Rutgers, The State University of New Jersey
Institutional Profile Report

Section A
Introduction and Accreditation Status
Rutgers, The State University of New Jersey

General Background

Chartered in 1776 as Queen’s College, Rutgers, The State University of New Jersey, is the eighth oldest institution of higher learning in the United States. It has a unique history: from its inception as one of the nation’s nine colonial colleges, Rutgers grew to become the land-grant college of New Jersey in 1864, and to assume full university status in 1924. Legislative acts of 1945 and 1956 designating it “The State University of New Jersey” qualified it as the youngest of the nation’s major public research universities. The University of Newark merged with Rutgers in 1946, and the College of South Jersey in Camden joined in 1950. All of the university’s property and educational facilities are imparted with a public trust for higher education of the people of the State.

In the short span of less than 50 years, Rutgers transformed from a disparate collection of schools, geographically dispersed and operating largely independently, into the ranks of the most prestigious educational institutions. That advancement was recognized in 1989 when Rutgers was invited to join the Association of American Universities (AAU). Dedicated to a threefold mission, Rutgers is equally committed to excellence in teaching, scholarship, and public service. Driving all of Rutgers’ activities is the defining characteristic of a premier research university: the continuous and vigorous creation of intellectual capital—the new discoveries and insights that drive the advancement of human knowledge and contribute to the improvement of the human condition. The very same intellectual and physical resources that distinguish Rutgers as a comprehensive research university that creates and advances knowledge enable it to provide the kind of education that best prepares its undergraduates to participate in and contribute to today’s intricate and fast-changing, knowledge-intensive world.

University Mission

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

• providing for the instructional needs of New Jersey’s citizens through its undergraduate, graduate, and continuing education programs;

• conducting the cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state’s businesses and industries; and

• performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university’s mission reinforces and supports the other two. For example, research creates the new knowledge so necessary to support quality instruction and innovative public service. The mission of the university is accomplished through its three regional campuses (Camden, Newark, and New Brunswick) and the New Jersey Agricultural Experiment Station, which complement and support each other, permitting the most effective use of state resources.
University Campuses and Academic Structure

New Brunswick is the birthplace of Rutgers and is home to the university’s largest campus. The New Brunswick Campus actually comprises five smaller campuses, each reflecting the university’s historical evolution: the College Avenue Campus in New Brunswick (74 acres)—the site of Rutgers College, as original Queen’s College was renamed in 1825; the Cook Campus in New Brunswick and North Brunswick (753 acres)—originally the site of the experimental farm of the land-grant Rutgers Scientific School, later Cook College, and now the School of Environmental and Biological Sciences; the Douglass Campus in New Brunswick (150 acres)—site of the New Jersey College for Women, later renamed Douglass College; and across the Raritan River, the Busch Campus in Piscataway (771 acres)—site of many science facilities; and the Livingston Campus in Piscataway and Edison (935 acres)—site of Livingston College, founded in 1969 as a shared learning community committed to academic innovation and excellence.

Tracing its origins to 1892, Rutgers–Newark today is housed on 38 acres in the downtown area of Newark, New Jersey’s largest city. It is the northernmost campus of Rutgers, located just 20 minutes from New York City. The Camden Campus (29 acres) is located in the heart of the Camden Waterfront and metropolitan Philadelphia region. It began in the 1920s as an amalgam of the College of South Jersey and the South Jersey Law School.

In total, the university operates research and instructional facilities on 5,973 acres in 13 counties and 28 municipalities. As of July 2007, university degrees are awarded by 27 schools and colleges. In New Brunswick, 17 colleges and schools offered degrees; in Newark, eight colleges and schools offered degrees; in both Newark and New Brunswick, the Rutgers Business School: Graduate Programs–Newark and New Brunswick offered degrees; and in Camden, five colleges and schools offered degrees. In March 2006, the university approved the restructuring of undergraduate education in New Brunswick resulting in the merger of the university’s four liberal arts colleges of Douglas, Livingston, Rutgers, and University College into a single “School of Arts and Sciences.”

In June 1998, the Middle States Commission on Higher Education (MSCHE) reaffirmed the university’s accreditation without conditions. A five-year Periodic Review Report was submitted to MSCHE, and in November 2003, MSCHE again reaffirmed the university’s accreditation. Certain programs at the university are also accredited individually by professional accreditation associations. Among these include the AACSB International–The Association to Advance Collegiate Schools of Business; the Accreditation Board for Engineering and Technology, Inc. (ABET); and the Association of American Law Schools and American Bar Association.
## DEGREE-GRANTING SCHOOLS AT RUTGERS UNIVERSITY

### UNDERGRADUATE SCHOOLS

#### NEW BRUNSWICK CAMPUS

<table>
<thead>
<tr>
<th>School of Arts and Sciences</th>
<th>Bachelor of Arts, Bachelor of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Douglass Residential College*</td>
<td>Bachelor of Arts, Bachelor of Science, Bachelor/M.D. offered jointly with UMDNJ-Robert Wood Johnson Medical School, Bachelor/M.B.A. in cooperation with the Rutgers Business School, Bachelor/M.P.P. or Bachelor/M.C.R.P. with the Edward J. Bloustein School of Planning and Public Policy, Bachelor of Arts/Bachelor of Science with the School of Engineering</td>
</tr>
<tr>
<td>Livingston College*</td>
<td>Bachelor of Arts, Bachelor of Science, Bachelor of Arts/Bachelor of Science with the School of Engineering, Bachelor/Master of Business Administration with the Rutgers Business School-Newark and New Brunswick, Bachelor/Master of Arts in Criminal Justice, Bachelor of Arts/Master of Science with UMDNJ School of Allied Health Professions, Bachelor/M.D. offered jointly with UMDNJ-Robert Wood Johnson Medical School</td>
</tr>
<tr>
<td>Rutgers College*</td>
<td>Bachelor of Arts, Bachelor of Science, Bachelor of Arts/Bachelor of Science with the School of Engineering, Bachelor/Master of Business Administration with the Rutgers Business School-Newark and New Brunswick, Bachelor/Master of Arts in Criminal Justice, Bachelor of Arts/Master of Science with UMDNJ School of Allied Health Professions, Bachelor/M.D. offered jointly with UMDNJ-Robert Wood Johnson Medical School</td>
</tr>
<tr>
<td>University College - New Brunswick*</td>
<td>Bachelor of Arts, Bachelor of Science</td>
</tr>
</tbody>
</table>

School of Engineering

| Bachelor of Science, Bachelor of Science/Master of Business Administration with the Rutgers Business School-Newark and New Brunswick |

School of Environmental and Biological Sciences

| Bachelor of Science, Bachelor of Science/Master of City and Regional Planning with Edward J. Bloustein School of Planning and Public Policy, Bachelor of Science/Master of Public Health with UMDNJ, Bachelor of Science/Master of Business Administration with the Rutgers Business School-Newark and New Brunswick, Bachelor of Arts/Bachelor of Science/Master of Education with the Graduate School of Education, Bachelor of Arts or Bachelor of Science/Master of Public Policy with Bloustein School of Planning and Public Policy |

Rutgers Business School - Undergraduate New Brunswick

| Bachelor of Science granted jointly with the undergraduate liberal arts colleges in New Brunswick |

Mason Gross School of the Arts

| Bachelor of Fine Arts, Bachelor of Music |

School of Communication, Information and Library Studies

| Bachelor of Arts granted jointly with New Brunswick undergraduate colleges |

Edward J. Bloustein School of Planning and Public Policy

| Bachelor of Arts, Bachelor of Science granted jointly with New Brunswick undergraduate colleges, Bachelor of Science/Master of Public Health, Bachelor of Arts/Master of Public Policy and Bachelor of Arts/Master of City and Regional Planning |

School of Management and Labor Relations

| Bachelor of Arts granted jointly with the undergraduate liberal arts colleges in New Brunswick |

### NEWARK CAMPUS

Newark College of Arts and Sciences

| Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, Bachelor of Arts or Bachelor of Science/Master of Arts with the School of Criminal Justice, Bachelor of Arts/Bachelor of Science/Master of Business Administration, Bachelor of Arts or Bachelor of Science/Master of Public Administration with the Graduate School-Newark |

