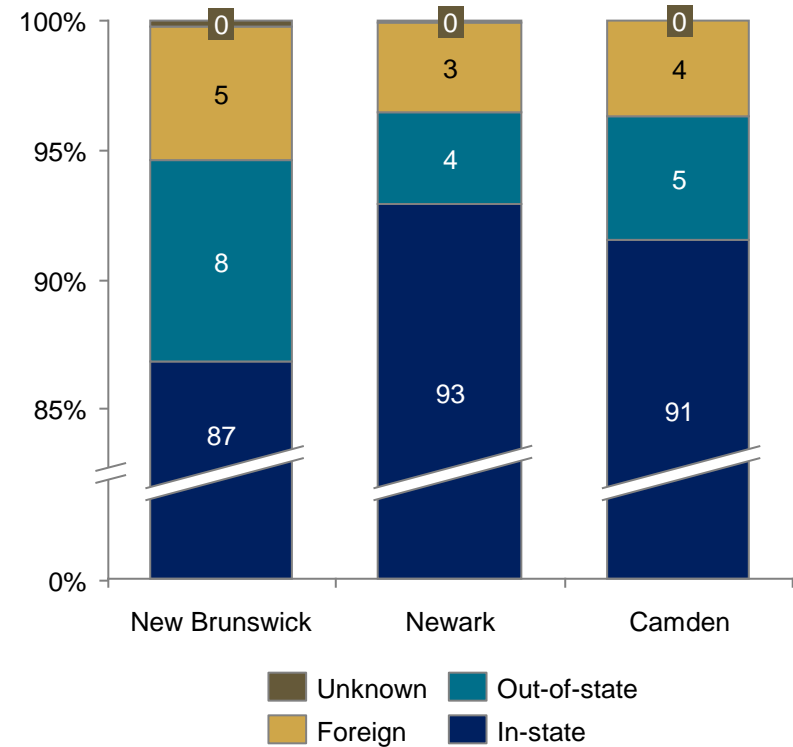
1. Includes both undergraduate and graduate students  
 2. Includes both full-time and part-time students  
 3. Full-time equivalents (FTEs) are calculated by summing the total full time students with one-third of the total part-time students  
 Source: Student Unit Record Enrollment (SURE), Fall 2012

## Student body composition (II)

### Distribution of first-year students by type of housing<sup>1</sup> (Fall 2011)



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

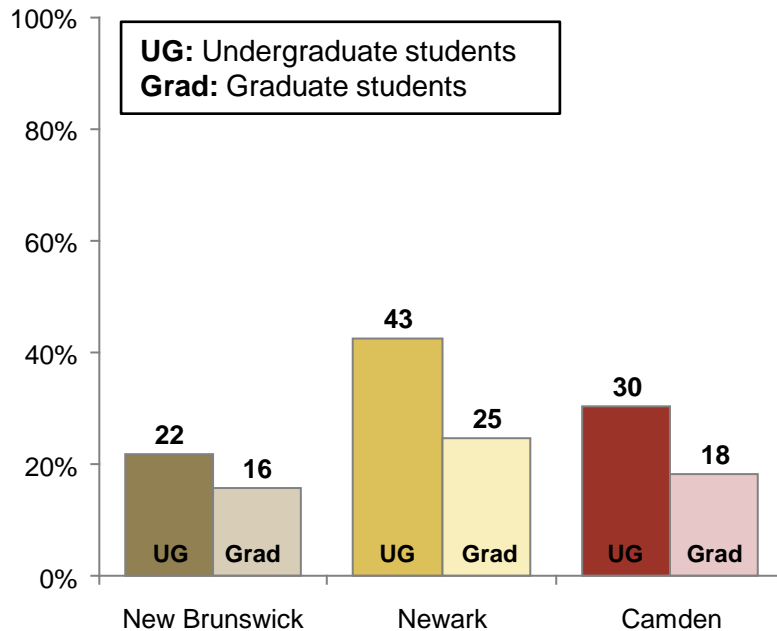


1. The off-campus statistics are based on a representative group of first-time students (NB=3,662, Newark=677, Camden=393). This group is used to report to the department of education via IPEDS for financial aid purposes

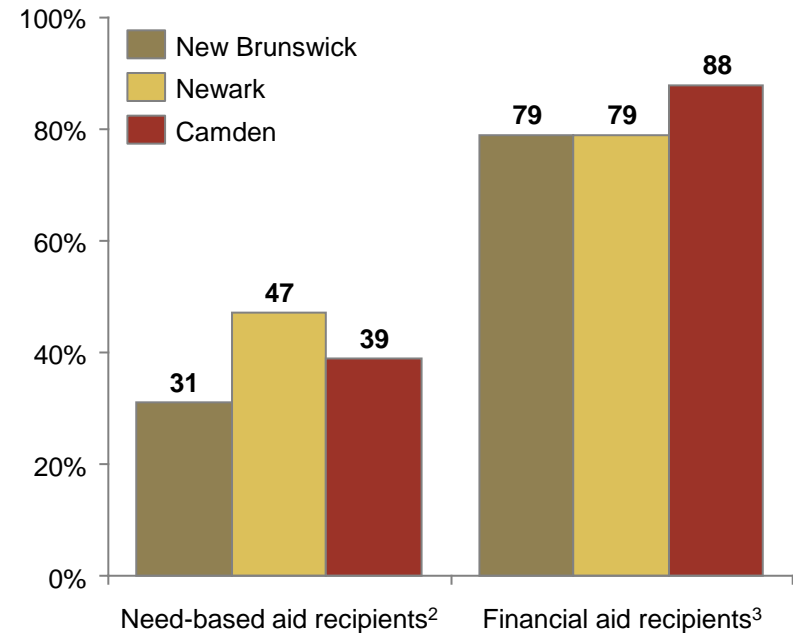
Sources: University Housing Reports and Integrated Postsecondary Education Data System (IPEDS), Student Financial Aid Survey, Student Unit Record Enrollment (SURE), Fall 2012

## Student body composition (III)

**% of under-represented minority students<sup>1</sup> (Fall 2012)**



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



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

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

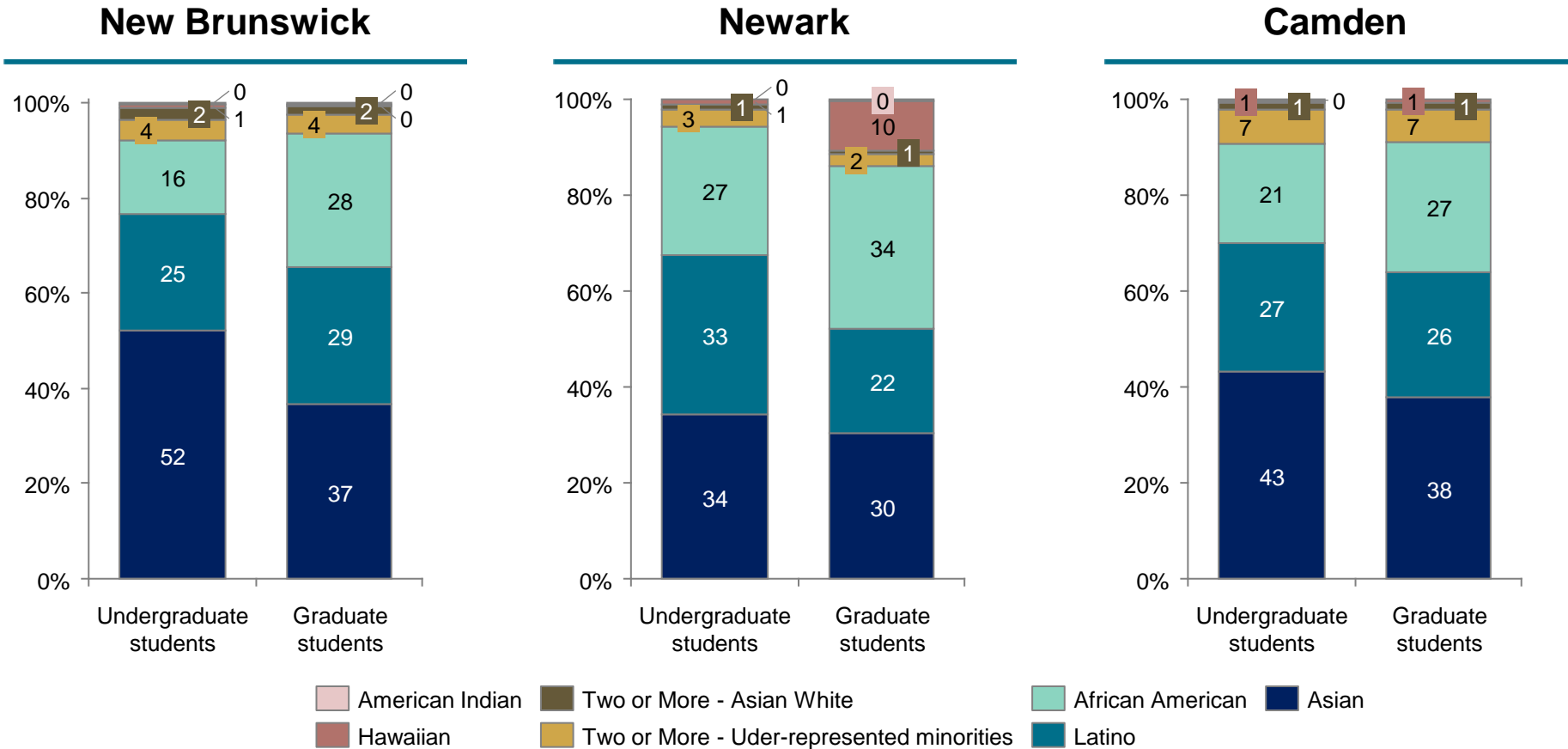
3. Full-time first-time students receiving any financial aid, including loans

