

**REALIZING THE VISION FOR
ARTS AND SCIENCES AT
RUTGERS - CAMDEN**

Report of the
Dean's Task Force
of the
Faculty of Arts and Sciences - Camden

February 2007

TABLE OF CONTENTS

1. EXECUTIVE SUMMARY AND ANALYSIS	1
1.1. BACKGROUND	1
1.2. THE CURRENT ENVIRONMENT	2
1.3. SUMMARY OF TASK FORCE RECOMMENDATIONS	5
1.4. CONCLUSION	8
2. UNDERGRADUATE EDUCATION	10
2.1. WHERE DO THINGS STAND NOW?	10
2.2. WHAT IS WORKING WELL?	12
2.3. WHAT NEEDS TO BE IMPROVED, HOW WILL IMPROVEMENT OCCUR, AND HOW MUCH WILL IT COST?	13
3. GRADUATE EDUCATION	18
3.1. WHERE THINGS STAND NOW	18
3.2. WHAT IS WORKING WELL	19
3.3. WHAT NEEDS IMPROVEMENT	19
4. ADULT LEARNING AND ACADEMIC OUTREACH	22
4.1. OUTREACH TO ADULT LEARNERS ON BEHALF OF FAS: CURRENT POLICIES, PRACTICES, AND MODELS	22
4.2. STRENGTHS AND OPPORTUNITIES: EXPANDING FAS INVOLVEMENT IN OUTREACH AND ADULT LEARNING	25
4.3. CONCLUSION	29
5. FACULTY RECRUITMENT, RETENTION, AND RESEARCH	30
5.1. WHERE DO THINGS STAND NOW?	30
5.2. WHAT IS WORKING WELL?	31
5.3. WHAT NEEDS TO BE IMPROVED, HOW WILL IMPROVEMENT OCCUR, AND HOW MUCH WILL IT COST?	31
6. DEVELOPMENT AND PUBLIC RELATIONS	39
6.1. DEVELOPMENT: WHERE DO THINGS STAND NOW?	39
6.2. DEVELOPMENT: WHAT IS WORKING WELL?	39
6.3. DEVELOPMENT: WHAT NEEDS SIGNIFICANT CHANGE?	41
6.4. DEVELOPMENT: BENCHMARKS	43
6.5. PUBLIC RELATIONS: WHERE DO THINGS STAND NOW?	43
6.6. PUBLIC RELATIONS: WHAT IS WORKING WELL?	43

6.7. PUBLIC RELATIONS: WHAT NEEDS SIGNIFICANT CHANGE?44
6.8. PUBLIC RELATIONS: BENCHMARKS45
6.9. RECOMMENDATIONS45

APPENDICES

1. DEAN MARGARET MARSH’S MEMO ESTABLISHING THE TASK FORCE
.....47
2. MEMBERS OF THE DEAN’S TASK FORCE53
3. DEAN’S TASK FORCE COMMITTEES54
4. POSTSCRIPT: DATA GATHERING AND ANALYSIS: UNIVERSITY
COLLEGE - CAMDEN55
5. RESULTS OF INFORMAL SURVEY OF SMALL TO MEDIUM DOCTORAL-
LEVEL INSTITUTIONS ON FACULTY TEACHING LOADS AND START-UP
PACKAGES74
6. LETTER FROM SCIENTISTS ON WORKLOAD78
7. SURVEY OF FACULTY SALARIES AT RUTGERS – NEW BRUNSWICK ..82
8. LIBERAL ARTS DISTRIBUTION REQUIREMENTS: REPORT OF
COMMITTEE ON INTERIM CORE CURRICULUM FOR SAS – NEW
BRUNSWICK84
9. JOB DESCRIPTION FOR FAS ASSOCIATE DIRECTOR OF DEVELOPMENT
.....96
10. DIRECTOR OF DEVELOPMENT JOB DESCRIPTION97
11. LIVING CAMDEN ALUMNI98
12. PROSPECTS99
13. PROPOSED DEVELOPMENT OFFICE STRUCTURE100
14. SOME THOUGHTS ON THE COST OF FUNDRAISING102

1. EXECUTIVE SUMMARY AND ANALYSIS

1.1. BACKGROUND

In April 2006 Dean Margaret Marsh established the Dean's Task Force to make recommendations regarding the future of the Faculty of Arts and Sciences (FAS), whose sphere of responsibility spans three academic units: the Camden College of Arts and Sciences, University College, and the Graduate School. Dean Marsh's memo establishing the task force (see Appendix 1) expressed the aspiration *to develop and enhance the Arts and Sciences so that Rutgers-Camden can be and become known as a top-ranked small urban public research university*. The following five goals were identified as key to realizing this aspiration:

- Goal 1.** Attract high quality undergraduate students and provide additional opportunities for their intellectual growth.
- Goal 2.** Expand opportunities for graduate education.
- Goal 3.** Increase opportunities for adult learners.
- Goal 4.** Engage supporters through the Gateway Endowment Campaign.
- Goal 5.** Increase capacity by adding capital and human resources.

The task force was charged with the following responsibilities: 1) to recommend procedures for implementing aforementioned goals; 2) to devise strategies for implementing these goals; 3) to recommend additional goals, if warranted; and 4) to establish benchmarks for measuring progress towards the goals.

The list of task force members is provided in Appendix 2. Its membership includes elected and appointed faculty members, students, alumni/ae, and administrators. Dr. Luis Garcia, Associate Dean of the Graduate School, and Dr. Michael A. Palis, Associate Dean for the Faculty of Arts and Sciences, served as co-chairs of the task force.

The task force met three times in May 2006. During these meetings, the task force recommended the addition of a sixth goal:

- Goal 6.** Expand research opportunities for faculty, graduate students, and undergraduate students.