College of Nursing

| Bachelor of Science |

University College - Newark

| Bachelor of Arts, Bachelor of Science, Bachelor of Arts or Bachelor of Science/Master of Arts with the School of Criminal Justice, Bachelor of Arts/Bachelor of Science/Master of Business Administration |

Rutgers Business School - Undergraduate Newark

| Bachelor of Science |

School of Criminal Justice

| Bachelor of Science granted jointly with Newark College of Arts and Sciences or University College-Newark |

### CAMDEN CAMPUS

Camden College of Arts and Sciences

| Bachelor of Arts, Bachelor of Science, Bachelor of Arts/Master of Arts, Bachelor of Science, Bachelor of Arts/Master of Public Administration with the Graduate School-Camden, Bachelor of Arts/Juris Doctor with the School of Law-Camden |

School of Business - Camden

| Bachelor of Science, Bachelor of Hospitality Management |

University College - Camden

| Bachelor of Arts, Bachelor of Science |

*As of the 2007-08 academic year, these colleges are not accepting new students. Students who entered these colleges prior to the establishment of the School of Arts and Sciences (SAS) will receive their degree from either their original school of enrollment or from SAS.
## DEGREE-GRA NTING SCHOOLS AT RUTGERS UNIVERSITY

### GRADUATE DEGREE-GRA NTING SCHOOLS

#### NEW BRUNSWICK CAMPUS

<table>
<thead>
<tr>
<th>School</th>
<th>Degrees Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate School–New Brunswick</td>
<td>Master of Arts, Master of Science, Master of Arts for Teachers, Master of Science for Teachers, Doctor of Philosophy.</td>
</tr>
<tr>
<td>Graduate School of Education</td>
<td>Master of Education, Specialist in Education, Doctor of Education.</td>
</tr>
<tr>
<td>School of Social Work</td>
<td>Master of Social Work</td>
</tr>
<tr>
<td>Graduate School of Applied and Professional Psychology</td>
<td>Doctor of Psychology</td>
</tr>
<tr>
<td>Mason Gross School of the Arts</td>
<td>Master of Fine Arts, Master of Music, Artist Diploma in Music, and Doctor of Musical Arts</td>
</tr>
<tr>
<td>School of Communication, Information and Library Studies</td>
<td>Master of Communication and Information Studies, Master of Library and Information Science</td>
</tr>
<tr>
<td>Edward J. Bloustein School of Planning and Public Policy</td>
<td>Master of City and Regional Planning, Master of City and Regional Studies, Master of Public Affairs and Politics, and Master of Public Policy. Master of Public Health and Doctor of Public Health programs offered with the University of Medicine and Dentistry</td>
</tr>
<tr>
<td>School of Management and Labor Relations</td>
<td>Master of Human Resource Management and Master of Labor and Employment Relations</td>
</tr>
<tr>
<td>Ernest Mario School of Pharmacy</td>
<td>Doctor of Pharmacy</td>
</tr>
</tbody>
</table>

#### NEW BRUNSWICK AND NEWARK CAMPAUSES

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

#### NEWARK CAMPUS

<table>
<thead>
<tr>
<th>School</th>
<th>Degrees Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate School - Newark</td>
<td>Master of Arts for Teachers, Master of Arts in Liberal Studies, Master of Fine Arts, Master of Science. Doctor of Philosophy. Doctor of Nursing Practice. Rutgers also offers graduate programs through interdisciplinary study, as well as dual-degree and joint-degree programs in cooperation with the University of Medicine and Dentistry.</td>
</tr>
<tr>
<td>School of Law - Newark</td>
<td>Juris Doctor</td>
</tr>
<tr>
<td>School of Criminal Justice</td>
<td>Master of Arts</td>
</tr>
<tr>
<td>School of Public Affairs and Administration</td>
<td>Master of Public Administration, Master of Public Health (with UMDNJ)</td>
</tr>
</tbody>
</table>

#### CAMDEN CAMPUS

<table>
<thead>
<tr>
<th>School</th>
<th>Degrees Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate School - Camden</td>
<td>Master of Arts, Master of Science, Master of Fine Degrees, Master of Public Administration, Master of Public Health (with UMDNJ). Master of Physical Therapy (joint degree with UMDNJ-School of Health Related Professions). Doctor of Philosophy</td>
</tr>
<tr>
<td>School of Law - Camden</td>
<td>Juris Doctor</td>
</tr>
<tr>
<td>School of Business - Camden</td>
<td>Master of Accounting, Master of Business Administration</td>
</tr>
</tbody>
</table>
MIDDLE STATES COMMISSION ON HIGHER EDUCATION
www.msche.org

STATEMENT OF ACCREDITATION STATUS
RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
Old Queens Building
New Brunswick, NJ 08901
Phone: (732) 932-4636; Fax: (732) 932-8060
www.rutgers.edu

Chief Executive Officer: Dr. Richard L. McCormick, President

INSTITUTIONAL INFORMATION
Enrollment (Headcount): 36888 Undergraduate; 12872 Graduate
Control: Public
Affiliation: State
Institution Type: Doctoral/Research-Extensive
Degrees Offered: Certificate/Diploma, Bachelor's, Master's, 1st Professional Degree, Doctoral;
Distance Learning: Yes

Accreditors Approved by U.S. Secretary of Education: Accrediting Board for Engineering and Technology (ABET) ; American Bar Association (ABA), Section on Legal Education and Admission to the Bar ; American Council on Pharmaceutical Education (ACPE) ; American Dietetic Association, Commission on Accreditation for Dietetics Education (CADE) ; American Library Association (ALA), Committee on Accreditation ; American Physical Therapy Association (APTA), Commission on Accreditation ; American Psychological Association (APA), Committee on Accreditation ; Association of American Law Schools (AALS) ; Association to Advance Collegiate Schools of Business; Commission on Collegiate Nursing Education (CCNE) ; Council on Education for Public Health (CEPH) ; Council on Social Work Education (CSWE) ; Landscape Architecture Accrediting Board (LAAB) ; National Accrediting Agency for the Clinical Laboratory Sciences (NAACLS) ; National Association of Schools of Dance (NASD), Commission on Accreditation ; National Association of Schools of Music (NASM), Commission on Accreditation ; National Association of Schools of Public Affairs and Administration (NASPAA), Commission on Peer Review and Accreditation ; Planning Accreditation Board (PAB)

Other Accreditors: American Chemical Society; Teacher Education Accreditation Council.
Instructional Locations

Branch Campuses: None

Additional Locations: Atlantic Cape Community College, Atlantic City, NJ; Atlantic Cape Community College, Mays Landing, NJ; CCM, Headquarters Plaza, Morristown, NJ; Central University of Finance and Economics, 39 South College Road, China; Dalian University of Technology, International Conference Center, Dalian, China; Educational Testing Service, Princeton, NJ; Harborside Financial Center, Jersey City, NJ; Merrill Lynch Executive Education Center, Plainsboro, NJ; National Library of Singapore, 100 Victoria Street, Singapore; Newark City Hall, Newark, NJ; PHH Training Center, Mount Laurel, NJ; Plaza Business Centre, Shanghai, China; Plaza Conference Centre, Beijing, China; Rider University, Lawrenceville, NJ; Western Monmouth Higher Education Center, Freehold, NJ

Other Instructional Sites: Atlantic Cape Community College, Mays Landing, NJ; Bordentown, Bordentown, NJ; Bridgeton, Bridgeton, NJ; Bridgewater-Raritan High School, Bridgewater, NJ; Cape May High School, Cape May, NJ; Center for Effective School Practices, Somerset, NJ; Cherokee High School, Marlton, NJ; Cherry Hill West, Cherry Hill, NJ; Clark High School, Clark, NJ; Cresskill High School, Cresskill, NJ; East Brunswick High School, East Brunswick, NJ; Eastern Regional High School, Voorhees, NJ; High School, Gloucester, NJ; Hotel Palace, Prague, Czech Republic; McNair High School, Jersey City, NJ; Monroe, Monroe, NJ; Morris Hills High School, Rockaway, NJ; Morristown High School, Morristown, NJ; Newport Centre, Jersey City, NJ; North Branch, North Branch, NJ; Northfield Community School, Northfield, NJ; Plainfield Adult Learning Center, Plainfield, NJ; Prudential, Bridgewater, NJ; Ridgefield Park Jr.-Sr. High School, Ridgefield Park, NJ; South Brunswick High School, South Brunswick, NJ; Toms River, Toms River, NJ; Union High School, Union, NJ; Virtua Health, Voorhees, NJ; Wayne Hills High School, Wayne, NJ; Western Monmouth Higher Ed. Center, Freehold, NJ

ACCREDITION INFORMATION

Status: Member since 1921
Last Reaffirmed: November 19, 2003

Most Recent Commission Action:

July 5, 2007: To acknowledge receipt of the substantive change request submitted by the institution and to note the institution's decision to close the additional locations at Merrill Lynch, Hopewell, New Jersey, New Jersey Department of Personnel HRDL, Trenton, New Jersey, and Virtua Health, Voorhees, New Jersey. The next evaluation visit is scheduled for 2007-2008.