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

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

# Student body composition (IV)

## Distribution of minority students<sup>1</sup> by ethnicity (Fall 2012)



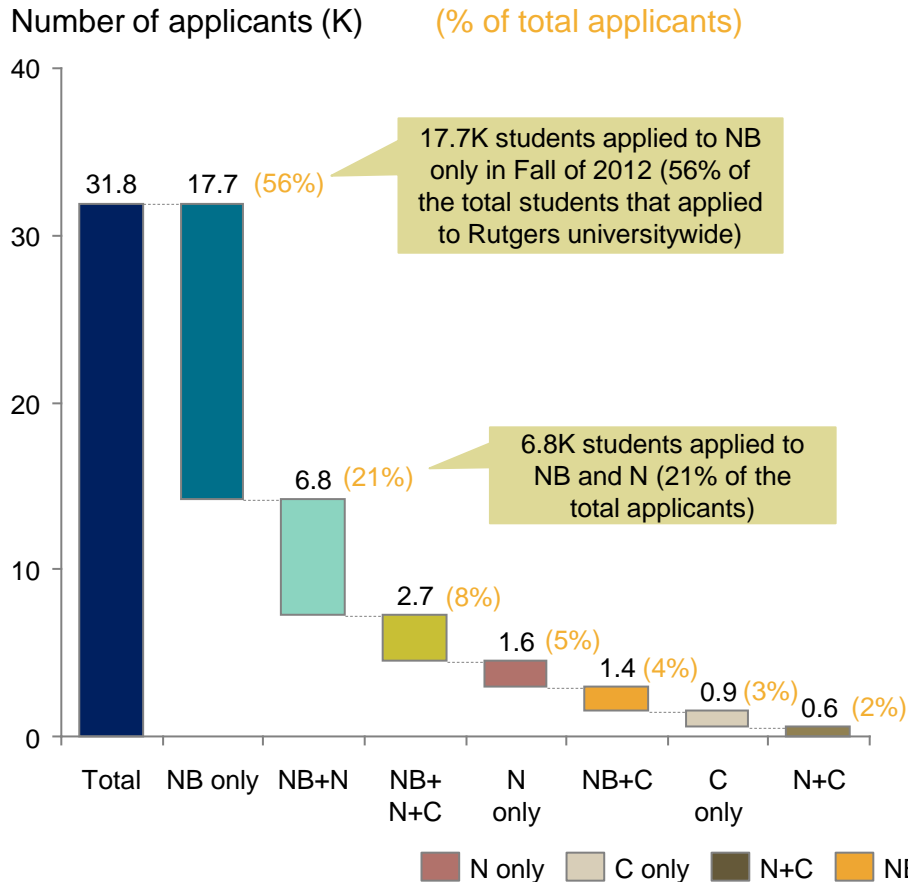
1. Minority students are defined as those who report as: Asians, African Americans, Mexican-Americans, Native Americans (American Indians, Alaska Natives, and Native Hawaiians), Pacific Islanders, Hispanic, and mainland Puerto Ricans, Latino, and two or more. Under-represented minority students are a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

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

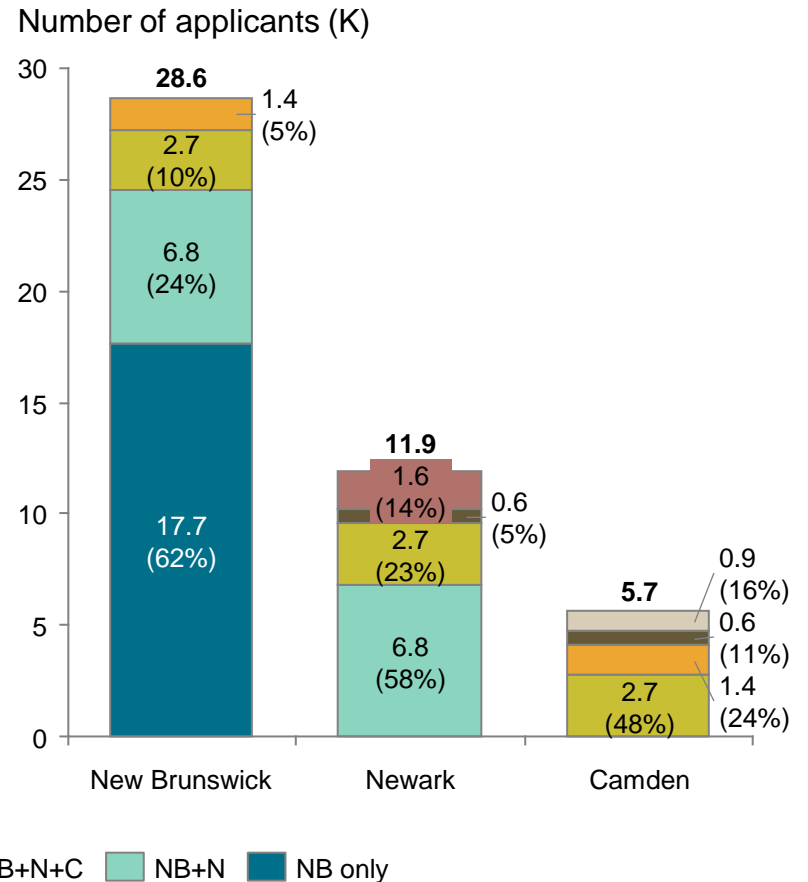


# Student selectivity (I)

## Breakdown of the number of applicants universitywide (Fall 2012)



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



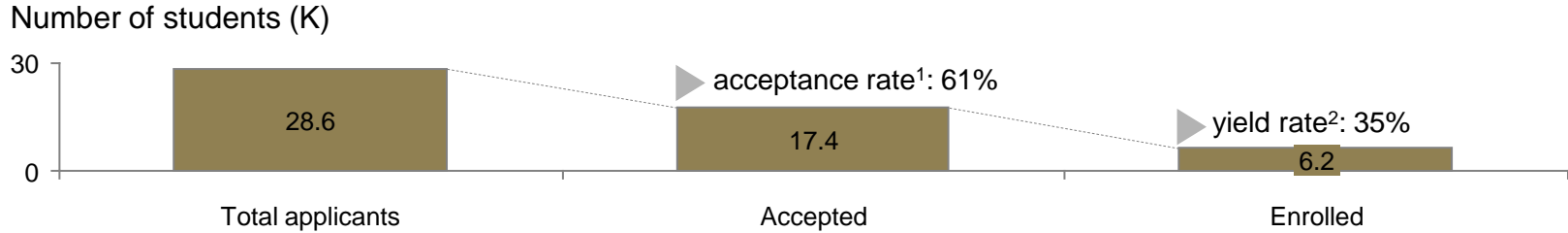
Note: Number of applicants includes first year students only. Non-matriculated students, intra-university transfer students, or duplications across campuses are not included. There are no double counts (e.g. applicants to NB+N are not counted in NB+N+C)

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

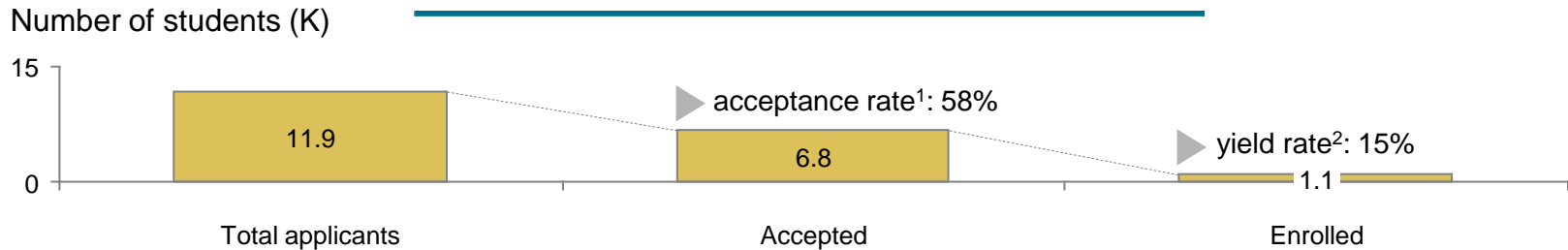
*Draft: advisory, consultative & deliberative material for discussion purposes only*

# Student selectivity (II)

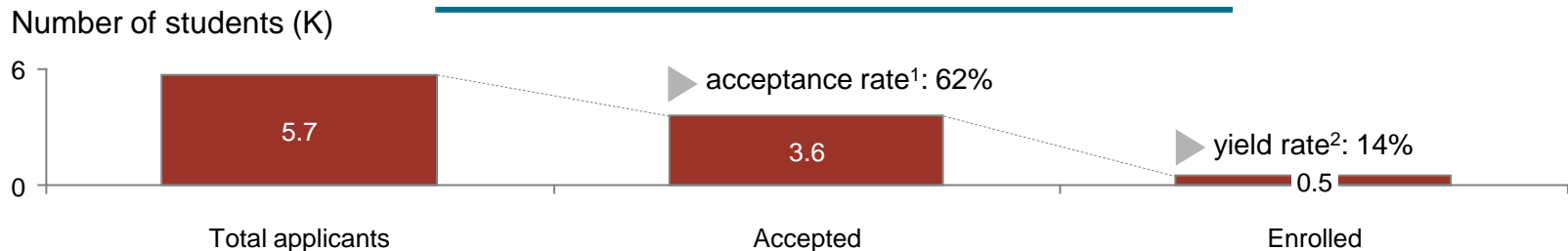
## New Brunswick (Fall 2012)



## Newark (Fall 2012)



## Camden (Fall 2012)



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

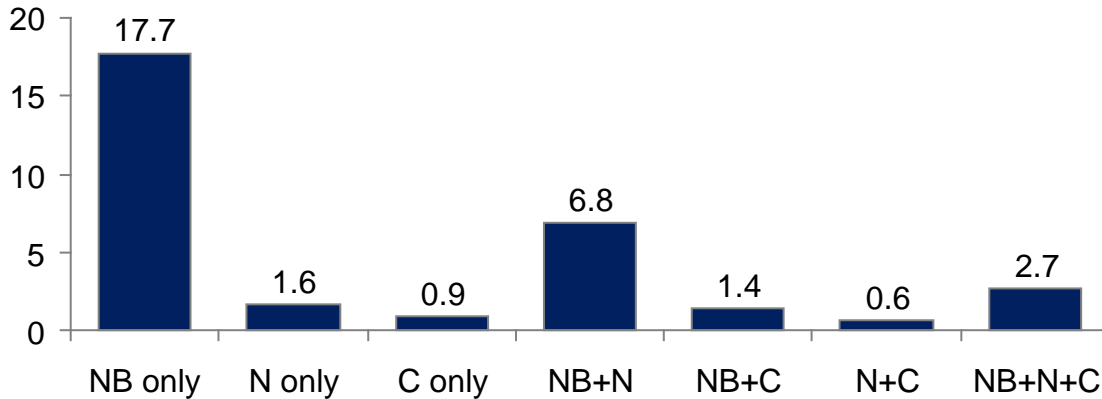
2. Yield rate is defined as the ratio between the number of students enrolled and the number of students accepted