Additionally, the task force identified five areas for which one or more of the aforementioned goals are relevant, and created a separate committee for each of these areas. These committees are:

- Committee on Undergraduate Education
- Committee on Graduate Education
- Committee on Adult Learning and Academic Outreach
- Committee on Faculty Research, Recruitment, and Retention
- Committee on Development and Public Relations

Each committee elected a convener who was responsible for organizing the meetings of the committee, coordinating communication among its members, and serving as a liaison to the Steering Committee. The steering committee consisted of the conveners of the five committees and the associate deans of FAS. The composition of the five committees and the steering committee are given in Appendix 3.

Each committee was charged with the following tasks:

1. Assess the state of the area:
 - a. Where do things stand now?
 - b. What is working well?
 - c. What needs moderate change?
 - d. What needs significant change?
 - e. What should be added?
2. Develop strategies to meet the relevant goals:
 - a. timeline
 - b. resources
 - c. specific means to accomplish goals
 - d. benchmarks
3. Submit a committee report to the task force co-chairs by November 14, 2006

Between May and September, the task force committees met individually and reported to the steering committee on a regular basis. A *sakai* website was set up to facilitate communication and the sharing information among the committee members and the task force as a whole. The task force reconvened on September 26, 2006 to listen to progress reports from the individual committees. Written reports were submitted by the committees on November 14. On December 6, the task force met one last time to discuss the committee reports in preparation for the final task force report.

In the remainder of this executive summary, we present the task force's view of the current state of the Faculty of Arts and Sciences - Camden. We then provide a summary and analysis of the task force's recommendations to achieve the goals for FAS stated at the beginning of this section. The sections following this executive summary contain the full reports submitted by the individual task force committees.

1.2. THE CURRENT ENVIRONMENT

Rutgers-Camden has a strong tradition of undergraduate education. In its two undergraduate colleges – the Camden College of Arts and Sciences and University College (henceforth collectively referred to as the College) – students are generally satisfied with their undergraduate experience: recent surveys of Rutgers students indicate that Camden students are more satisfied with their educational environment than students in the New Brunswick and Newark campuses. Various opportunities for undergraduate research exist within individual departments through the departmental honors programs

and independent study research. In addition, the dean's office provides financial support through such initiatives as the Dean's Undergraduate Research Prize and the Dean's Undergraduate Travel and Research Grants. The annual Celebration of Undergraduate Research and Creative Activity provides an opportunity for students to showcase their research or creative activity.

In addition to undergraduate research, the College has several programs designed to enhance the undergraduate experience. The Honors College, established in 2000, brings together high achieving students to participate in a challenging academic program that includes honors seminars, junior and senior year projects, and extracurricular activities. The College offers dual degree programs in several fields that allow students to earn both a baccalaureate and a master's degree in five years (Fast Forward). In addition, highly-qualified undergraduates can begin graduate studies during their senior year in selected programs (dual degree). The College also offers two joint-degree programs: BA/DO program with UMDNJ - Stratford and the BA/JD program with the School of Law - Camden. The International Studies Program offers opportunities for students to supplement their on-campus classes with short periods of study abroad, thereby providing them with a global perspective and first-hand knowledge of subject matter. Since 1985, the program has helped over 2000 students from Rutgers and other colleges to travel and study in more than thirty countries. The Freshman Seminar Program offers small classes (no more than 20 students) that are open only to first-year students. These classes are often more interactive than traditional lecture-based classes in that students are engaged in frequent class discussion, writing exercises, and trips and activities outside of class.

In the last several years, the College has attracted academically stronger students, both as first-year students and as transfers. For example, over the past decade, there has been more than a 50 point increase in the mean SAT scores of first-year students. Nonetheless, in recent years undergraduate recruitment has become a challenge due to increased competition as well as the negative press that the City of Camden has received. This has been exacerbated by the recent budget cuts, which have resulted in the downsizing of certain student support services, including admissions and academic advising.

The Faculty of Arts and Sciences offers programs that cater to adult learners and working professionals through the University College (UC). Students have the flexibility to schedule their courses in the day or evening to accommodate their workplace and personal commitments. In addition, UC oversees undergraduate programs targeted to adult learners and offered at off-campus locations in Freehold, NJ and Mays Landing, NJ. These off-campus programs are operated in collaboration with the Office of Continuous Education and Outreach (CE&O) located in New Brunswick. Individual academic departments of FAS can also offer non-credit programs with the support of the Office of Summer and Winterim Sessions and Special Projects.

The Graduate School of Arts and Sciences has increased the number of its graduate programs, particularly with the recent addition of master's programs in Childhood Studies, Computer Science, Criminal Justice, and Psychology, as well as plans for additional programs. In addition, it established the Ph.D. program in Childhood Studies in Fall 2007, transforming Rutgers-Camden to a Ph.D. granting institution. It is not only the first doctoral program on the Camden campus, but also the first doctorate in

childhood studies in the nation. Two other Ph.D. programs, one in Public Affairs and another in Computational and Integrative Biology (CIB), are currently being planned. Recently, the state legislature approved funding for the establishment of the Systems Biology Institute, which will bring together researchers from Rutgers-Camden, the Coriell Institute, and the University of Medicine and Dentistry/Robert Wood Johnson at Cooper Hospital, in a common facility. The new facility will be designed to promote interdisciplinary collaborations among the Rutgers-Camden CIB researchers, stem cell researchers from the Coriell Institute, and proteomics experts from UMDNJ/RWJ-C.

FAS is in the unusual position of being part of a large state research university but with a primarily undergraduate mission. As a result, recruitment and retention of research faculty have been challenging, particularly in the science departments, which have experienced several faculty departures in the late 1990's. The recent establishment of the first Ph.D. program in Childhood Studies is, therefore, truly institution-transforming, and could make Rutgers-Camden a more attractive place for researchers seeking employment in academia – even more so when the plans for additional Ph.D. programs come to fruition. Due to the proactive efforts of the FAS Dean, the salaries and start-up packages for new faculty hires have already been vastly improved, making them much more competitive with other research institutions which the candidates were considering. Nonetheless, the comparatively high teaching load of the FAS faculty (currently 3:2 per year for senior faculty and slightly less for junior faculty) remains a major concern, particularly with the additional pressures imposed by graduate student research supervision at both the master's and doctoral levels.