Brief History Since Last Comprehensive Evaluation:

November 19, 2003: To accept the Periodic Review Report and to reaffirm accreditation. The next evaluation visit is scheduled for 2007-08.
June 15, 2005: SUBSTANTIVE CHANGE COMMITTEE - to acknowledge receipt of the substantive change request submitted by Rutgers University and to include the online Master of Library and Information Science degree program within the scope of the institution's accreditation. The next evaluation visit is scheduled for 2007-2008.

Next Self-Study Evaluation: 2007 - 2008

Next Periodic Review Report: 2013

Date Printed: September 12, 2007

DEFINITIONS

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

Additional Location - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program.

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

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

EXPLANATION OF COMMISSION ACTIONS

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

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

Levels of Actions:

Grant or Re-Affirm Accreditation without follow-up

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

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

Continue accreditation: A delay of up to one year may be granted to ensure a current and accurate representation of the institution or in the event of circumstances beyond the institution's control (natural disaster, U.S. State Department travel warnings, etc.)
Recommendations to be addressed in the next Periodic Review Report. Suggestions for improvement are given, but no follow-up is needed for compliance.

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

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

Monitoring report: There is a potential for the institution to become non-compliant with MSCHE standards; issues are more complex or more numerous; or issues require a substantive, detailed report. A visit may or may not be required.

Warning: The institution appears not to be in compliance with one or more of the Commission's standards. A monitoring report is required, with or without an on-site visit. A "Public Disclosure Statement" is issued by the Commission.

Probation: The institution fails to meet one or more standards. A monitoring report is required, with or without an on-site visit. A "Public Disclosure Statement" is issued by the Commission.

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

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

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

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

Certain programs on the Camden, Newark, and New Brunswick/Piscataway campuses of Rutgers, The State University of New Jersey have specialized accreditation. The following associations and agencies accredit or approve university programs: AACSB International - The Association to Advance Collegiate Schools of Business; Accreditation Board for Engineering and Technology, Inc.; Accreditation Council for Pharmacy Education; American Bar Association; American Chemical Society; American Library Association; American Physical Therapy Association; American Psychological Association; American Society of Landscape Architects; Association of American Law Schools; Commission on Accreditation for Dietetics Education; Commission on Collegiate Nursing Education; Council on Education for Public Health; Council on Social Work Education; National Accrediting Agency for Clinical Laboratory Sciences (program through The Cooper Health System); National Association of Schools of Dance; National Association of Schools of Music; National Association of Schools of Public Affairs and Administration; Planning Accreditation Board; Teacher Education Accreditation Council.
Rutgers, The State University of New Jersey

Institutional Profile Report

Section B

Students Served
### Undergraduate Enrollment by Attendance Status

**Fall 2006**

<table>
<thead>
<tr>
<th>Students</th>
<th>Attendance Status</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Full-time</td>
<td>Part-time</td>
<td>Total</td>
</tr>
<tr>
<td>Undergraduates</td>
<td>Number</td>
<td>32,381</td>
<td>4,507</td>
<td>36,888</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td>87.8%</td>
<td>12.2%</td>
<td></td>
</tr>
</tbody>
</table>
### Graduate and First-Professional Enrollment by Attendance Status
#### Fall 2006

<table>
<thead>
<tr>
<th>Students</th>
<th>Attendance Status</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Full-time</td>
<td>Part-time</td>
<td>Total</td>
</tr>
<tr>
<td>Graduate</td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td></td>
<td>4,487</td>
<td>41.4%</td>
<td>6,356</td>
<td>58.6%</td>
</tr>
<tr>
<td>First-Professional</td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td></td>
<td>1,557</td>
<td>76.7%</td>
<td>472</td>
<td>23.3%</td>
</tr>
</tbody>
</table>
## 2006 Non-Credit Course Enrollments

**Rutgers - Universitywide**

<table>
<thead>
<tr>
<th></th>
<th>Courses Offered</th>
<th>Student Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Education</td>
<td>3,792</td>
<td>94,175</td>
</tr>
<tr>
<td>NJ Agricultural Experiment Station</td>
<td>400</td>
<td>19,000</td>
</tr>
<tr>
<td><strong>Total Non-Credit Enrollments</strong></td>
<td><strong>4,192</strong></td>
<td><strong>113,175</strong></td>
</tr>
</tbody>
</table>
Section C

Characteristics of Undergraduate Students
Mean Math and Verbal SAT for First-Time Freshmen,
by Admission Status and Overall
Fall 2006

<table>
<thead>
<tr>
<th>Admission Status</th>
<th>Full-Time Students *</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Math</td>
</tr>
<tr>
<td>Regular Admits</td>
<td>616.4</td>
</tr>
<tr>
<td>EOF Admits</td>
<td>503.0</td>
</tr>
<tr>
<td>Special Admits</td>
<td>534.9</td>
</tr>
<tr>
<td>All Admits</td>
<td>600.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Admission Status</th>
<th>Part-Time Students *</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Math</td>
</tr>
<tr>
<td>Regular Admits</td>
<td>551.7</td>
</tr>
<tr>
<td>EOF Admits</td>
<td></td>
</tr>
<tr>
<td>Special Admits</td>
<td></td>
</tr>
<tr>
<td>All Admits</td>
<td>551.7</td>
</tr>
</tbody>
</table>

* Missing Scores: Full-Time Students - 52 Math, 91 Writing;
Part-time Students 10 Math and Reading, 17 Writing
Rutgers uses the following basic skills test and criteria:

All newly admitted first-year students will take Rutgers University's placement tests. Transfer students entering Rutgers without an equivalent English writing course or math course will also be required to take placement tests. The placement tests are designed to provide information about students' individual skills in the English language and in mathematics. The test results will be used to place students in the courses and sections appropriate to their level of preparation.

Basic Skills Placement Report on the Fall 2006 Entering Cohort

<table>
<thead>
<tr>
<th>English Placements</th>
<th>All Rutgers Campuses</th>
<th>Recent HS Grads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number First Time, First Year, FT Students</td>
<td>6,549</td>
<td>6,414</td>
</tr>
<tr>
<td>Number Remedial</td>
<td>781</td>
<td>768</td>
</tr>
<tr>
<td>Percent Remedial</td>
<td>11.9%</td>
<td>12.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math Placements (remedial includes intermediate algebra)</th>
<th>All Rutgers Campuses</th>
<th>Recent HS Grads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number First Time, First Year, FT Students</td>
<td>6,549</td>
<td>6,414</td>
</tr>
<tr>
<td>Number Remedial*</td>
<td>1,681</td>
<td>1,637</td>
</tr>
<tr>
<td>Percent Remedial*</td>
<td>25.7%</td>
<td>25.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English or Math Placements</th>
<th>All Rutgers Campuses</th>
<th>Recent HS Grads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number First Time, First Year, FT Students</td>
<td>6,549</td>
<td>6,414</td>
</tr>
<tr>
<td>Number Remedial in English or Math*</td>
<td>2,057</td>
<td>2,399</td>
</tr>
<tr>
<td>Percent Remedial*</td>
<td>31.4%</td>
<td>37.4%</td>
</tr>
</tbody>
</table>

Notes:
- Numbers exclude ESL students.
* Remedial numbers are through intermediate algebra.
### Undergraduate Enrollment, Fall 2006