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

# Student selectivity (III)

## Acceptance rate<sup>1</sup> (Fall 2012)

Number of applicants



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

### Total acceptance rates

**New Brunswick: 61%**

**Newark: 58%**

**Camden: 62%**

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

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

Note: Acceptance rates include first year students only. The calculations do not include non-matriculated students, intra-university transfer students, or duplications across campuses

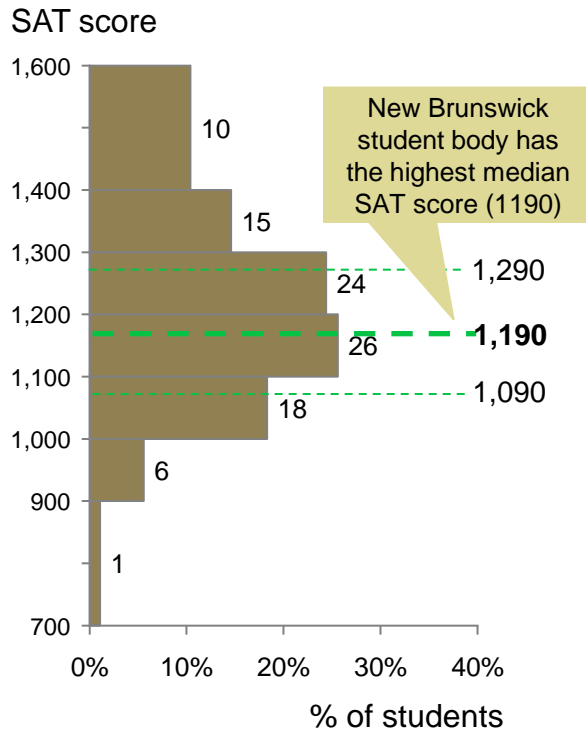
Source: Undergraduate admissions and Integrated Postsecondary Education Data System (IPEDS), Fall 2012

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

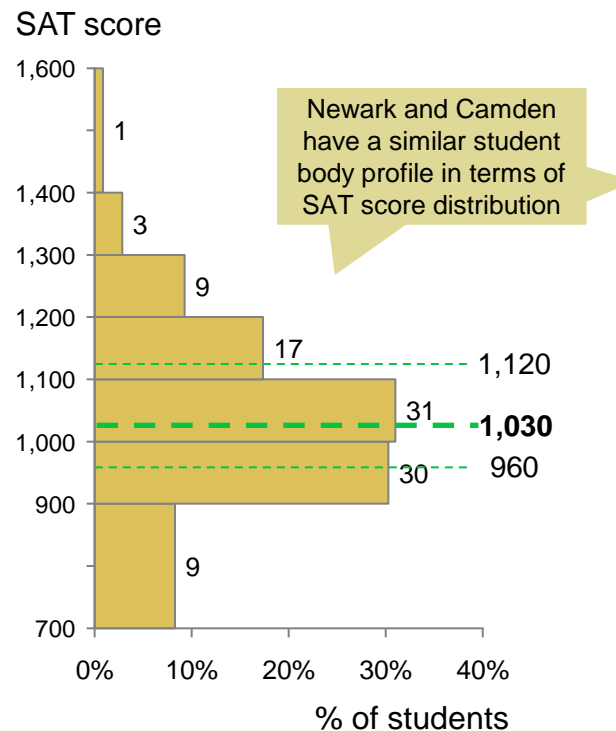
# Student selectivity (IV)

## Distributions of SAT scores<sup>1</sup> for entering first-year, full-time students (Fall 2012)

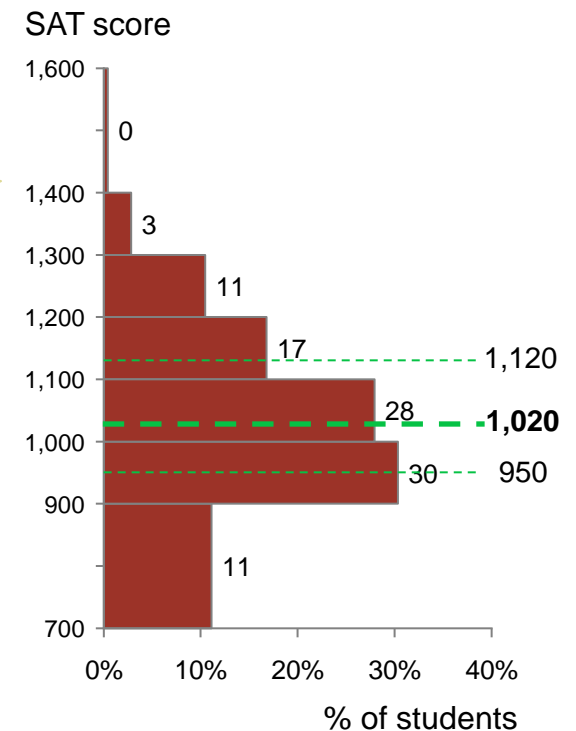
### New Brunswick



### Newark



### Camden



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

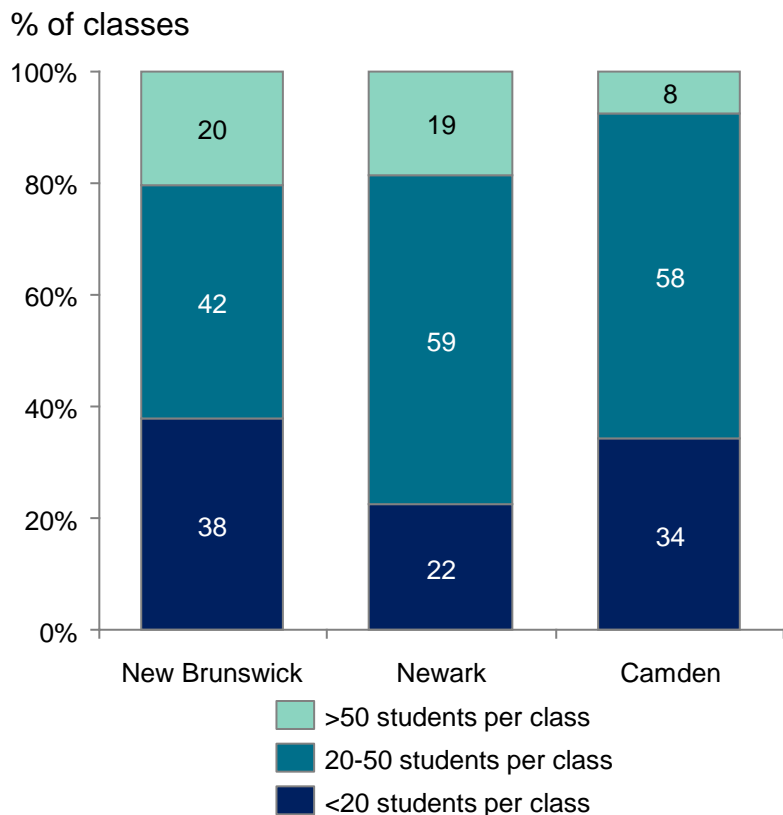
1. Math and Reading combined SAT scores

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

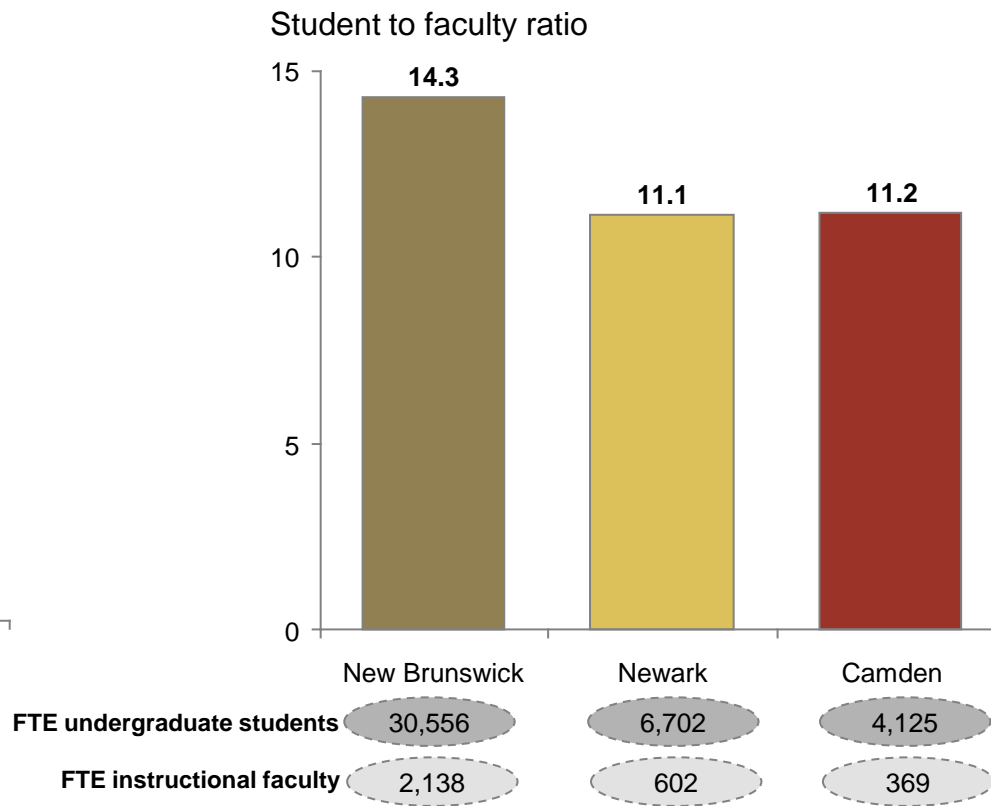
*Draft: advisory, consultative & deliberative material for discussion purposes only*

# Student experience (I)

## Class size<sup>1</sup> (Fall 2012)



## Student to faculty ratio<sup>2</sup> (Fall 2012)



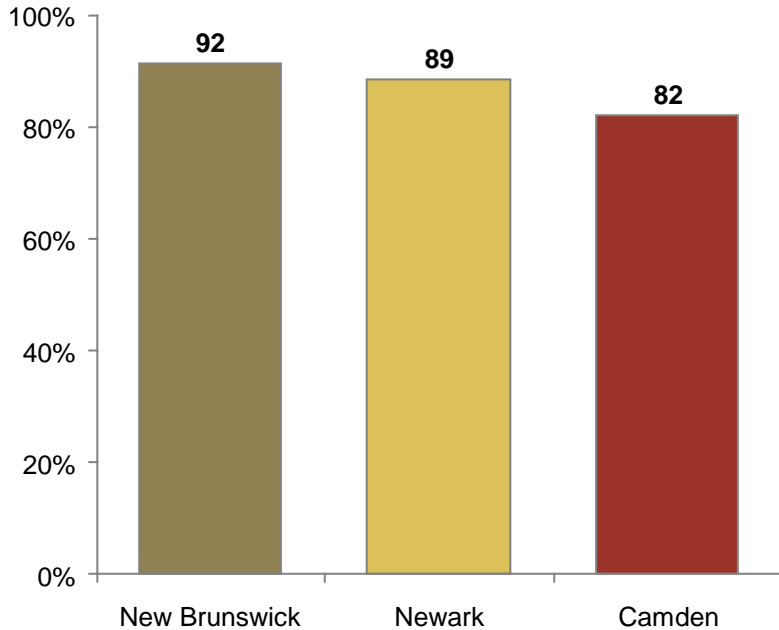
1. For undergraduate students only. Includes only structured class meetings (e.g., lecture, lab, studio, recitation, seminar, etc.) and excludes teaching modes such as independent projects, group projects, field work, dissertation supervision, etc.