As a local arm of the Rutgers University Foundation, the Arts and Sciences Development Office on the Camden campus directs and supports activities to generate funds that will benefit students, faculty and staff, as well as programs of the Faculty of Arts & Sciences. It has been very successful in increasing the endowment for FAS – from \$450,000 in 1999 to roughly \$3,000,000 in 2006. It has also worked with the Rutgers University Camden Alumni Association in planning reunion activities, which have successfully raised funds for FAS. The FAS Dean has also been proactive in soliciting the input and assistance of successful alumni through the Dean's Leadership Council. With the support of Development Office, the Dean's Leadership Council has initiated the Gateway Endowment Campaign, which is aimed at raising \$2,500,000 in endowed resources for FAS.

The Office of Communications and Public Information, which reports to the Camden Provost, is primarily responsible for public relations for the Camden campus as a whole. The task force feels that the office functions at a high level of efficiency – indeed, Mike Sepanic received the 2006 Excellence in Service Award from the university – despite being essentially a two-person operation (Mike Sepanic and Cathy Donovan). To a certain extent, three other offices which report to the Provost perform public relations as well: the Office of Enrollment Management, the Center for the Arts, and the Athletics Department. Additionally, the FAS Development Office also performs a public-relations function in its dealings with alumni, corporations and foundations.

1.3. SUMMARY OF TASK FORCE RECOMMENDATIONS

Throughout the various discussions and reports, consistent themes emerged as important to the future success of the College, and the majority of the recommendations made by the task force revolved around these themes. First, it is apparent that the task force wants the College to grow. This includes growth in programs, facilities, faculty, and support services. Interestingly, no one recommended eliminating or cutting back on any of our existing programs. Secondly, although there is no unanimity on the issue, there seems to be a desire to transform the campus to a doctoral degree-granting institution and to increase our focus on research.

Although the five task-force committees addressed different topics, it was inevitable that occasionally they would address the same issues (e.g., teaching load, facilities, etc.) and make similar recommendations. As a result, we decided that it would be useful to categorize the recommendations into five different areas. We will summarize and provide some perspective on the recommendations that dealt with 1) students, 2) faculty, 3) programs, 4) facilities, and 5) support services.

Although we asked committee members to establish benchmarks for their recommendations, not all committee reports included benchmarks for measuring progress towards the goals. In some cases, the nature of the recommendations made it difficult, if not impossible, to establish a benchmark.

Student Support

There is consensus that we need to increase the amount of financial support available to students, especially graduate students, Honors College students, and other high-quality undergraduates. As tuition keeps increasing, we risk losing students who cannot afford to attend Rutgers-Camden without substantial financial hardship. At the graduate level, the number of graduate programs, and students, is expected to increase substantially over the next few years. However, the amount of fellowship money available to graduate students has remained fairly constant. We should note that the College has ranked graduate fellowship money as one of its priorities for the upcoming capital campaign.

There is also recognition that the Honors College “has fallen far behind the needs of the program...” and deserves special attention in terms of support (some of the specific recommendations for the Honors College will be discussed later). One potential pitfall that we should note is that in catering to the needs of the Honors College students we ignore the vast majority of our undergraduates. We should avoid developing a two-class system whereby a relatively small number of “privileged” students attend small classes and have their own building while the rest of the students are offered only large sections and very few amenities.

Faculty

Various task-force committees recommended that we ought to seriously consider reducing the teaching load for the faculty. The recommendations varied in terms of the number of courses that faculty ought to be teaching as well as how to achieve a reduced teaching load. This is, not surprisingly, a highly complicated issue and one that needs extensive discussion.

The first question that should be raised concerns the cost of reducing the teaching load for the College. The committee on undergraduate education estimates that the cost of reducing the teaching load for every faculty member to two courses a semester (2:2) would require funding for Part Time Lecturers for an additional 300 courses, at a cost of about \$1,000,000. The committee on faculty recruitment, retention and research proposes that in some instances the teaching load should decrease to 2:1 and estimates that the cost would be about \$2,000,000. In either case, it is clear that the cost will be substantial, especially in times of financial retrenchment.

The committee on undergraduate education suggests that the cost of a reduced teaching load could be offset by changing to a 4-credit system. In a 4-credit system, a 2:2 teaching load would result in faculty members teaching 16 credits in an academic year. In addition, if we also increase the number of credits required for graduation to 128, a 4-credit system would mean that students would only need 32 courses, instead of the current 40, in order to graduate. The outcome is that under a 4-credit system we would not need to offer as many courses. A major problem in instituting a 4-credit system, however, is that we would need to overhaul the present class schedule. Some of the current faculty may remember when the campus had a 4-credit system, and the schedule was very cumbersome. Of course, it may be possible to develop a sensible schedule for a 4-credit system and perhaps we ought to investigate this option.

A second way of reducing the cost of changing to a 2:2 teaching load is not to offer as many classes as we presently do. We believe that this option is only viable if we re-visit the core curriculum requirements. The present set of requirements consists of 48 credits. Reducing the number of required courses would make it easier for departments to offer fewer courses. However, from the discussions in the various committee meetings it appears that there are mixed feelings about this issue. Of course, regardless of whether or not we change the core curriculum, reducing the number of courses that we offer will necessarily increase the size of our classes. We would need to take a very close look at our current facilities to see how larger classes could be accommodated.