#### By Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Full-Time N</th>
<th>Full-Time Percent</th>
<th>Part-Time N</th>
<th>Part-Time Percent</th>
<th>Total N</th>
<th>Total Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>3,552</td>
<td>11.0%</td>
<td>710</td>
<td>15.8%</td>
<td>4,262</td>
<td>11.6%</td>
</tr>
<tr>
<td>American Indian</td>
<td>68</td>
<td>0.2%</td>
<td>14</td>
<td>0.3%</td>
<td>82</td>
<td>0.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>7,512</td>
<td>23.2%</td>
<td>607</td>
<td>13.5%</td>
<td>8,119</td>
<td>22.0%</td>
</tr>
<tr>
<td>Latino</td>
<td>3,138</td>
<td>9.7%</td>
<td>470</td>
<td>10.4%</td>
<td>3,608</td>
<td>9.8%</td>
</tr>
<tr>
<td>White</td>
<td>16,260</td>
<td>50.2%</td>
<td>2,105</td>
<td>46.7%</td>
<td>18,365</td>
<td>49.8%</td>
</tr>
<tr>
<td>Non Resident Alien</td>
<td>581</td>
<td>1.8%</td>
<td>61</td>
<td>1.4%</td>
<td>642</td>
<td>1.7%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1,270</td>
<td>3.9%</td>
<td>540</td>
<td>12.0%</td>
<td>1,810</td>
<td>4.9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>32,381</td>
<td></td>
<td>4,507</td>
<td></td>
<td>36,888</td>
<td></td>
</tr>
</tbody>
</table>

#### By Sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>Full-Time N</th>
<th>Full-Time Percent</th>
<th>Part-Time N</th>
<th>Part-Time Percent</th>
<th>Total N</th>
<th>Total Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>16,631</td>
<td>51.4%</td>
<td>2,490</td>
<td>55.2%</td>
<td>19,121</td>
<td>51.8%</td>
</tr>
<tr>
<td>Male</td>
<td>15,750</td>
<td>48.6%</td>
<td>2,017</td>
<td>44.8%</td>
<td>17,767</td>
<td>48.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>32,381</td>
<td></td>
<td>4,507</td>
<td></td>
<td>36,888</td>
<td></td>
</tr>
</tbody>
</table>

#### By Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Full-Time N</th>
<th>Full-Time Percent</th>
<th>Part-Time N</th>
<th>Part-Time Percent</th>
<th>Total N</th>
<th>Total Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less Than 18</td>
<td>136</td>
<td>0.4%</td>
<td>114</td>
<td>2.5%</td>
<td>250</td>
<td>0.7%</td>
</tr>
<tr>
<td>18-19</td>
<td>11,210</td>
<td>34.6%</td>
<td>167</td>
<td>3.7%</td>
<td>11,377</td>
<td>30.8%</td>
</tr>
<tr>
<td>20-21</td>
<td>12,720</td>
<td>39.3%</td>
<td>338</td>
<td>7.5%</td>
<td>13,058</td>
<td>35.4%</td>
</tr>
<tr>
<td>22-24</td>
<td>6,109</td>
<td>18.9%</td>
<td>1,254</td>
<td>27.8%</td>
<td>7,363</td>
<td>20.0%</td>
</tr>
<tr>
<td>25-29</td>
<td>1,409</td>
<td>4.4%</td>
<td>1,015</td>
<td>22.5%</td>
<td>2,424</td>
<td>6.6%</td>
</tr>
<tr>
<td>30-34</td>
<td>360</td>
<td>1.1%</td>
<td>507</td>
<td>11.2%</td>
<td>867</td>
<td>2.4%</td>
</tr>
<tr>
<td>35-39</td>
<td>180</td>
<td>0.6%</td>
<td>357</td>
<td>7.9%</td>
<td>537</td>
<td>1.5%</td>
</tr>
<tr>
<td>40-49</td>
<td>201</td>
<td>0.6%</td>
<td>496</td>
<td>11.0%</td>
<td>697</td>
<td>1.9%</td>
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<tr>
<td>50-64</td>
<td>50</td>
<td>0.2%</td>
<td>243</td>
<td>5.4%</td>
<td>293</td>
<td>0.8%</td>
</tr>
<tr>
<td>65 and Older</td>
<td>3</td>
<td>0%</td>
<td>10</td>
<td>0.2%</td>
<td>13</td>
<td>0.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>3</td>
<td>0%</td>
<td>6</td>
<td>0.1%</td>
<td>9</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>32,381</td>
<td></td>
<td>4,507</td>
<td></td>
<td>36,888</td>
<td></td>
</tr>
</tbody>
</table>
## Number and Amount of Grants, Scholarships, and Awards

**Undergraduate Students, 2005/2006**

<table>
<thead>
<tr>
<th>GRANTS, SCHOLARSHIPS, AND AWARDS</th>
<th># OF AWARDS</th>
<th>DOLLARS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Federal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell</td>
<td>10,061</td>
<td>27,792,322</td>
</tr>
<tr>
<td>SEOG</td>
<td>2,035</td>
<td>2,218,447</td>
</tr>
<tr>
<td>Other - Robert C. Byrd</td>
<td>44</td>
<td>66,000</td>
</tr>
<tr>
<td><strong>State</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinguished Scholars*</td>
<td>2,834</td>
<td>2,763,500</td>
</tr>
<tr>
<td>EOF</td>
<td>2,957</td>
<td>3,521,216</td>
</tr>
<tr>
<td>Tuition Aid Grant (TAG)</td>
<td>10,020</td>
<td>44,789,541</td>
</tr>
<tr>
<td><strong>Rutgers University</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Merit Awards*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>James D. Carr Scholarship</td>
<td>599</td>
<td>5,554,709</td>
</tr>
<tr>
<td>Outstanding Scholars Program</td>
<td>2,867</td>
<td>12,087,397</td>
</tr>
<tr>
<td>All Others</td>
<td>258</td>
<td>1,263,000</td>
</tr>
<tr>
<td>Athletic Scholarships</td>
<td>855</td>
<td>6,614,360</td>
</tr>
<tr>
<td>Rutgers Assistance Grant (RAG)</td>
<td>6,887</td>
<td>9,858,983</td>
</tr>
<tr>
<td>Rutgers Scholarship Awards</td>
<td>5,842</td>
<td>11,684,337</td>
</tr>
<tr>
<td>Tuition Remission*</td>
<td>787</td>
<td>5,738,095</td>
</tr>
<tr>
<td><strong>Private</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>External Awards</td>
<td>1,881</td>
<td>5,083,517</td>
</tr>
<tr>
<td><strong>Total Grants, Scholarships, &amp; Awards</strong></td>
<td>47,927</td>
<td>139,035,424</td>
</tr>
</tbody>
</table>

* Financial need not considered in the awarding of funds. Includes the Outstanding Scholars Program, which is jointly funded with the State of New Jersey.

Source: University Financial Aid Office
### Number and Amount of Loans and Student Employment

#### Undergraduate Students, 2005/2006

<table>
<thead>
<tr>
<th>LOANS AND STUDENT EMPLOYMENT</th>
<th># OF AWARDS</th>
<th>DOLLARS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NJCLASS</td>
<td>2,489</td>
<td>24,397,183</td>
</tr>
<tr>
<td>Perkins (NDSL)</td>
<td>3,916</td>
<td>6,539,334</td>
</tr>
<tr>
<td>PLUS</td>
<td>1,277</td>
<td>13,321,006</td>
</tr>
<tr>
<td>Private</td>
<td>1,785</td>
<td>17,438,870</td>
</tr>
<tr>
<td>RULP</td>
<td>26</td>
<td>54,915</td>
</tr>
<tr>
<td>Stafford, Subsidized</td>
<td>15,710</td>
<td>58,151,707</td>
</tr>
<tr>
<td>Stafford, Unsubsidized</td>
<td>8,662</td>
<td>32,235,025</td>
</tr>
<tr>
<td><strong>Total Loans</strong></td>
<td>33,865</td>
<td>152,138,040</td>
</tr>
<tr>
<td>Student Employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Employment</td>
<td>6,770</td>
<td>13,298,019</td>
</tr>
<tr>
<td>Federal Work Study Program</td>
<td>3,142</td>
<td>3,779,798</td>
</tr>
<tr>
<td><strong>Total Student Employment</strong></td>
<td>9,912</td>
<td>17,077,817</td>
</tr>
<tr>
<td><strong>Total Awards and Amounts</strong></td>
<td>43,777</td>
<td>169,215,857</td>
</tr>
<tr>
<td><em>(includes previous page and this page)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number of Students Aided</strong></td>
<td>30,317</td>
<td></td>
</tr>
<tr>
<td><strong>Average Award</strong></td>
<td></td>
<td>10,168</td>
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</table>