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

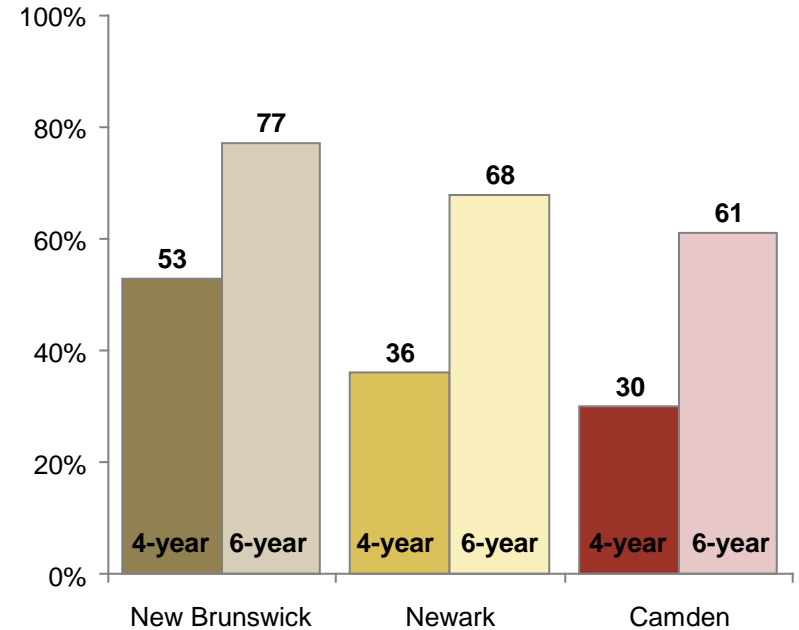
Source: Scheduling and Space Management Office, Fall 2012. SURE student enrollment Faculty, Fall 2012. IPEDS Survey (employees by assigned position)

## Student experience (II)

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



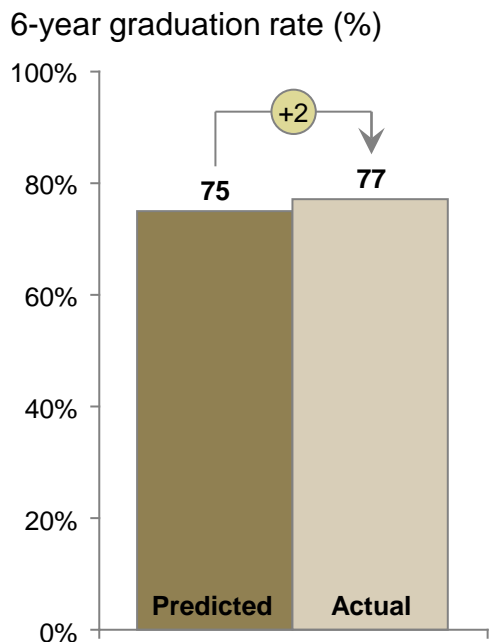
**4 and 6-year graduation rates  
(2005 entering cohort, graduated in  
2009 and 2011)**



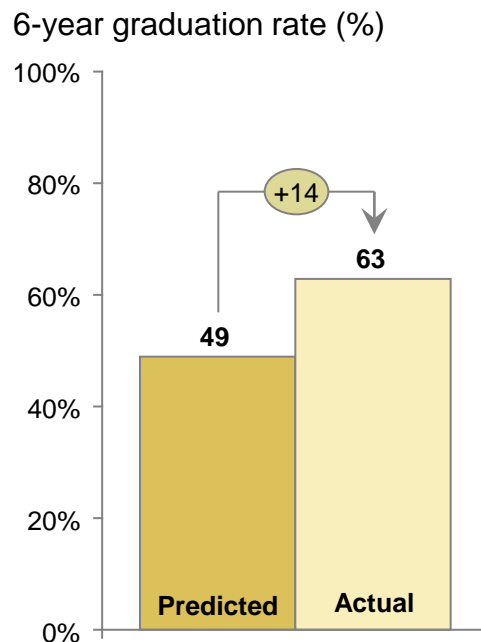
## Student experience (III)

### Actual and predicted 6-year graduation rates as reported by Washington Monthly magazine (2010<sup>1</sup>)

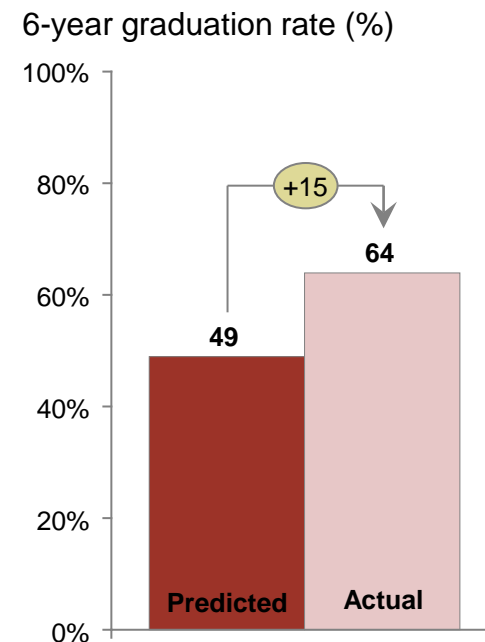
#### New Brunswick



#### Newark



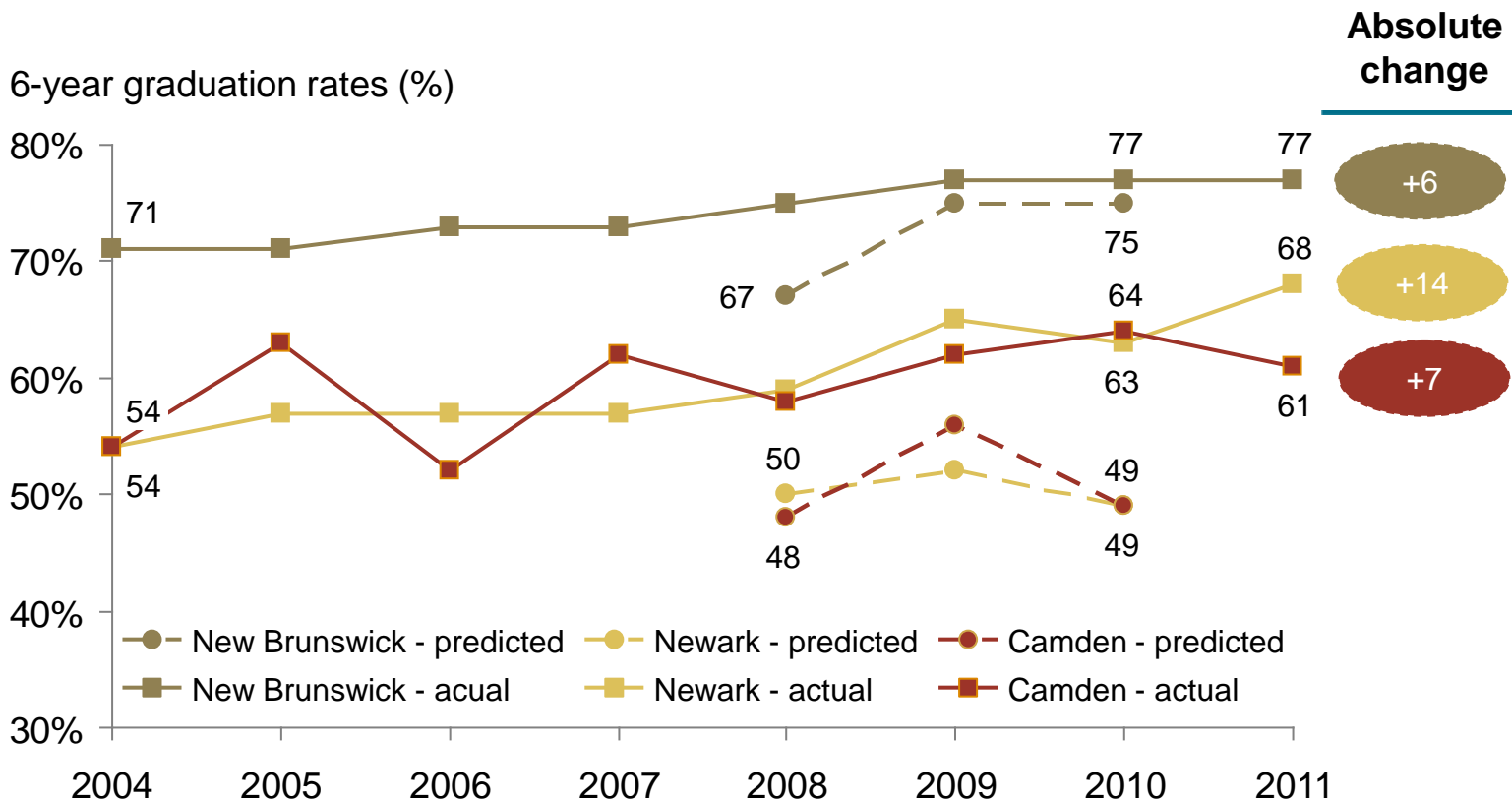
#### Camden



1. Latest year available for the predicted graduation rates

Note: The predicted graduation rates shown are calculated by the magazine Washington Monthly. The calculation method for the 2010 rates uses a regression model that includes the percentage of Pell recipients, the average SAT score, the percentage of students receiving student loans, the acceptance rate, the racial/ethnic and gender makeup of the student body, the number of students (overall and full-time), and institutional characteristics such as type of control (public, private nonprofit, and for-profit), and whether a college is a historically black college or university (HBCU) or primarily residential. The year scale corresponds to the actual year of graduation, not the year in which it was reported by Washington Monthly (2 years delay typically)  
 Source: Integrated Postsecondary Education Data System (IPEDS). Washington Monthly [http://www.washingtonmonthly.com/college\\_guide/rankings\\_2012/national\\_university\\_rank.php](http://www.washingtonmonthly.com/college_guide/rankings_2012/national_university_rank.php)