We should also note that some of the committees (e.g., graduate and undergraduate education) address this issue using the term “faculty workload” as opposed to “teaching load.” This distinction is not trivial as the former implies that we look at all the work (e.g., teaching, research, service) that professors engage in. Related to this is the recommendation that faculty should be given some credit for supervising students who engage in independent research.

Programs

Many of the recommendations dealt with changing, strengthening, or adding programs in order to enhance the educational experience of our students.

The committee on undergraduate education correctly noted that the College has a number of programs that support undergraduate research and that in recent years we have made undergraduate research much more visible on our campus. However, they note that we should attempt to increase the number of students who participate in scholarly activity and to increase their visibility. To help achieve this, they recommend additional support/recognition for faculty who mentor undergraduate research as well as the

establishment of a Center for Undergraduate Research that could coordinate all activities related to student research.

Existing dual degree programs are cited as having had some success (17 students were admitted this year into dual degree programs), and these programs can be useful in recruiting new students to our campus as well as increasing enrollment in our graduate programs. The committee on undergraduate education noted, however, that there is some confusion among university personnel in the use of the term “dual degree program.” We agree that the term needs clarification, especially the distinction between dual degree, joint degree, and five-year programs.

A number of recommendations concerned the recruitment and retention of students. For example, development of a more sensible transfer policy was mentioned by the committee on adult learning and academic outreach. This committee suggested developing a “block transfer” program with community colleges which could make Rutgers-Camden a more attractive choice for transfer students. The committee on undergraduate education suggested creating programs that expose high-school students to Rutgers-Camden.

Prominently discussed by committee reports and in general task-force meetings was the need for more amenities and student-related campus activities. For undergraduate students, this would mean a mix of social activities and cultural events as well as other things that contribute to a college ambience (e.g., clubs, coffee houses, venues for popular music, etc.). The committee on graduate education recommended that we improve and formalize the admissions process. Because admission decisions for graduate students are made by the individual graduate directors or program admissions committees, we need to agree on standard steps and protocols across programs. Furthermore, the committee on graduate education mentioned the need for a graduate student database for prospective and applying students.

The committee on adult learning also suggested exploring the possibility of offering more evening programs and offering weekend classes as a way of recruiting adult learners. In addition, they noted that offering evening classes that meet only once a week would be more convenient for many of our students and help in retention and recruitment. We think that this can be easily achieved since graduate courses, as well as some undergraduate courses, currently meet only once a week.

Finally, the creation of non-credit programs and the addition of more off-campus programs could add revenue to the College.

Facilities

Growth is difficult, if not impossible, to achieve without additional facilities. Thus, not surprisingly, many of the committees had recommendations for additional facilities. Additional classroom space is badly needed. As we noted above, reducing the teaching load for the faculty could result in larger classes, and we presently do not have enough classrooms to accommodate moderate to large size classes. Additionally, although not mentioned by the task-force, we know that there is a dearth of small seminar rooms, and as the number of graduate programs increases, we will need more of these rooms.

A new building for the Honors College also seems to be a high priority (see section on Students), and this is in fact one of the priorities for the capital campaign. In addition, having more space for conferences and laboratories for research would be very useful for student and faculty recruitment and retention.

Support

A number of the committees mentioned hiring a campus webmaster as very important. Research has consistently shown that the web is the medium used most frequently by students to obtain information about a school. Potential faculty members also use the web to learn about our current faculty and programs. As noted by the committee on development and public relations, the current campus website is in need of an update and needs a fresh look. Also, the websites for the individual graduate programs are maintained by the graduate directors. While they normally do a good job of updating their websites, they cannot be expected to develop a high-quality, professional website.

The recent cutbacks in the university budget have also made us aware of the need for additional revenues. As President McCormick pointed out in his address to the campus leaders in September, the university needs to decrease its reliance on the state for financial support because state funding can be very unreliable. This means developing a greater emphasis on development. While in recent years the College of Arts and Sciences has made significant gains in increasing its endowment, much more is needed. To achieve this, it was recommended that we increase the staff at the Office of Development to include the addition of a third fundraiser. Possible funding models for this position are described in the report. Furthermore, the committee points out that the faculty need to play a greater role in development. Specific recommendations for faculty involvement are included in the report and we believe that we should develop a more formal mechanism for faculty involvement in fundraising.

A number of the faculty noted that we need to strengthen pre- and post-award support for research grants. This is especially important as we transition to a larger doctoral-level institution. Some specific suggestions include training for secretaries, creating a new staff position and an Office of Research. While some of these objectives may be ambitious, it is clear that we should facilitate efforts by the faculty to obtain grant support.

1.4. CONCLUSION

The members of the task force have recommended that the College of Arts and Sciences grow significantly and transform itself into a doctoral-granting institution with an even greater emphasis on research. In doing so, we face the challenge of maintaining those characteristics that have made us an excellent college for undergraduate education while simultaneously increasing graduate education and research. Perhaps, in addition to implementing the recommendations of the task force, which give us a roadmap for achieving this transition, we may need to look at other institutions (e.g., University of Maryland - Baltimore County) that combine the traditions of an undergraduate liberal arts education with graduate studies and research.

We wish to thank all the members of the task-force who contributed their time and effort to this endeavor. They spent many hours in meetings, writing reports, and

thinking about the many challenges that face our campus. Volunteering to serve on this task force is a reflection of their dedication and commitment to Rutgers-Camden, and we are fortunate to have individuals like these willing to serve the campus.

2. UNDERGRADUATE EDUCATION

The subcommittee on Undergraduate Education has focused on providing guidelines “to attract high quality undergraduate students and provide additional opportunities for their intellectual growth”. It has examined 4 areas in detail, namely, opportunities for undergraduate research; the functioning of the Honors College; so-called dual degree programs; and recruitment, admissions and retention of undergraduates. It has also examined, but in less detail, the areas of faculty workload, the form of teacher preparation, the undergraduate curriculum requirements, and the nature of student advising. The recommendations of the committee will cover all of these areas.