Source: University Financial Aid Office
Undergraduate Enrollment by State of Residence  
First-Time Full-Time First-Year Students, Fall 2006

<table>
<thead>
<tr>
<th>Place of Residence</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>New Jersey</td>
<td>5,919</td>
</tr>
<tr>
<td>Non-New Jersey</td>
<td>630</td>
</tr>
<tr>
<td>Total</td>
<td>6,549</td>
</tr>
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</table>
### Baccalaureate Degrees Conferred, FY 2006

#### By Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Baccalaureate Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>African American</td>
<td>848</td>
</tr>
<tr>
<td>American Indian</td>
<td>19</td>
</tr>
<tr>
<td>Asian</td>
<td>1,477</td>
</tr>
<tr>
<td>Latino</td>
<td>663</td>
</tr>
<tr>
<td>White</td>
<td>4,349</td>
</tr>
<tr>
<td>Non Resident Alien</td>
<td>194</td>
</tr>
<tr>
<td>Unknown</td>
<td>394</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7,944</strong></td>
</tr>
</tbody>
</table>

#### By Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Baccalaureate Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Male</td>
<td>3,566</td>
</tr>
<tr>
<td>Female</td>
<td>4,378</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7,944</strong></td>
</tr>
</tbody>
</table>
## Baccalaureate Degrees Conferred by General Field, FY 2006

<table>
<thead>
<tr>
<th>IPEDS CIP Code Major Category</th>
<th>Number of Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Sciences</td>
<td>95</td>
</tr>
<tr>
<td>Conservation &amp; Renewable Resources</td>
<td>82</td>
</tr>
<tr>
<td>Architecture</td>
<td>32</td>
</tr>
<tr>
<td>Area Studies</td>
<td>121</td>
</tr>
<tr>
<td>Business/Management</td>
<td>1,111</td>
</tr>
<tr>
<td>Communications</td>
<td>557</td>
</tr>
<tr>
<td>Computer Sciences</td>
<td>266</td>
</tr>
<tr>
<td>Education</td>
<td>155</td>
</tr>
<tr>
<td>Engineering</td>
<td>510</td>
</tr>
<tr>
<td>English/Letters</td>
<td>367</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>138</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>228</td>
</tr>
<tr>
<td>History</td>
<td>337</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>26</td>
</tr>
<tr>
<td>Life Sciences</td>
<td>637</td>
</tr>
<tr>
<td>Mathematics</td>
<td>111</td>
</tr>
<tr>
<td>Multidiscipline</td>
<td>62</td>
</tr>
<tr>
<td>Philosophy/Religion</td>
<td>106</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>101</td>
</tr>
<tr>
<td>Psychology</td>
<td>771</td>
</tr>
<tr>
<td>Protective Service</td>
<td>431</td>
</tr>
<tr>
<td>Public Administration</td>
<td>72</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>1,308</td>
</tr>
<tr>
<td>Visual/Perf. Arts</td>
<td>320</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7,944</strong></td>
</tr>
</tbody>
</table>
Rutgers, The State University of New Jersey

Institutional Profile Report

Section E

Student Outcomes
### Four-, Five- and Six-Year Graduation Rates of Fall 2000
**Full-time First-time Freshmen by Race/Ethnicity**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 2000 Cohort N</th>
<th>Graduates after 4 Years</th>
<th>Graduates after 5 Years</th>
<th>Graduates after 6 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td><strong>African American</strong></td>
<td>639</td>
<td>208</td>
<td>32.6</td>
<td>364</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td>1,330</td>
<td>591</td>
<td>44.4</td>
<td>869</td>
</tr>
<tr>
<td><strong>Latino</strong></td>
<td>626</td>
<td>182</td>
<td>29.1</td>
<td>339</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>3,360</td>
<td>1,608</td>
<td>47.9</td>
<td>2,226</td>
</tr>
<tr>
<td><strong>Non-Resident Alien</strong></td>
<td>148</td>
<td>67</td>
<td>45.3</td>
<td>93</td>
</tr>
<tr>
<td>**Other * **</td>
<td>376</td>
<td>154</td>
<td>41.0</td>
<td>229</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6,479</td>
<td>2,810</td>
<td>43.4</td>
<td>4,120</td>
</tr>
</tbody>
</table>

* Other includes American Indian and Unknown Race.
### Four-, Five- and Six-Year Graduation Rates of Fall 2000
#### Full-time First-time Freshmen by Income

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 2000 Cohort N</th>
<th>Graduates after 4 Years N %</th>
<th>Graduates after 5 Years N %</th>
<th>Graduates after 6 Years N %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income *</td>
<td>1086</td>
<td>290 26.7</td>
<td>600 55.2</td>
<td>675 62.2</td>
</tr>
<tr>
<td>Non-Low Income</td>
<td>3,393</td>
<td>1,418 41.8</td>
<td>2,209 65.1</td>
<td>2,411 71.1</td>
</tr>
<tr>
<td>Unknown</td>
<td>2,000</td>
<td>861 43.1</td>
<td>1,297 64.9</td>
<td>1,391 69.6</td>
</tr>
<tr>
<td>Total</td>
<td>6,479</td>
<td>2,569 39.7</td>
<td>4,106 63.4</td>
<td>4,477 69.1</td>
</tr>
</tbody>
</table>

* Low Income is defined as student with a NJ Eligibility Index between 1 and 2,499
## Third Semester Retention of Full-time First-time Freshmen by Race/Ethnicity, Fall 2005 to Fall 2006

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>RETAINED</th>
<th>NOT RETAINED</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>African American</td>
<td>540</td>
<td>89.6</td>
<td>63</td>
</tr>
<tr>
<td>American Indian</td>
<td>12</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>1,466</td>
<td>91.2</td>
<td>142</td>
</tr>
<tr>
<td>Latino</td>
<td>519</td>
<td>85.1</td>
<td>91</td>
</tr>
<tr>
<td>White</td>
<td>2,769</td>
<td>88.0</td>
<td>376</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>69</td>
<td>89.6</td>
<td>8</td>
</tr>
<tr>
<td>Unknown</td>
<td>209</td>
<td>91.3</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>5,584</td>
<td>88.9</td>
<td>700</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>RETAINED</td>
<td></td>
<td>NOT RETAINED</td>
</tr>
<tr>
<td>------------------</td>
<td>----------</td>
<td>----------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Low Income *</td>
<td>826</td>
<td>87.8</td>
<td>115</td>
</tr>
<tr>
<td>Non-Low Income</td>
<td>3,266</td>
<td>89.0</td>
<td>403</td>
</tr>
<tr>
<td>Unknown</td>
<td>1,457</td>
<td>87.0</td>
<td>218</td>
</tr>
<tr>
<td>Total</td>
<td>5,549</td>
<td>88.3</td>
<td>736</td>
</tr>
</tbody>
</table>

* Low Income is defined as student with a NJ Eligibility Index between 1 and 2,499.
### Entering Undergraduates by Admission Status and Attendance Status, Fall 2006

<table>
<thead>
<tr>
<th></th>
<th>New Transfer</th>
<th>First-time *</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td><strong>Full-time</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2,628</td>
<td>28.5</td>
<td>6,595</td>
</tr>
<tr>
<td></td>
<td>9,223</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td><strong>Part-time</strong></td>
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Note: First-time is all levels of undergraduate students, including non-matriculated students.
## Full-Time Faculty by Race/Ethnicity, Gender, Tenure Status and Academic Rank, Fall 2006

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### Instructional Faculty
Ratio of Full-time/Part-time Faculty
Fall 2006

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### Ratio of Full- to Part-time Faculty, Fall 2006

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Rutgers, The State University of New Jersey
Institutional Profile Report

Section G

Characteristics of the Governors and Trustees
### Characteristics of the Governors and Trustees