# Student experience (IV)



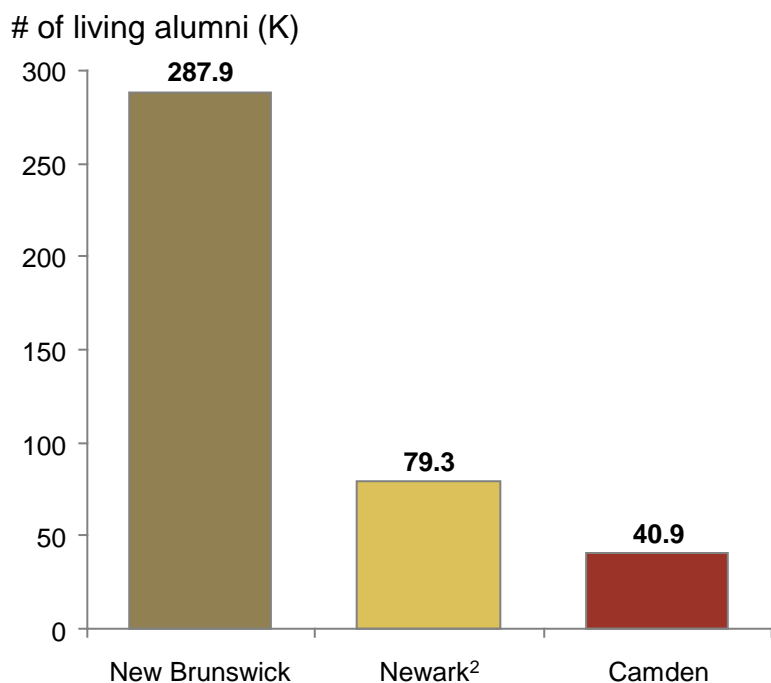
U.S. News predicted rates	New Brunswick	65%	66%	65%	68%	69%	75%	74%	69%
	Newark	46%	51%	56%	56%	58%	61%	64%	46%

Note: The historical graduation rates are shown as reported by IPEDS. The predicted graduation rates shown in the main graph are calculated by the magazine Washington Monthly. The predicted graduations rates shown in the table are calculated by U.S. News. The U.S. News predicted rates for Camden are not available  
 Source: Integrated Postsecondary Education Data System (IPEDS). Washington Monthly [http://www.washingtonmonthly.com/college\\_guide/rankings\\_2012/national\\_university\\_rank.php](http://www.washingtonmonthly.com/college_guide/rankings_2012/national_university_rank.php)  
 U.S. News & World Report <http://colleges.usnews.rankingsandreviews.com/best-college>

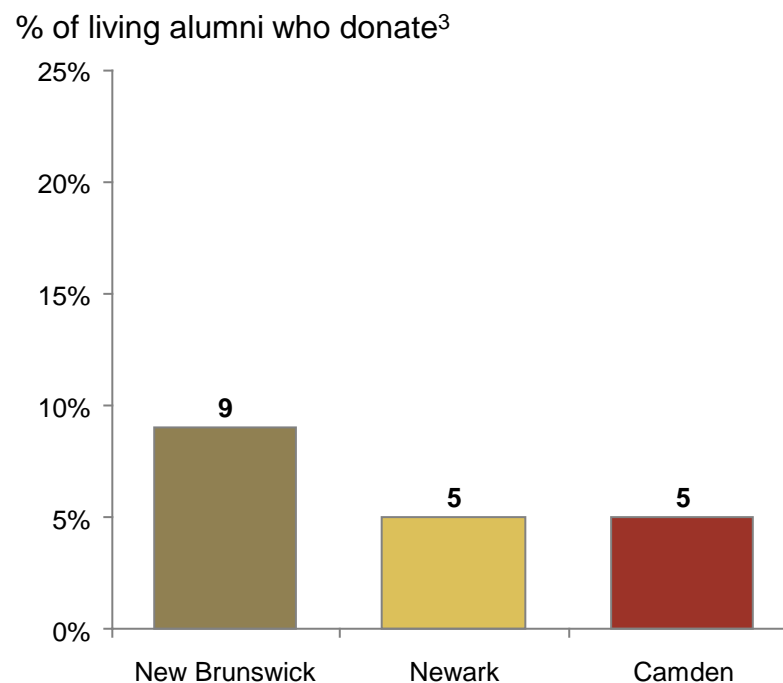


# Alumni

**Alumni base<sup>1</sup>  
(as of Dec. 15, 2012)**



**Alumni giving rate<sup>3</sup>  
(average 2010-2011)**



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

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

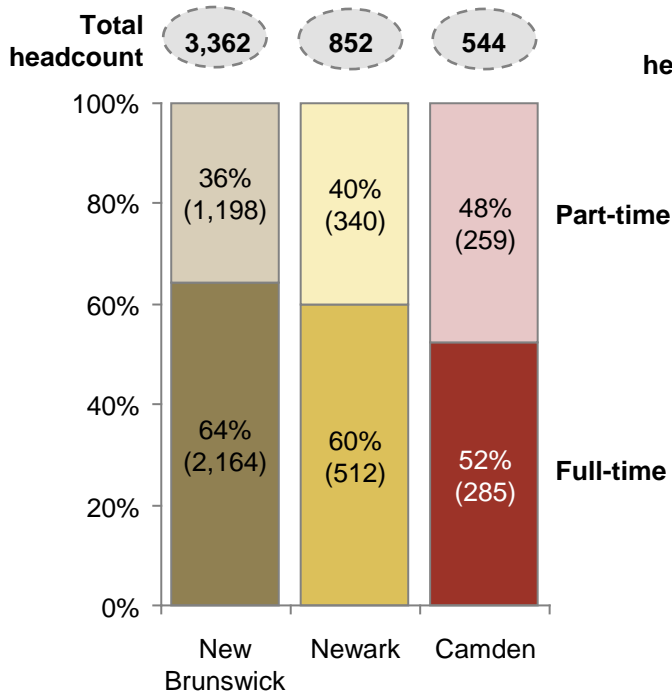
3. The alumni giving rate as computed by *U.S. News* is defined as the proportion of donors, who are former undergraduate students, out of the total number of living addressable undergraduate alumni for the corresponding academic year

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

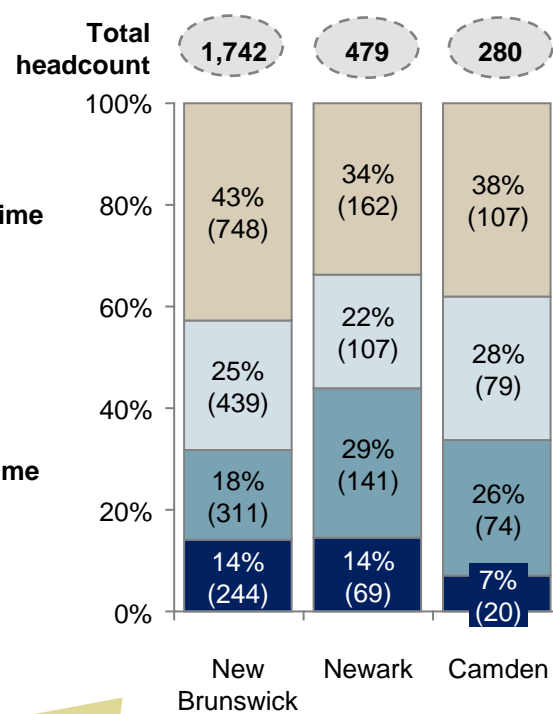
*Draft: advisory, consultative & deliberative material for discussion purposes only*

# Faculty composition

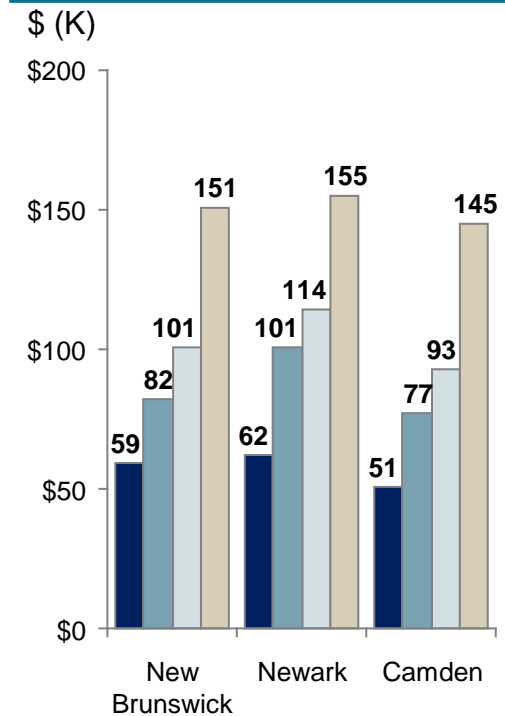
**Headcount of full-time and part-time faculty<sup>1</sup> (as of Sept. 2012)**



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



**Salary by rank (Fall 2012)**



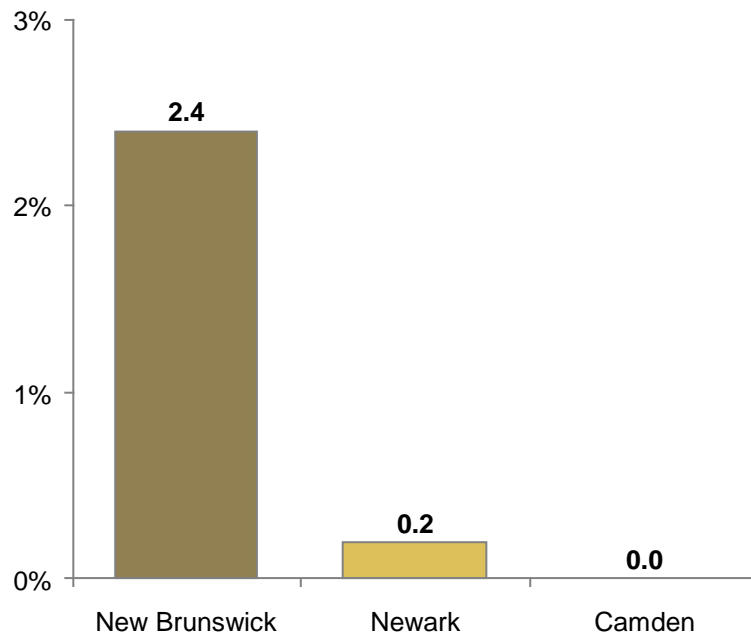
Full-time instructional faculty excludes faculty categorized as "primarily research" and "public service"