2.1. WHERE DO THINGS STAND NOW?

Providing high-quality undergraduate education has long been the pride of the faculty at Rutgers-Camden. Historically, with no doctoral programs and only a handful of master’s level programs, the campus has strived to provide a strong undergraduate curriculum in which students work directly with faculty who are engaged in recognized scholarship and research. This focus on the importance of undergraduate education is reflected in student satisfaction. For example, surveys of Rutgers students, conducted by the central administration, show that Camden students are more satisfied with their educational environment than students at either the New Brunswick or the Newark campuses. The introduction of Ph D programs and increasing numbers of master’s programs raises concerns among the faculty as to whether these initiatives will undermine the undergraduate teaching mission. The faculty are strongly in support of protecting the undergraduate mission.

Undergraduate Research

Support for research and scholarly activities by undergraduates is found among many departments and is also supported by initiatives from the dean’s office. Events that highlight undergraduate research include an annual poster session jointly sponsored by the departments of Psychology and of Sociology, Anthropology and Criminal Justice, a poster session held by the English department to highlight their Composition 102 classes, presentations by majors in the natural sciences, a “Night of Honors” celebrating research in the Honors College, and the Celebration of Undergraduate Research and Creative Activity, organized by the Dean’s office, which occurred for the first time in 2005-2006. A research prize for undergraduates has been awarded since 2001 and funds for support of undergraduate research and travel to conferences have been available since 2004.

Honors College

The Honors College, which was initiated as the Honors Program in 1997 and later renamed as the Honors College in 2000, now has about 300 students. Members of the Honors College have distinguished themselves on campus both in academic accomplishment and in student leadership.

“Dual Degree” Programs

The designation “dual degree program” applies to several different initiatives, all of which have some measure of success. The most widespread initiative is one in which

students in their junior year are invited to consider taking 2 graduate courses in a master's program, one in each semester of their senior year. These two graduate courses are allowed to count for undergraduate course credit with respect to award of the baccalaureate, but they also can be applied to graduate credit requirements. In addition, the College participates in two joint-degree programs: the B.A./D.O. (with UMDNJ-Stratford) and the B.A./J.D. (with the Rutgers-School of Law-Camden). The latter is more robust with seven students currently accepted into the B.A./J.D. program; the first of these students will make application for early entry into the Law School this year.

Recruitment, Admissions, and Retention

Rutgers-Camden is in a very competitive market for students entering as traditional freshmen or as traditional transfer students from the community college system. Institutions with whom we compete for students include Rowan, The College of New Jersey, Stockton State College, Drexel, and Temple. The campus seeks to distinguish itself from its South Jersey competitors as a research university and from its Philadelphia competitors as a less costly alternative. Although the quality of students admitted has been steadily improving, both recruitment and retention of students have been challenging tasks for the past couple of years. After several years of sustained increase in student admissions, the College has experienced a reduction in undergraduate enrollments in each of the past 2 years.

Faculty Workload

The expected teaching workload for tenured faculty is 5 courses per academic year; the expected teaching workload for tenure track assistant professors is 4 courses per year in the 1st, 3rd, and 5th years, and 5 courses per year in the alternate years. In a small number of instances, departments have at least one faculty member at an instructor level who teaches 8 courses per year.

Teacher Preparation

Preparation for teaching in public schools is handled by the Teacher Preparation Program, which guides students through the courses required for receipt of a teaching certificate. The program requires course work during the summer session in order to complete Methods and Materials courses, offered under the instruction of practicing teachers. Interest in the program remains strong, with 162 active students, and 50 scheduled for teaching placements in each semester. The program is grounded by design in the Arts and Sciences, with several of the courses required for program completion provided by individual departments.

Undergraduate Curriculum

The general graduation requirements for undergraduates were reviewed and modified in time for the 2003 college catalog. The curriculum is intended to provide a broad exposure to arts and sciences, with specific attention to writing, knowledge of global horizons, and appreciation for cultural and ethnic diversity. Students need 120 credit hours to graduate, a target that can be completed in 4 years if 5 3-credit classes are taken each semester.

Student Advising

The structure and form of student advising was radically altered during the deliberations of the subcommittee, and its current form is still developing. Arts and Sciences now has its own Office of Academic Advising, which is staffed by two full-time advisors and an administrative assistant whose duties include basic advising. Once students have declared a major, they are advised by a faculty advisor in their department.

2.2. WHAT IS WORKING WELL?

For those students who are engaged in research or scholarship with faculty, the experience is generally a strongly positive one. This focus clearly provides a foundation on which to build. On the basis of working with faculty on research, students in multiple departments have presented posters or given talks at regional and national conventions of scholarly or research organizations. A steady (if small) proportion of students go on to pursue research and scholarship in advanced graduate study and most departments can point to scholars, researchers, or academics who did undergraduate work here.

Recent efforts to highlight undergraduate research and scholarship have started well. Twenty-three students have received the Dean's Undergraduate Research Prize since its inception in 2001. Twenty-one students have received funds to support their research and 14 students have received funds to enable them to present their research at national and international conferences, since the inception of grants to support undergraduate research and travel in 2004. Under the auspices of the Committee on Undergraduate Research, a more cohesive effort is being made to publicize undergraduate research and creative activity, culminating with the annual Celebration of Undergraduate Research and Creative Activity, a series of podcasts featuring undergraduate researchers and their faculty mentors, and an about-to-be-launched series of web pages focused on undergraduate research opportunities and accomplishments.

The Honors College has provided a pool of achievement-oriented students with strong academic skills, and from this pool have come a number of distinguished students. Honor College students have been presidents of Student Government, active participants in internships and departmental honors projects, and strong candidates for graduate training.