Section G

#### Office of the Secretary of the University

**DIVERSITY TABLES – as of September 20, 2007**

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| **Table 2**        | **Table 2**       |
| FEMALE             | 2                  |
| MALE               | 11                 |
| 9                  | 16                 |
| 1                  | 42                 |
| VACANCY            | 1                  |
| 59                 |

| **Table 3**        | **Table 3**       |
| AFRICAN AMERICAN   | 1                  |
| CAUCASIAN          | 10                 |
|                    | 11                 |
| 1                  | AFRICAN AMERICAN   |
|                    | 7                  |
|                    | ASIAN/PACIFIC ISLANDER FEMALE | 1 |
|                    | CAUCASIAN          | 49     |
|                    | HISPANIC           | 1      |
|                    | VACANCY            | 1      |
|                    | 59                 |

| **Table 4**        | **Table 4**       |
| Minority           | Minority          |
| MALE               | 1                  |
| FEMALE             | 4                  |
| MALE               | 5                  |
|                    |                    |
| Non-Minority       |                    |
| FEMALE             | 2                  |
| MALE               | 8                  |
|                    | 11                 |
| FEMALE             | 12                 |
| MALE               | 37                 |
| VACANCY            | 1                  |
| 59                 |
Rutgers, The State University of New Jersey
Institutional Profile Report

Section H
A Profile of the Institution - Degree Programs
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Rutgers, The State University of New Jersey

Institutional Profile Report

Section I

Major Research and Public Service Activities
## MAJOR RESEARCH AND PUBLIC SERVICE ACTIVITIES

### R&D EXPENDITURES: YEAR 2006

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Note: Dollar amount as reported to the National Science Foundation (NSF) on Form #411
(Survey of Research and Development Expenditures at Colleges and Universities).
The Creation of Knowledge
Creating knowledge and transmitting it to present and future generations is the very essence of a research university. Rutgers students, both undergraduate and graduate, are exploring the human experience and the natural universe, and opening doors to new discoveries. They are following paths that prepare them to become tomorrow's innovators and leaders.

Research in the News

**Rutgers Faculty Research World War II**
Rutgers is a center of original World War II scholarly research and a significant archive of oral histories about the war. Ken Burns’ new PBS documentary is reawakening interest in this conflict.

**Rutgers Scientists Preserve and Protect Foods Naturally**
Rutgers scientists used natural antimicrobial agents derived from sources such as cloves, oregano, thyme and paprika to create novel biodegradable polymers to block bacterial biofilms on food.

**Caffeine and Exercise Can Team Up to Prevent Skin Cancer**
A new Rutgers study has found that low to moderate amounts of caffeine along with exercise can help prevent sun-induced skin damage that could lead to cancer.
**Video Awards, High-Stakes Poker at Artificial Intelligence Conference**
Rutgers computer scientist Michael Littman returned from the world’s leading artificial intelligence conference with a trophy for *best short video*, showing a Sony robotic dog responding to cues to perform simple tasks. He also served as official arbiter of a poker match between a computer and two expert human contenders, which the humans won – narrowly.

**New Study Finds Abbott Preschools Cut Achievement Gap**
A study by the National Institute for Early Education Research at Rutgers shows that children who attend New Jersey's Abbott Preschool Program in the state's most disadvantaged communities continue to make significant gains in literacy, language, and math.
SERVING NEW JERSEY

- Camden
- Newark
- New Brunswick

Statewide

- New Jersey Agricultural Experiment Station

Continuing Education

- Center for Children and Childhood Studies
- William G. Rohrer Center for Management and Entrepreneurship
- Citizenship and Service Education (CASE)
- Continuous Education
- The Douglass Project
- Management Development, Center for
- Services for New Jersey from the Rutgers University Libraries
- Physics & Astronomy Outreach

K–12

- C.O.O.L. Classroom (Marine and Coastal Sciences)
- High School Institute Program
- New Jersey 4-H
- Rutgers Young Scholars Program in Discrete Mathematics
- Waksman Student Scholars

Social/Political Outreach

- Center for American Women & Politics
- Center for Public Interest Polling
- Center for Social and Community Development (School of Social Work)
- Center for Strategic Urban Community Leadership
- Dance Marathon
- Eagleton Institute of Politics
- Edward J. Bloustein School of Planning and Public Policy
- Prudential Business Ethics Center
- Public Security, Rutgers Center for the Study of
- Rutgers–Camden Quarterly Business Outlook
- Rutgers Community Outreach Partnership Center
- Rutgers Law Domestic Violence Project
- School of Management and Labor Relations
- The Walter Rand Institute for Public Affairs

Urban/Land Development
Medicine and Health Care

- Food Stamp Nutrition Education Program
- New Jersey Collaborating Center for Nursing
- New Jersey Obesity Group
- Rutgers/LEAP Health and Human Services Center
- NJ Harmful Plants Gallery
- NJ State Climatologist
- NJ Weed Gallery

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Last Updated: 09/05/2007
Please note that this is a listing of public sites for research centers on the Camden, Newark and New Brunswick/Piscataway campuses. It does not include departmental web sites or individual staff, faculty, or student web pages.

A
- Accounting Research Center
- Advanced Biotechnology and Medicine, Center for
- Advanced Energy Systems, Center for
- Advanced Food Technology, Center for
- Advanced Information Processing, Center for
- Advanced Infrastructure and Transportation, Center for
- Advanced Materials and Devices, Institute for
- Advanced Materials via Immiscible Polymer Processing, Center for
- African Studies, Center for
- Agricultural Experiment Station, New Jersey
- Agriculture and Resource Management Agents, Department of
- AIDS Policy Research Group
- Air Compliance Center, Rutgers
- Air Pollution Training Program
- Alcohol Studies, Center of
- Alexandria Project Laboratory
- American Women and Politics, Center for
- Aresty Research Center for Undergraduates
- Asian American Cultural Center

B
- Biological, Mathematical, and Physical Sciences Interfaces Institute
- Biomaterials, New Jersey Center for
- Biostatistics, Institute of
- Biotechnology Center for Agriculture and the Environment
- Blueberry and Cranberry Research and Extension, Phillip E. Marucci Center for
- Brodsky Center for Print and Paper

C
- Cancer Research, Susan L. Cullman Laboratory for
- Cell and DNA Repository, Rutgers University
- Cellular and Molecular Biodynamics, Center for
- Center for the Arts, Rutgers-Camden
- Ceramic Research, Malcolm G. McLaren Center for
- Children and Childhood Studies, Center for
- Clifford E. and Melda C. Snyder Research & Extension Farm - Rutgers Center for Sustainable Agriculture
- Cognitive Science, Rutgers Center for
- Community Development Institute
- Computational and Integrative Biology, Center for
- Computational Chemodynamics Laboratory
Rutgers University: Research Centers

- Computational Neuroscience, Center for
- Computer Science Research, Laboratory for
- Constitutional Litigation Clinic
- Controlled Environment Agriculture, Center for
- Cooperative Extension, Rutgers
- Crime Prevention Studies, Center for
- Cultural Analysis, Center for
- Culture and Politics of Democracy, Walt Whitman Center for the
- Customer Relationship Management Research Center
- Deep-Sea Ecology and Biotechnology, Center for
- Developmental Disabilities, Douglass Center for
- Digital Signal Processing Research, Center for
- Discrete Mathematics and Theoretical Computer Science, Center for
- Distributed Laboratory for Digital Libraries, Rutgers
- Douglass Project for Rutgers Women in Math, Science, and Engineering
- Eagleton Center for Public Interest Polling
- Eagleton Institute of Politics
- Early Education Research, National Institute for
- Eastern Regional Radon Training Center
- Economics and Children, Center for
- Edison Papers, Thomas A.
- Education Law and Policy, Institute for
- Electronic Texts in the Humanities, Center for
- Elizabeth Cady Stanton and Susan B. Anthony Papers Project
- Energy Institute, Rutgers
- Energy, Economic and Environmental Policy, Center for
- Entrepreneurial Management, Center for
- Environmental and Agricultural Education, Center for
- Environmental and Occupational Health Sciences Institute
- Environmental Communication, Center for
- Environmental Indicators, New Jersey Center for
- Environmental Law Clinic
- Environmental Prediction, Center for
- Environmental Sciences Training Centers
- Equine Science Center
- Ethnicity, Culture, and the Modern Experience, Institute for
- European Studies, Center for
- Excellence for Radioactive Ion Beam Studies for Stewardship Science, Center of
- Families and Communities, Newark Center for
- Families, Institute for
- Family Business Resource Center of Southern New Jersey, Rutgers
- Family Involvement in Schools, Center for
- Federal Tax Law Clinic
- Fiber Optic Materials Research Program
- Food Innovation Center
- Food Policy Institute
- Forest Center, Hutcheson Memorial
- Gambling Studies, Center for
- Global Affairs, Division of
- Global Security and Democracy, Center for
- Global Strategic Human Resource Management, Center for
- Government Services, Center for
- Governmental Accounting Education and Research, Center for
- Green Buildings, Rutgers Center for
Health and Human Services Center, Rutgers/LEAP
Health Beliefs and Behavior, Center for the Study of
Health Services Research on Pharmacotherapy, Chronic Disease Management, and Outcomes, Center for
Health, Health Care Policy, and Aging Research, Institute for
Heldrich Center for Workforce Development, John J.
Historical Analysis, Rutgers Center for
HIV Prevention Community Planning Support and Development Initiative (EJBSPPP)
Holocaust Resource Center, Herbert and Leonard Littman Families
Human Evolutionary Studies (CHES), Center for
Humanities, Mid-Atlantic Research Center for the (MARCH)
Hungarian Studies, Institute of