Full professor  
 Assistant professor  
 Associate professor  
 Lecturer/instructor

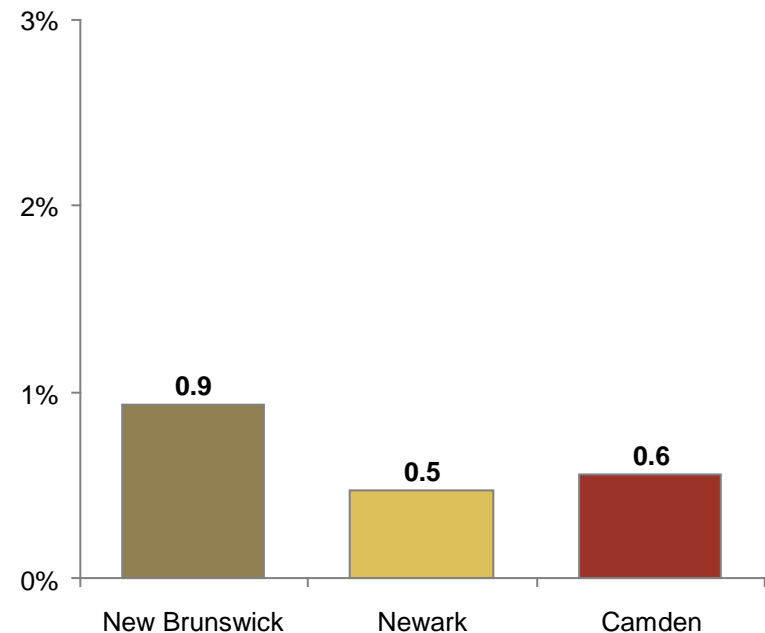
1. Includes all paid and active faculty as of September 2012. Excludes postdocs and TA/GAs  
 Source: Integrated Postsecondary Education Data System (IPEDS). AAUP Faculty Salary Survey, 2012-13

## Faculty scholarly activity

**% of full-time faculty with academic memberships<sup>1</sup> (as of April 2013)**



**% of full-time faculty with awards<sup>2</sup> (average from 2006 to 2010)**



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

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

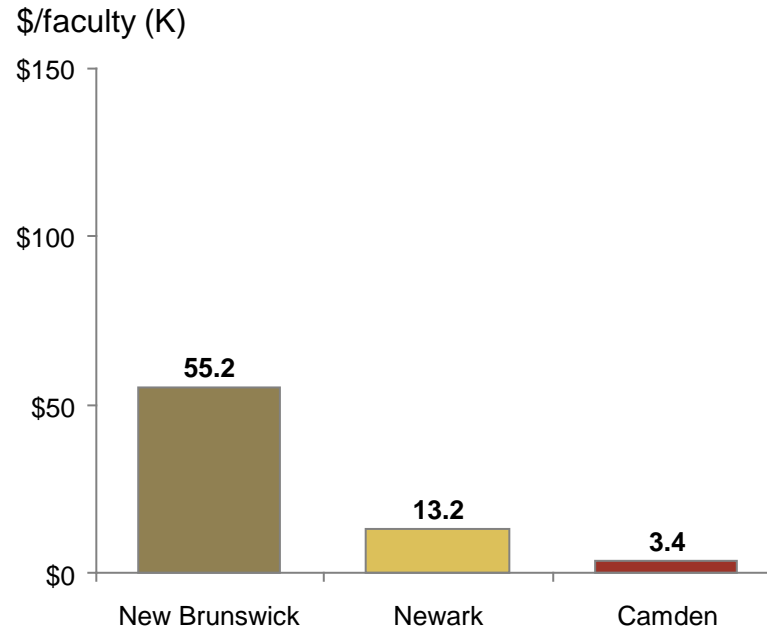
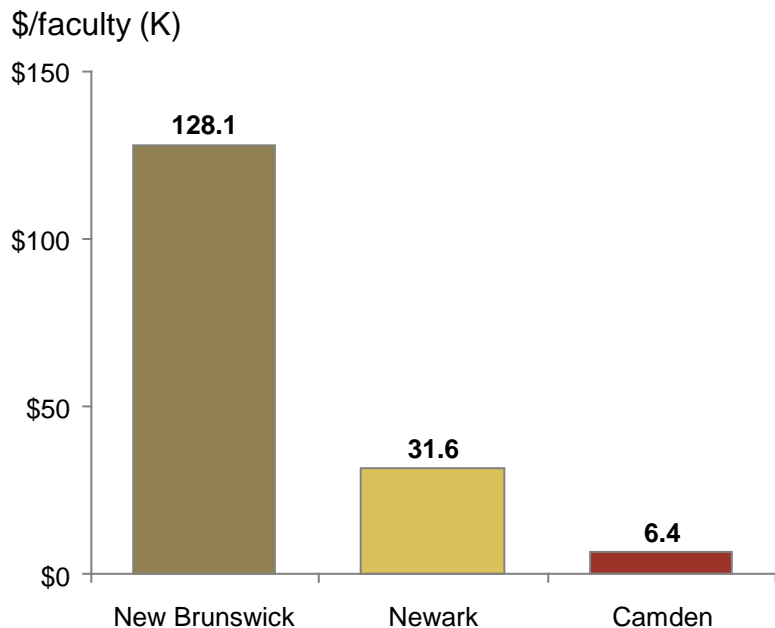
Note: Memberships statistics are for 2012. Awards reflect the average number of awards over years 2006-2011