The dual degree programs have recruited a number of strong undergraduate students, including some Honors College students. They are generally valued by faculty as a tool for recruiting outstanding students and appreciated by students as a cost- and time- effective way to earn a master of arts degree. History and chemistry offered dual degree programs beginning in 1996; their lead was followed by dual degree programs in biology and political science (2001), English (2005), economics (2005), criminal justice (2006), and psychology (2006). Math reports renewed interest in their dual degree program. Dual degree programs have graduated 35 students in the 2001-2006 period.

In the last several years, we have been able to bring in stronger students, both as first-year students and as transfers. For example, over the past decade, there has been more than a 50 point increase in the mean SAT scores of first-year students. We wish to see this trend of increasing quality continue. Within Arts and Sciences, considerable attention has been devoted to the process of recruiting new students. Several new

programs have been established to try to make coming to Rutgers-Camden appealing, including opportunities for prospective students to come to campus. We hope to develop weekend or summer programs that will showcase the quality of our academic offerings and to entice students to join us.

One critical component of our recruiting initiatives is an attempt to offer something unique to potential students. We recently launched a program to offset the costs of participation in the International Studies Program for entering students who complete a specified number of credits and achieve a GPA of 3.5 or above. We have developed criteria for offering scholarships to targeted groups of admitted students in order to sustain and improve the yield. When we meet with prospective students, we can convey the opportunities offered by being a campus of a research university. This message is delivered at the fall and spring open houses, at presentations made by A&S deans to school and community groups, and through participation (when possible) in college nights and college fairs.

Faculty workloads have not been so onerous as to preclude research and scholarship; the faculty remain active scholars and researchers who receive awards, honors, and grant support for their activities. Student advising is a work in progress. The undergraduate curriculum provides a broad introduction to the arts and sciences. The teacher preparation curriculum produces good quality prospective teachers who have solid foundations in their area of teaching specialization.

2.3. WHAT NEEDS TO BE IMPROVED, HOW WILL IMPROVEMENT OCCUR, AND HOW MUCH WILL IT COST?

Undergraduate Research

We need more opportunities for undergraduate research, both in terms of the numbers of students who can participate in some form of research or scholarship and in terms of the kinds of research areas in which undergraduate participation is possible. One critical issue is how to provide support for faculty who mentor undergraduate research or scholarship, because such activities can be time-consuming yet of limited professional value to the faculty. A second critical issue is how to provide departmental support for multi-disciplinary research in which students undertake projects that require the integration of two or more disciplines. For example, research on cognitive and behavioral neuroscience, environmental health, or childhood studies span several disciplines.

The visibility of undergraduate research needs to be significantly enhanced, both for students and for the community outside the campus, which includes parents, donors, and the general public. Public displays of student projects, Web sites which may include interactive options, and media visibility for student research can and should all be increased. Important steps have been taken toward this goal, but more can and should be done. The benefits of student research, both for the student, in terms of professional advancement and personal goals, and for the community at large, need to be identified and advertised, especially since we claim that opportunities for undergraduate research with our faculty marks us as distinctive among our competitors. In part, this may involve

more participation in regional and national organizations that foster undergraduate research.

Recognition of student accomplishments also needs to be increased. To some extent, this requires more participation by the faculty in efforts to identify and support students who are conducting research. For example, only four students were nominated for the Dean's Undergraduate Research Prize last spring, when many more probably could have been.

Establishing a Center for Undergraduate Research would provide for a coordinated effort and a central location in terms of encouraging and recognizing undergraduate research. In addition, such a center might provide an attractive naming opportunity for potential donors. The total projected annual cost for such Center would be \$157,500 (these costs include staffing, operating budget, and funds to support student research).

Honors College

Support for the Honors College has fallen far behind the needs of the program, in terms of administrative demands, financial support, and infrastructure. The growth of the program from 80 students to over 300 students has not been matched by an increase in staff from the 2-person operation with which it began. The space allocated specifically to the Honors College is dingy, uninviting, sometimes uninhabitable, and generally inadequate; it is not a useable recruiting tool. Financial support for honors students remains at the levels set in 1997 despite substantial increases in Rutgers tuition and fees, and despite an increasingly competitive environment for the high-quality students sought by the Honors College.

An immediate need of the Honors College is for a full-time administrative assistant, which will cost about \$45,000. To refurbish the Honors College and make it a key pillar in advancing the mission of the College requires creating a dedicated physical space for it. Acquisition and renovation of a building that could house the Honors College is estimated at \$2 million. In addition to acquiring a physical home, the scholarship program needs a substantial boost to its financial packages. Given that tuition and fees at Rutgers-Camden come to about \$10,000/year, scholarships that are at least on the order of \$5,000/year are essential. With about 100 honors students admitted every year, the program needs about \$500,000 for each cohort of students.

“Dual Degree” Programs

The most important change to make in the dual degree programs is to develop a single, consistent narrative to describe the programs and their targets. Subcommittee members were impressed with how much confusion exists, both in official descriptions and in the understanding of university personnel, for what the phrase “dual degree program” refers to. Unifying programs under a single banner, such as “Fast Forward”, and presenting the initiative as one program that has multiple entry points is one possible (and inexpensive) improvement.

The current version of Fast Forward, however, requires attention in its own right. Not all departments are in a position to offer courses on a time table that would accommodate students planning to complete a MA degree within 5 years. At a minimum,

department chairs ought to be questioned about the ability of their unit to deliver on the 5 year promise of Fast Forward. Falling short risks alienating important student constituencies and places the College in the position of falsely advertising its programs.