IEEE History Center
Industrial Assessment Center
Information Management, Integration, and Connectivity, Center for
Innovative Print and Paper, Center for
Interdisciplinary Studies in Information Policy and Security
Interfacial Molecular Science Laboratory

Jazz Studies, Institute of
Jewish Life, Allen and Joan Bildner Center for the Study of
Journalism Resources Institute

Laboratory of Solid Freeform Fabrication of Advanced Ceramics at Rutgers University
Language Institute, Rutgers University
Latino Arts and Culture, Center for
Learning, Robert B. Davis Institute for
Local Democracy Partnership Program

Management and Entrepreneurship, William G. Rohrer Center for
Management Development, Center for
Margery Somers Foster Center
Marine and Coastal Sciences, Institute for
Materials Theory, Center for
Mathematical Sciences Research, Center for
Mathematics, Science, and Computer Education, Center for
Media Studies, Center for
Memory Disorders Project
Mental Health Services and Criminal Justice Research, Center for
MetroMath
Metropolitan Studies, Joseph C. Cornwall Center for
Microbiology, Waksman Institute of
Microelectronics Research Laboratory
Minor Crop Pest Management-Technology Center for IR-4 Headquarters
Molecular and Behavioral Neuroscience, Center for
Molecular Biophysics and Biophysical Chemistry, Center for

Nanomaterials Research, Center for
Nanostructured Materials Research, Laboratory for
National Marriage Project
National Transit Institute
Negotiation and Conflict Resolution, Center for
Neighborhood and Brownfields Redevelopment, National Center for
Neuroscience, W.M. Keck Center for Collaborative
New High Energy Theory Center
New Jersey Center for the Book
- New Jersey Mathematics Coalition
- Noise Technical Assistance Center, Rutgers
- Nonprofit and Philanthropic Leadership, Center for
- Nucleic Acid Database Project
- Nutraceuticals Institute

- Operations Research, Rutgers Center for
- Oral History Archives of World War II
- Organizational Development and Leadership, Center for
- Osher Lifelong Learning Institute
- Ozone Research Center

- Paul Robeson Cultural Center
- Pharmaceutical Management Studies, Blanche & Irwin Lerner Center for
- Policy Research and Public Service, Forum for
- Protein Data Bank
- Prudential Business Ethics Center at Rutgers
- Public Affairs, Walter Rand Institute for
- Public Performance, National Center for

- Race & Ethnicity, Center for
- Regional Small Business Development Center
- Remote Sensing and Spatial Analysis, Grant F. Walton Center for
- Research in Financial Services, Whitcomb Center for
- Research in Regulated Industries, Center for
- Research on Women, Institute for
- Rutgers Agricultural Research & Extension Center
- Rutgers Arts Center
- Rutgers EcoComplex - Rutgers Environmental Research & Extension
- Rutgers Plant Science Research & Extension Farm
- Rutgers Tree Fruit Research & Extension Center

- Small Business Development Center Rutgers-Camden, New Jersey
- Small Business Development Center Rutgers-Newark, New Jersey
- Social and Community Development, Center for
- Special Education Clinic
- Spinal Cord Injury Project
- State Constitutional Studies, Center for
- State Health Policy, Center for
- Stem Cell Institute of New Jersey
- Stem Cell Research Center
- Strategic Urban Community Leadership, Center for
- Structures in Extreme Environments, Center for
- Supply Chain Management, Center for
- Surface Modification, Laboratory for
- Sustainable State Institute, New Jersey
- Systems and Control, Rutgers Center for

- Teaching Advancement and Assessment Research, Center for
- Technical Assistance Program, Rutgers University
- Technology Campus, Inc., Rutgers-Camden
- Technology Management Research, Center for Studies in
- Transportation Center, Alan M. Voorhees
- Turfgrass Science, Rutgers Center for

- Urban Legal Clinic
- Urban Policy Research, Center for
- Urban Restoration Ecology, Center for
- Visiometrics and Modeling, Laboratory for
- Vision Research, Laboratory of
- Water Resources Research Institute, New Jersey
- Weather Center, Rutgers
- Wildlife Damage Control Center
- Wireless Information Network Laboratory (WINLAB)
- Women and Art, Institute for
- Women and Work, Center for
- Women's Global Leadership, Center for
- Women's Leadership, Institute for
- Women's Rights Litigation Clinic
- Women, Institute for Research on
Rutgers, The State University of New Jersey

Institutional Profile Report

Section J

Major Capital Projects
STATUS OF
SIGNIFICANT PROJECTS

JUNE 2007

UNIVERSITY FACILITIES

ANTONIO CALCADO
VICE PRESIDENT

JEFF LIVINGSTON
UNIVERSITY ARCHITECT

JOHN SHULACK
EXECUTIVE DIRECTOR
## Project Overview

### Busch
1. Keck Neuroscience Center 2.4 million Page 1
2. Center for Integrative Proteomics Technologies 55 million
3. Wright Rieman Polymer & Protein Wet Lab, Room 371 3 million Page 2

### Livingston
4. Livingston Dining Commons 24.7 million Page 2
5. Livingston Student Center 15 million Page 3

### Cook
6. Endocrine Research Facility 4.5 million Page 3

### College Avenue
7. College of Nursing 10 million Page 4
8. Institute for Health Sciences 25 million

### Douglass

### Newark
10. Rutgers Business School 83 million Page 5

### Camden
11. Camden Dining Hall Renovation 5.3 million Page 6
12. Camden Law School Addition & Renovation 37 million
13. Camden Recreation Center 9 million Page 7

### Cumberland County
14. Food Innovation Center 7.65 million Page 7
**Project Overview**

**University Utilities**

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Cost</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 High Voltage Upgrade: Phase 1</td>
<td>10.5 million</td>
<td></td>
</tr>
<tr>
<td>16 High Temp Hot Water Improvements (not referenced on map)</td>
<td>8 million</td>
<td></td>
</tr>
</tbody>
</table>

**Completed Projects**

**Busch Campus**

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Cost</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Biomedical Engineering Building</td>
<td>33.5 million</td>
<td>2006</td>
</tr>
</tbody>
</table>

**Cape May County**

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Cost</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Multi-species Aquaculture Demonstration Facility</td>
<td>7.8 million</td>
<td>2006</td>
</tr>
</tbody>
</table>
**1 Keck Neuroscience Center**

- Renovation of 4,250 gsf of space formerly occupied by the Center for Alcohol Studies on the Busch Campus.
- The renovated space includes faculty and staff offices and a state of the art stem cell research laboratory.
- Project substantially complete.

**DATA**
- Budget: 2.4 Million
- Design: October 2005 - August 2006

**KEY DATES**
- Concept Document: February 2006
- Schematic Design: Not Applicable
- Bid Award: September 2006

**2 Center for Integrative Proteomics Technologies**

- Construction of a new shared instrumentation resource and Proteomics research facility, including the Protein Data Bank, between the EOHSI and CABM.
- Schematic Design underway.