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

# Research funding

**Federal R&D expenditures per faculty without USDA<sup>1</sup> (average from 2010 to 2011)**

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



**Total 2011 expenditures**

**\$225M**

**\$18M**

**\$1.5M**

**Total 2011 expenditures**

**\$94M**

**\$6.4M**

**\$0.9M**

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

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

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

## Key data sources

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

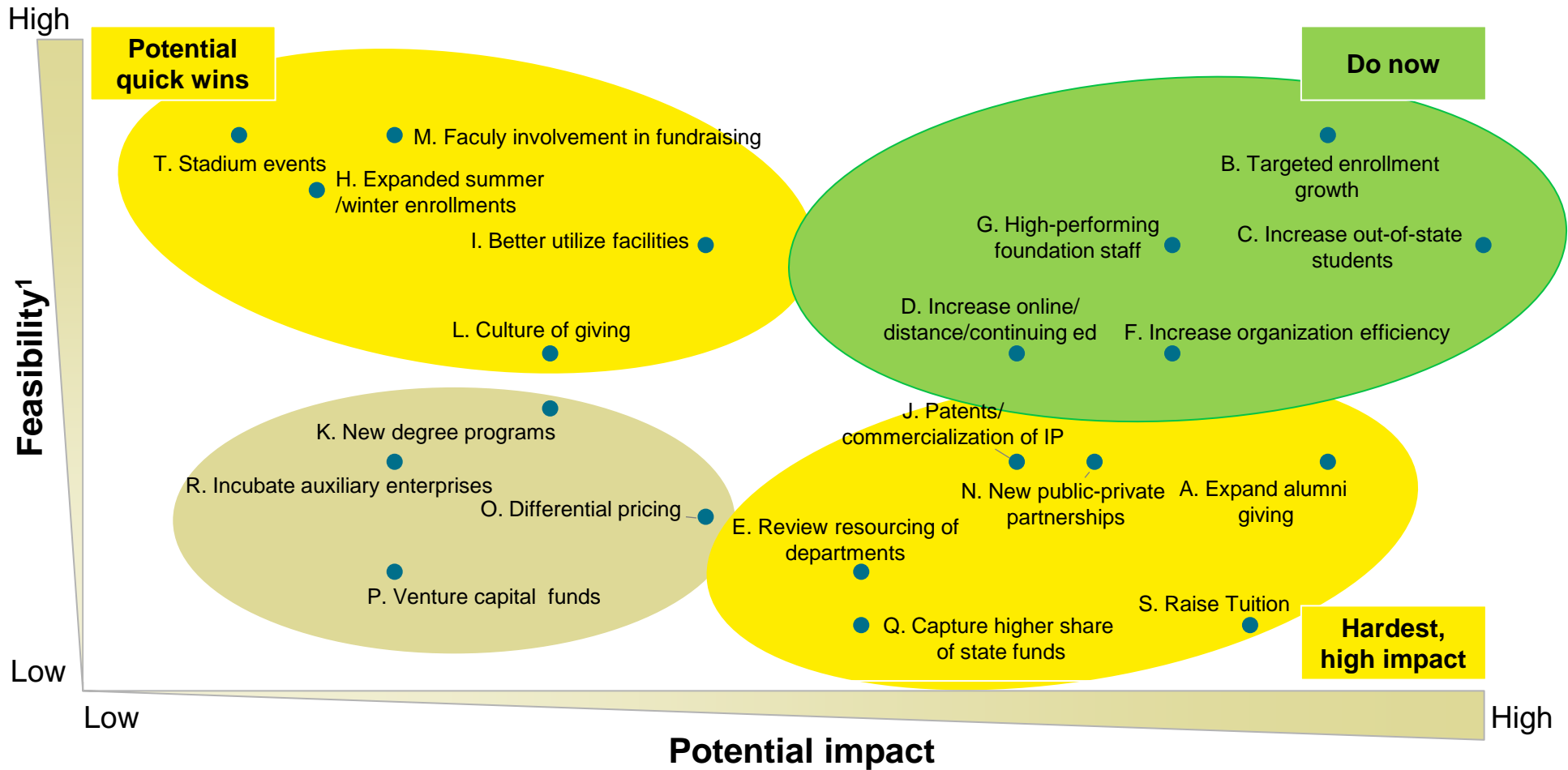
### Internal Rutgers sources

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

### External sources

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

# Evaluation matrix: generating sufficient financial resources



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

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

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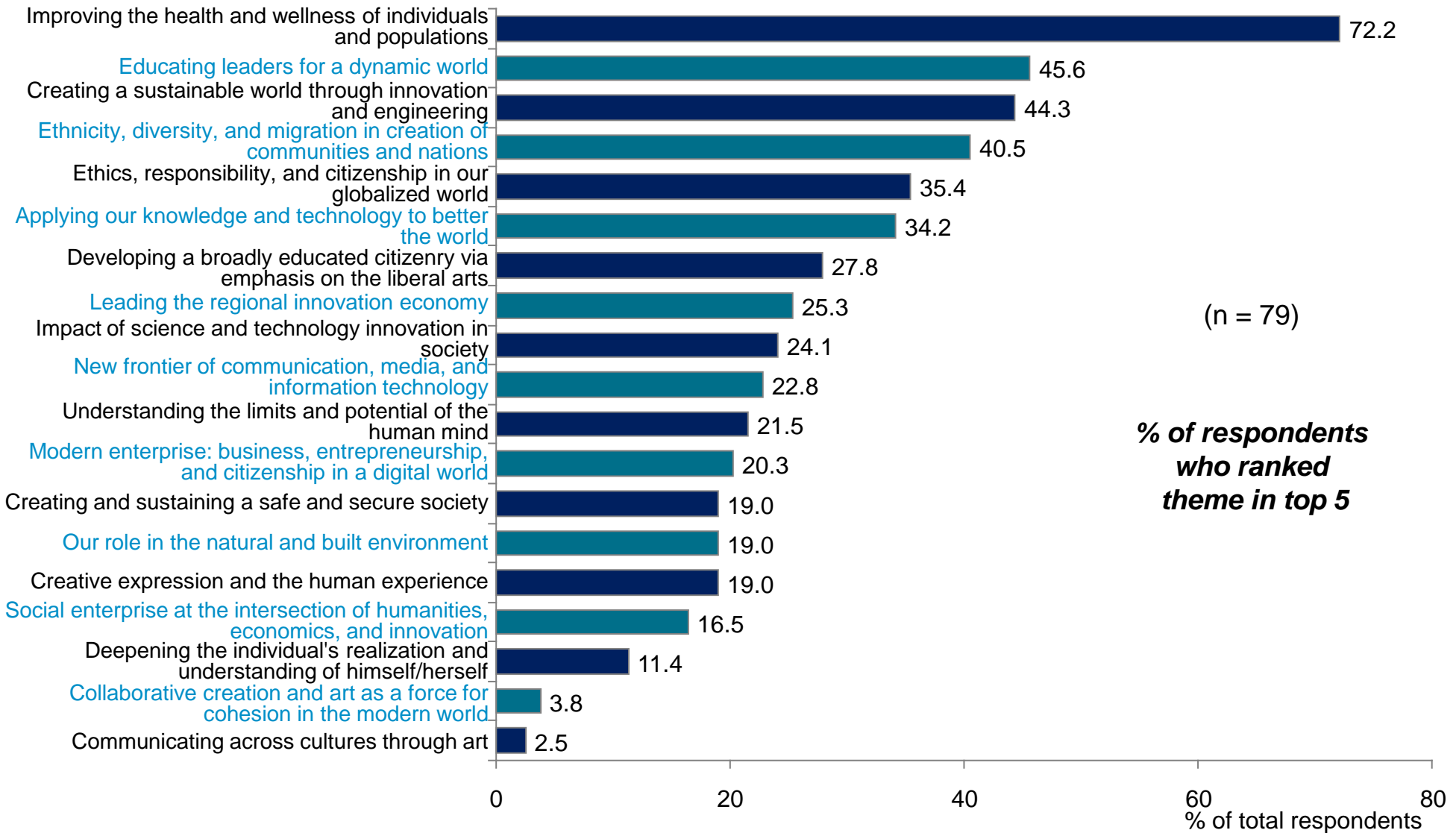
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# Ranking of most appealing themes

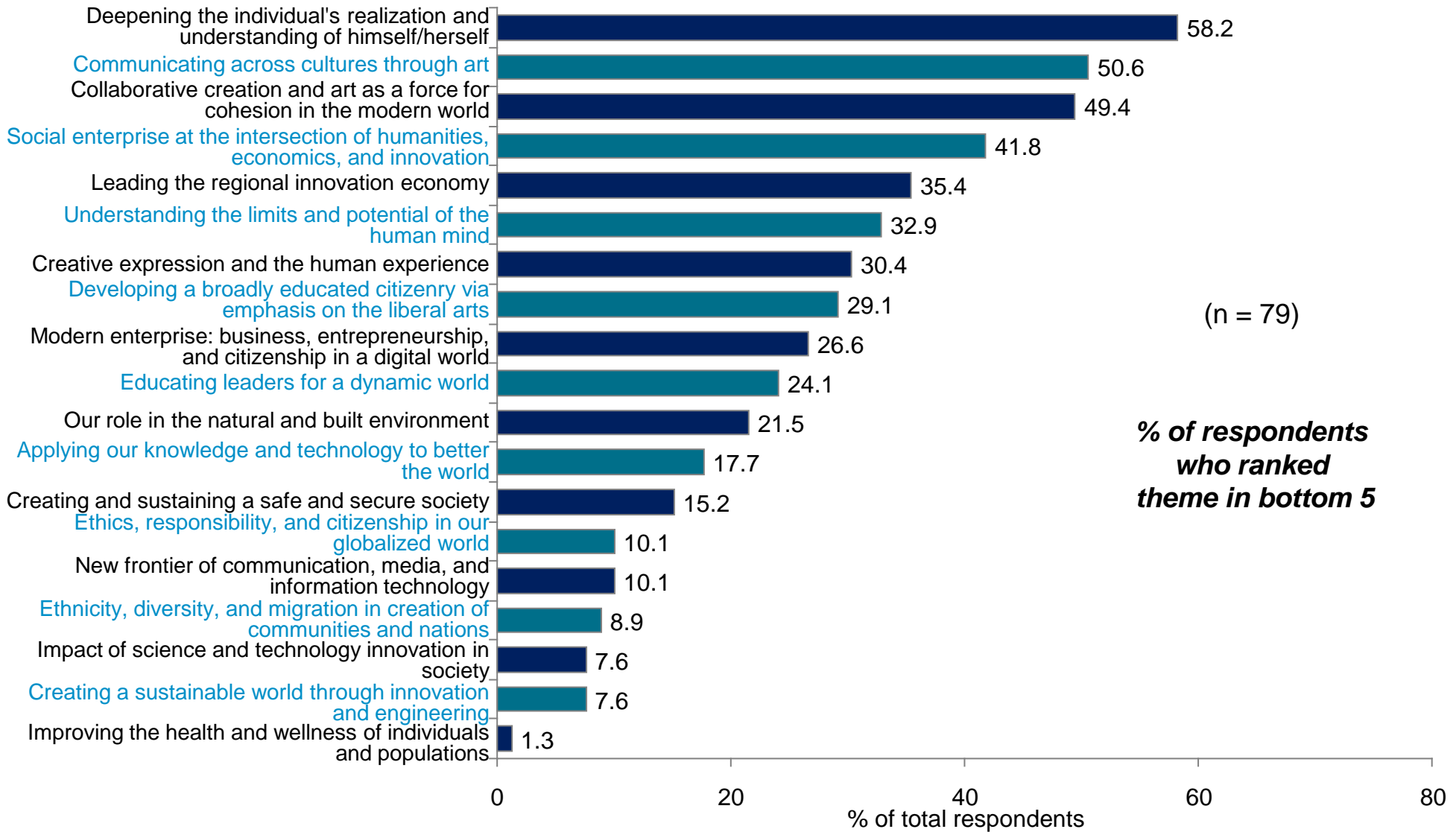


Note: Participants were asked "Out of the following list of themes, please rank the 5 themes that are the **most** appealing to you."

Source: March 2013 Differentiating Themes Survey, BCG Analysis

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

## Ranking of least appealing themes

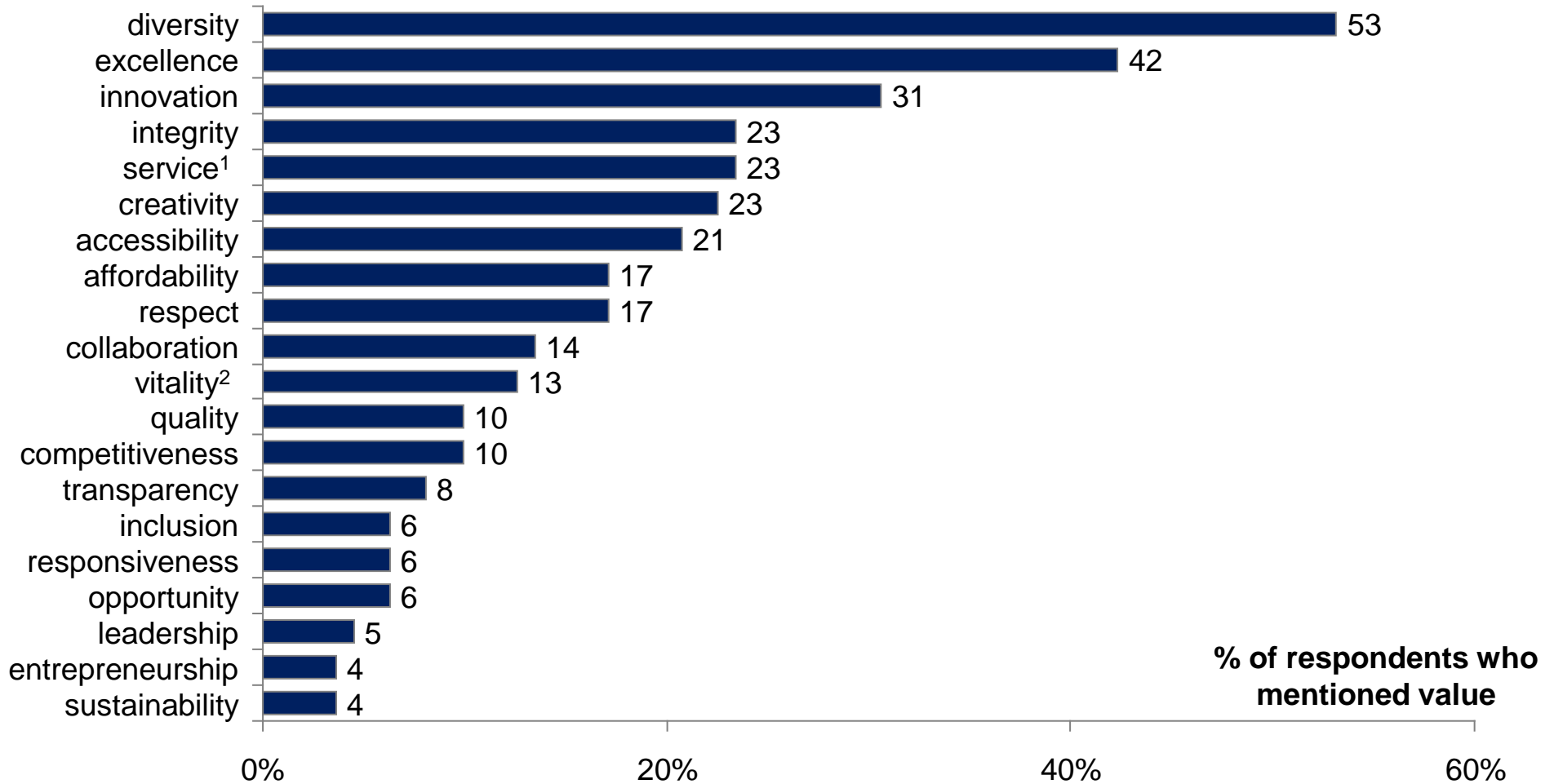


Note: Participants were asked "Out of the following list of themes, please rank the 5 themes that are the **least** appealing to you."