Recruitment, Admission, Retention

A key ingredient missing from the campus is a sense of campus life. The Camden campus offers few of the amenities and activities that provide a collegiate atmosphere on most campuses. Students who remain on campus for extended periods of time, whether as dorm residents, as graduate students working on research projects, or as participants in outreach activities or internships, often feel as though there are no interesting or engaging diversions on campus. To some extent, this feeling is a misperception, as campus activity planners have worked hard to provide a broad menu of activities. Also, to some extent, the feeling reflects the general difficulty of attracting suburban commuters back to Camden for evening and weekend events. There is, nonetheless, a core truth that there is often little evidence of spontaneous activities on campus. Attractive diversions entail a mix of physical exercise, social activities, and cultural events. A well-equipped sports center (including a rock climbing wall), and a “college scene” (clubs, bars, coffee houses, and venues for popular music) have value in attracting students. Building a state of the art gym or turning Cooper Street into a consumer paradise for 18-24 year olds is not, however, likely to happen. A lower cost approach to creating a college scene might be to identify off campus sites that could be incorporated into the Rutgers-Camden identity. Can Rutgers negotiate reasonable membership rates for Rutgers students at adjacent gyms (PHC or Ballys)? Can Rutgers work with owners of local establishments to bring in jazz or other musical groups? Can Rutgers select campus cultural events that have more appeal to our students? The campus must create or identify local amenities and use them to market undergraduate education on our campus.

We face serious challenges in recruiting high quality students. At the same time, we undertake only limited initiatives to introduce the campus and its intellectual resources to the pool of high quality students in our area. Many, if not most, campus outreach programs target underserved populations, and doing this should be an important part of the mission of college and campus. At the same, time, opportunities to provide summer activities and internships for promising high school students are rare and sporadic. The Camden campus has ceded much of the opportunity to offer such programs to the New Brunswick and Newark campuses and to our competitors, like Rowan and NJIT.

Thus, we must find ways to show them the quality and value of the education available to them at Rutgers-Camden and offer them reasons to choose us over regional and national competitors. The quality that marks Rutgers as distinct from neighboring institutions and other competitors, being a research university, is not a characteristic that translates well into marketing brochures. However, it is a characteristic that can translate well into opportunities for direct contact with faculty and students. Resurrecting old programs like the one that allowed high school students to take 2 summer session classes and inventing new programs, like a Summer Life Science Academy, would be a productive way to engage students to come to Rutgers-Camden. The cost of providing adequate campus amenities depends on the range and kinds of

amenities considered; the cost of providing campus experiences for high performing high school students is probably on the order of \$10,000 to \$100,000 /year.

Faculty Workload

There seems to be substantial agreement among the faculty on two principles of faculty workload. The first principle is that all faculty in arts and sciences should begin with the same workload, and that a two-tier or multi-tier system should not be created in which some faculty, favored by participating in doctoral programs or by teaching in particular disciplines, have a different workload than others. The second principle is that all faculty should have a 2-2 teaching load, with the expectation that their contributions to research and scholarship, on the one hand, and to service, on the other, consume appreciable amounts of time outside of their teaching obligations.

Of particular relevance in evaluating workload is the fact that mentoring students in research, whether in the form of independent study projects, honors projects, or research assistantships is a time-consuming teaching activity which is not, at present accorded any status as regards faculty teaching loads.

The cost of changing the faculty workload depends on the mechanism adopted to accomplish the change. For example, a seemingly simple solution would be to change to a 4-credit system for courses, in which case faculty teaching a 2-2 load would in fact be teaching 16 credits in an academic year, rather than the present 15 credits, so there would be no need for additional teaching resources or additional sources of revenue. In contrast, a reduction in teaching under the present 3-credit system would require funding for Part Time Lecturers for an estimated 300 additional courses, at a cost of about \$1 million.

Undergraduate Curriculum Requirements

The committee recognizes the inherent challenges in any revision to the undergraduate curriculum, but some members would like to suggest revisiting the general education requirements. A particular concern is how to address contemporary calls for assessing the specific outcomes of higher education – that is, how do we in fact know what our students have learned, and how do the measurable learning outcomes relate to the stated mission of the College? Some departments may also wish to reevaluate their major requirements, to see if changes are possible that would enable students to take full advantage of interdisciplinary offerings and benefit from a broader sampling of academic offerings. Some committee members feel that reducing faculty workloads might serve to push departments to modify their curricula to accommodate the reduction in courses that could be offered.

Teacher Preparation

One of the most visible interfaces between the College and the pre-college students from whom future cohorts will be recruited is provided by teachers trained in the Teacher Preparation Program. Changes in the manner in which teacher preparation is accomplished have been very successful in providing a more focused and disciplined training for prospective teachers. Students wishing to pursue a vocation of teaching receive rigorous training in their academic discipline combined with hands-on exposure to the realities of classroom instruction. Practicing, experienced teachers give instruction in classroom management, the design and use of materials, the implementation of

pedagogical methods, and the possibilities for career trajectories. What is still needed is better integration of the contributions by faculty grounded in specific disciplines with the goals and needs of the teacher preparation program. For example, Educational Psychology, Sociology of Education, and Education in America, are offered to fulfill a 6-credit “Foundations of Education” requirement, and Literature of Childhood fulfills a 3-credit requirement for English certification, but these courses are open to all students, regardless of whether or not they are seeking certification. Instructors would benefit from knowing how to include examples or topics that would be of particular relevance to the Teacher Preparation program.

Student Advising

One of the most important issues to address in student advising is what Stephanie Barthelemy succinctly identified as “Pathways to Success”. Students need to know what paths to follow to reach various academic and vocational goals, and they need to know far they have progressed on a semester by semester basis. Creating maps of such pathways, and getting students to think in terms of these pathways, is likely to greatly improve the effectiveness of advice given to undergraduates. The Degree Navigator program, though not without flaws, is an important step in this process. The Arts and Sciences Office of Academic Advising and the academic departments, as well as other programs that advise students regularly, need to develop clearer information for students to ensure a smooth ride on their road to academic success. An important part of this process will be to develop new orientation strategies for both first-time, first-year students and transfer students.