**DATA**
- Budget: 55 Million
- Design: August 2006 - July 2008
- Construction: August 2008 - August 2010

**KEY DATES**
- Concept Document: March 2006
- Schematic Design:  

---
### BUSCH

#### 3 WRIGHT RIEMAN CHEMISTRY WET LAB RM. 371
- Reconfiguration and renovation of a 3,000 gsf area to create a state of the art wet laboratory for the Chemistry Department.
- Features will include 24 fume hoods, casework, and a new HVAC system.
- Construction is nearing completion

**DATA**
- **Budget:** 3 Million
- **Design:** June 2005 - March 2006
- **Construction:** July 2006 - June 2007

**KEY DATES**
- **Concept Document:** March 2006
- **Schematic Design:** Not Applicable
- **Bid Award:** June 2006

### LIVINGSTON

#### 4 LIVINGSTON DINING COMMONS
- A new 43,500 square foot multistoried dining facility on the Livingston Campus adjacent to the existing Livingston Student Center.
- Program is underway.

**DATA**
- **Budget:** 24.7 Million
- **Design:** November 2006 - April 2008
- **Construction:** February 2008 - August 2009

**KEY DATES**
- **Concept Document:**
- **Schematic Design:**
- **Bid Award:**
**LIVINGSTON**

5 LIVINGSTON STUDENT CENTER

- Renovation and expansion of the Livingston Student Center to include 19,000 gsf of additional space and renovation of 15,000 gsf of existing space.
- Features include increased conference space, meeting rooms and a larger multi-purpose area.
- Schematic design is underway.

**DATA**

- Budget: 15 Million
- Design: November 2006 - November 2007
- Construction: February 2008 - August 2009

**KEY DATES**

- Concept Document:
- Schematic Design:
- Bid Award:

---

**Cook**

6 ENDOCRINE RESEARCH FACILITY

- Construction of a new 9,200 gsf facility adjacent to the Dairy Barn and Creamery for the expansion of the Animal Science Endocrinology Program.
- Features include a new research laboratory, associated offices and support spaces.
- Structure is mostly complete. Rough in work in progress. Approximately 40% completed.

**DATA**

- Budget: 4.5 Million
- Construction: May 2006 - August 2007

**KEY DATES**

- Concept Document:
- Schematic Design:
- Bid Award:
College Avenue

7 College of Nursing

♦ Construction of a new 20,785 gsf facility for the College of Nursing unifying the Nursing School Program into one facility to be located between Paterson Street and Bayard Street.

♦ Features include a large "smart" classroom, teaching space, examination rooms, research space, labs, student study areas, lounges and pharmacy space.

♦ Project awarded in April 2007. Site work is in progress.

DATA

Budget: 10 Million

Design:

November 2005 - December 2006

Construction:

April 2007 - October 2008

Key Dates

Concept Document: March 2004

Schematic Design: September 2004

Bid Award: April 2007

8 Institute for Health Sciences

♦ Construction of a new 58,000 gsf facility adjacent to the College of Nursing and Robert Wood Johnson Hospital in New Brunswick. The complex of the College of Nursing & the Institute for Health shall be known as the Health Sciences Center.

♦ This facility will consolidate the Institute for Health, Health Care Policy and Aging Research, as well as the GSAPP Clinic.

♦ Schematic Design phase complete. Design Development phase nearing completion.

DATA

Budget: 25 Million

Design:

October 2005 - September 2007

Construction:

December 2007 - December 2009

Key Dates

Concept Document: November 2005

Schematic Design:

March 2007

Bid Award:
**Significant Projects**

**Douglas**

9 Douglas Developmental Disabilities Center

- Construction of a single story 9,000 gross square foot wood frame addition with basement and partial attic to the Douglas Developmental Disabilities Center.

- This addition will house classrooms, observation rooms, multipurpose rooms and offices.

- Design complete. Bidding in progress.

<table>
<thead>
<tr>
<th>DATA</th>
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<tbody>
<tr>
<td>Budget:</td>
</tr>
<tr>
<td>4.4 Million</td>
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<tr>
<td>Design:</td>
</tr>
<tr>
<td>May 2006 - May 2007</td>
</tr>
<tr>
<td>Construction:</td>
</tr>
<tr>
<td>September 2007 - August 2008</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Dates</th>
</tr>
</thead>
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<tr>
<td>Concept Document:</td>
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<tr>
<td>June 2000</td>
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<tr>
<td>Design Development:</td>
</tr>
<tr>
<td>October 2000</td>
</tr>
<tr>
<td>Bid Award:</td>
</tr>
</tbody>
</table>

**Newark**

10 Rutgers Business School at 1 Washington Park

- Construction of a two-story plus penthouse pavilion addition to south of the existing recently purchased 17 story office building.

- Features of the addition will include a new Rutgers entrance, Trading Room, three lecture halls, renovation of 7 floors into classrooms, faculty & staff offices, conference/meeting rooms and the Dean’s suite.

- Design development underway.

<table>
<thead>
<tr>
<th>DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget:</td>
</tr>
<tr>
<td>83 Million</td>
</tr>
<tr>
<td>Design:</td>
</tr>
<tr>
<td>August 2006 - July 2007</td>
</tr>
<tr>
<td>Construction:</td>
</tr>
<tr>
<td>September 2007 - April 2009</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept Document:</td>
</tr>
<tr>
<td>September 2006</td>
</tr>
<tr>
<td>Schematic Design:</td>
</tr>
<tr>
<td>Bid Award:</td>
</tr>
</tbody>
</table>
II  

Camden Dining Hall

- Renovation of 19,000 gsf of the existing Camden Student Center Dining Hall facility.
- Features include renovated dining entry and servery areas, enlarged dining room, cooking stations and upgrades to mechanical and electrical infrastructure.
- Construction is underway.

DATA

Budget: 5.3 Million
Design: June 2006 - January 2007
Construction: May 2007 - August 2007

Key Dates

Concept Document: January 2007
Schematic Design: Not Applicable
Bid Award:

12  

Camden Law School

- Project will be built in two phases. Phase 1 consists of 70,000 gsf facility to be built adjacent to the existing Law School facility. Phase 2 consists of renovation of the existing Law School.
- Features include classrooms, a Moot Court and offices. Student and faculty lounges and a café will be housed in a bridge connecting the new facility to the existing Law School.
- Construction is underway, 38% complete. Structural steel is complete, shell is being installed.

DATA

Budget: 37 Million
Design: April 2005 - February 2006
Construction: March 2006 - August 2008

Key Dates

Concept Document: March 2004
Schematic Design: May 2005
Bid Award: March 2006
Cumberland County

13 Food Innovation Center

♦ Construction of a new 23,000 gsf. incubator facility in the City of Bridgeton, New Jersey.

♦ This facility will house state of the art food processing equipment, technical and business support facilities and services and a hub for distance learning and continuing education.

♦ Bid opened March 2007.

DATA

Budget: 7.65 Million
Construction: June 2007 - June 2008

KEY DATES

Concept Document: October 2002
Schematic Design: June 2006
Bid Award:

Camden

13 Camden Recreation Center

♦ Renovation of the 76,000 square foot Camden Recreation Center, housing the Athletic and Recreation Departments.

♦ This facility will feature an upgraded natatorium, racquetball/squash courts, gymnasium, administrative offices, storage, training and locker space.

♦ Project is in Design Development; Programmatic phase is complete and Schematic phase is underway.

DATA

Budget: 9 Million
Design: January 2007 - December 2007
Construction: January 2008 - November 2008

KEY DATES

Concept Document: March 2007
Schematic Design: Bid Award:
University Utilities

15 High Voltage Substation: Phase I

- Expansion to the Davidson Road Substation.
- Features will include new 69 KV and 26 KV transformers and associated switchgear.
- 90% construction documents are expected February 2007. NJDEP General Wetlands Permits have been submitted. Freehold soil construction permit to be submitted in March 2007.

DATA

Budget: 10.5 Million
Design: January 2006 - February 2007
Construction: March 2007 - December 2007

Key Dates

Concept Document: May 2005
Schematic Design: Not Applicable
Bid Award: Not Applicable

16 High Temp Hot Water: Busch Campus

- Replacement of old and failing High Temp Hot Water lines in 15 locations on the Busch Campus. (no map provided)
- This project will be completed in phases over a four year period.
- Construction is underway. Total project is 25% completed.

DATA

Budget: 8 Million
Design: N/A
Construction: July 2006 - June 2010

Key Dates

Concept Document: Not Applicable
Schematic Design: Not Applicable
Bid Award: Not Applicable