Source: March 2013 Differentiating Themes Survey, BCG Analysis

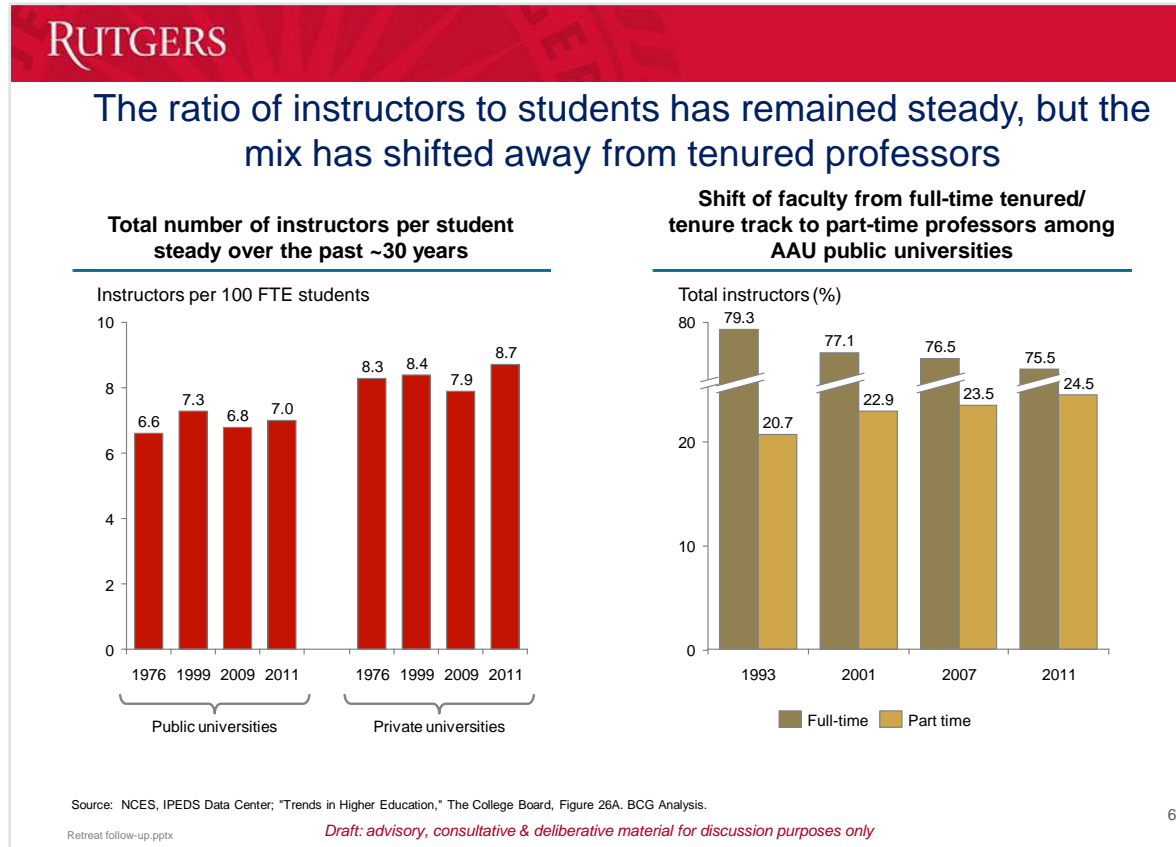
*Draft: advisory, consultative & deliberative material for discussion purposes only*

# Emerging values for Rutgers – based on feedback from retreat participants



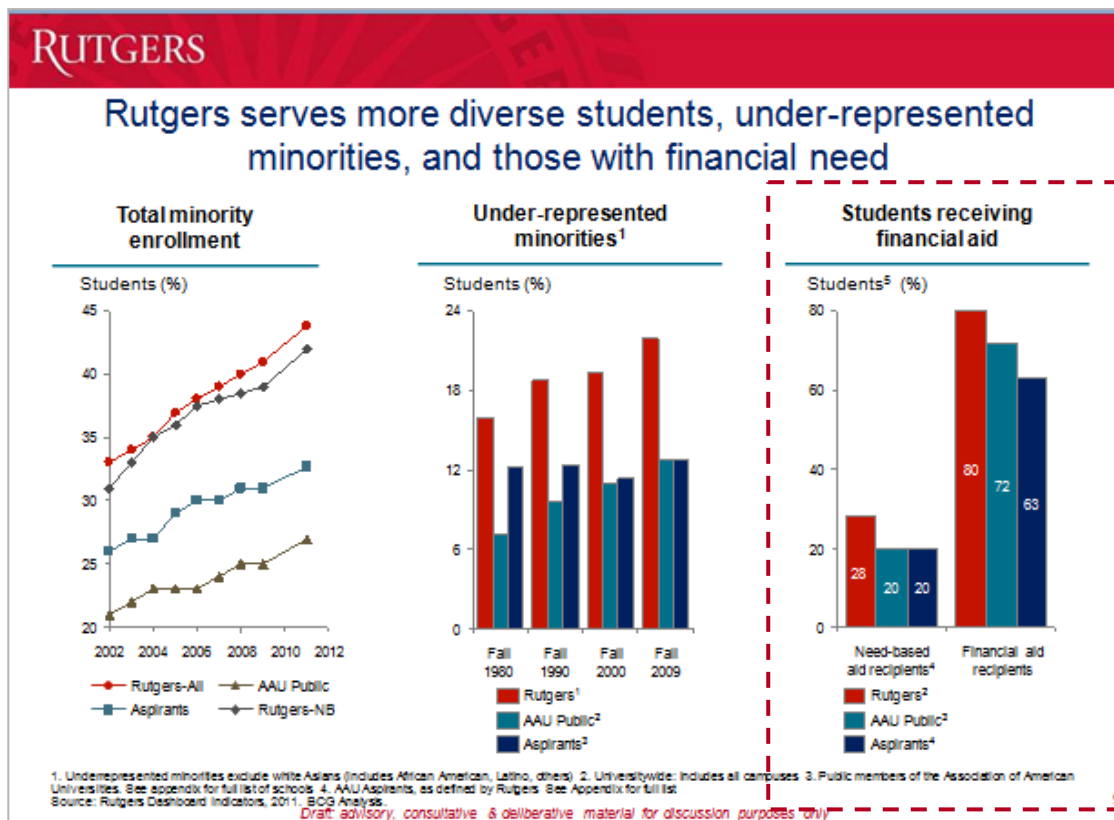
1. Service counts include both "service" and "service to community" suggestions 2. Vitality counts includes both "vitality" and "intellectual vitality" suggestions.  
 Note: Total number of participants:111. Average number of values proposed by participant: 4.4  
 Source: Survey about Rutgers values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

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



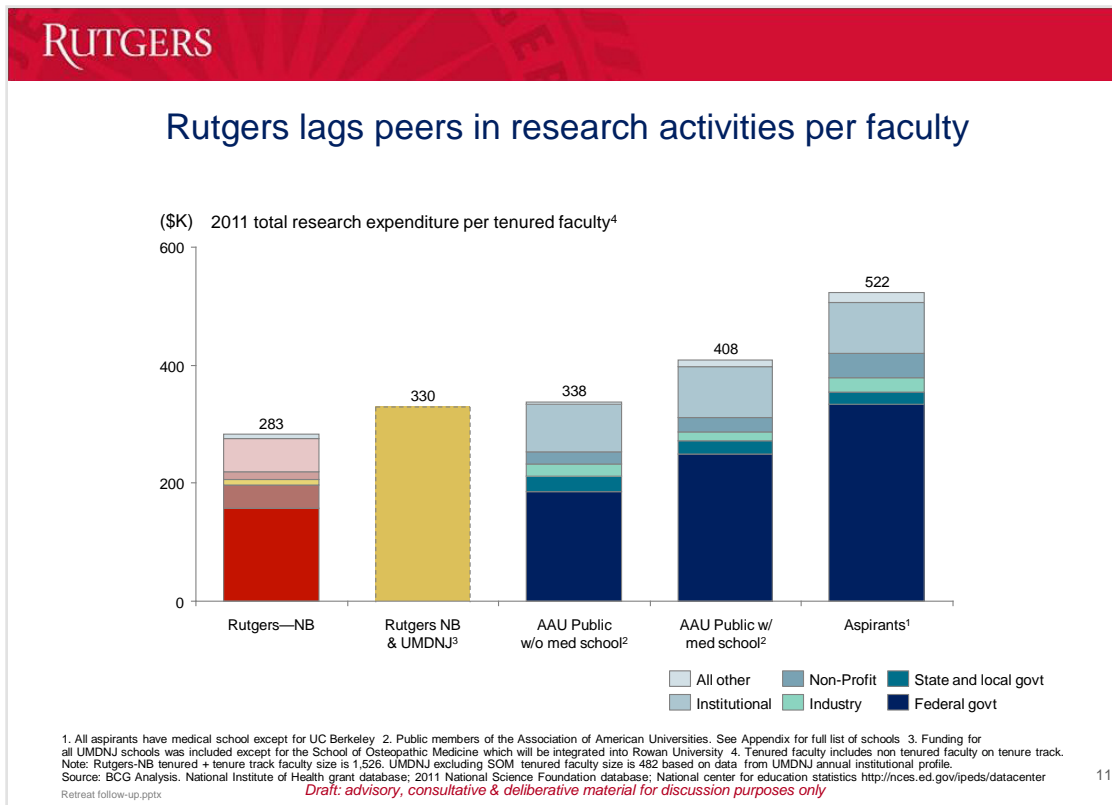
The full-time label includes all "full-time" faculty: tenured, tenure-track, and non tenure-track

# 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](http://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