In addition to giving students better tools with which to navigate their way through college, the advising operations of the College need to move toward an integration of student support services. At the present time, the College offers a scattered array of advising and academic support functions. The advising office, the EOF office, the supplemental support for instruction, the learning resource center, and support for students with disabilities or special needs, and the oversight of international studies function as separate entities. Creating a unified center for academic advising and support would be an extremely valuable enhancement of the College’s ability to serve its students’ needs. Estimates of the cost of such a center are in the range of \$2 million.

3. GRADUATE EDUCATION

The committee focused on diverse aspects of graduate education at Rutgers-Camden. We noted the development of new programs as well as the health and potential for growth of existing programs. Specifically, we considered the importance of recruiting students and the best ways to coordinate efforts of admissions staff and program directors. We suggest that attracting increasing numbers of qualified graduate students be a key priority. We also considered challenges of supporting top-notch faculty scholarship and research, especially given a demanding teaching load and the need in some departments for often costly equipment and facilities. Finally, we explored quality of life issues for students once they arrive on campus, with an eye toward making Rutgers-Camden a destination point for graduate study.

3.1. WHERE THINGS STAND NOW

Enrollment

We currently offer Master's programs in Biology, Chemistry, Criminal Justice, English, History, Liberal Studies, Mathematics, and Psychology, as well as professional programs in Physical Therapy and Public Administration.

New Ph.D. and M.A. programs in Childhood Studies have been approved and begin fall 2007. An M.S. in Computer Science and an MFA in Creative writing are pending final approval. Also, a Doctorate in Physical Therapy to be jointly awarded with UMDNJ is expected to begin fall 2007. Proposals for new Ph.D. programs in Computational and Integrative Biology and Public Affairs are in process. These new programs represent a substantial growth in numbers of graduate programs offered at Rutgers-Camden.

In fall 2006, these programs enrolled 437 students, an increase over the 2005 enrollment but a decrease from the 2004 level. Enrollments are steady but not as high as they might be, considering that the increase this year includes 28 students gained through new programs.

Funding

This year (2006-2007) we awarded \$35,000 in fellowships to graduate students. In addition, 21 graduate students were given teaching assistantships. Teaching assistants receive tuition remission and about \$18,000 in salary. Their responsibility is to teach two courses per semester. In addition to the salary, we receive from Phil Furmanski's office about \$15,000 in "competitive funds" to be awarded to teaching assistants. These funds are "provided to supplement the salaries of graduate students.." in order to "retain and attract high quality graduate students."

Advertising, Recruitment

Information about graduate programs is available on web pages, which are designed and maintained by program directors and secretaries. Program directors are responsible for their own advertising. With program funds, University Relations publishes graduate program brochures including 1-2 page descriptions of programs, which Admissions

distributes at college fairs. Web pages vary greatly from program to program in appearance, quality, accuracy, and usefulness. Given that web pages are the primary source of information about graduate programs for prospective students, this situation is less than optimal.

Conferences, Intellectual Activities

Individual programs host events such as the Spring and Summer Writers Conference, Haiku Conferences (English), Childhood Studies Consultation, and Liberal Studies Seminars, and the American Chemical Society Awards Dinner Presentations, but there is no central clearinghouse for programs.

The campus houses one journal, The Mickle Street Review (English).

3.2. WHAT IS WORKING WELL

- Recent increase in numbers of programs in Childhood Studies, Computer Science, Criminal Justice, and Psychology, as well as plans for additional programs.
- Programs in place are healthy and sustainable.
- Students and faculty seem positive with their experiences.

3.3. WHAT NEEDS IMPROVEMENT

Goal 1. Recruit higher quality and quantity of students in our programs.

Objectives:

1. Achieve 5% growth in student enrollment in existing programs.
2. Hire a graduate recruiting office solely for the College who would report to the dean and be in charge of recruiting.
3. Emphasize and encourage dual degree programs.
4. Maintain contact with and publicize achievements of illustrious graduates.
5. Create a link to <gradschools.com>.
6. Strategically advertise on radio.

Goal 2. Improve and formalize admissions process for incoming students.

Objectives:

1. Allow students to know where they stand at any given point.
2. Improve web resources. Charge office of information technology with responsibility of keeping web pages up to date, consistent, and professional in appearance, in consultation with program directors. Update pages at least once a year.
3. Agree on standard steps and protocols across programs.

4. Establish and maintain a graduate student database for prospective and applying students.
5. Establish communication between dean's office and admissions regarding new programs and changes in programs.

Goal 3. Make Rutgers-Camden a destination point for graduate study.

Objectives:

1. Increase visibility of graduate programs.
 - a. Host more conferences, programs.
 - b. House more journals.
 - c. Establish a graduate research fair.
 - d. Fund competitive graduate student research.

Goal 4. Obtain and maintain facilities and equipment commensurate with top-flight graduate education and original faculty research.

Objectives:

1. Establish 10-year plan in each program for acquisition of buildings, equipment, etc.
2. Continue to encourage faculty to seek outside funding.
3. Find additional resources through capital campaign, endorsements, etc.
4. Increase per-student assessments for laboratories.
5. Establish a system to maintain equipment purchased with one-time only funds.
 - a. Increase department budgets to cover these line item expenses.
 - b. Increase summer and winterim offerings.

Goal 5. At least quadruple the amount of funding for graduate programs.

Objectives:

1. Create a \$2 million endowment for graduate fellowships (yield \$90,000/yr).
2. Support graduate research with \$1 million endowment for research equipment, supplies, and travel to conferences (yield \$45,000/yr.)
3. Encourage faculty to apply for grants that will support graduate student research projects.
4. Triple the number of TA and GA lines.

Goal 6. Create regional research consortia and new initiatives that will facilitate cross-institutional collaborations and research opportunities (across schools within Rutgers and between Rutgers and institutions in the area).

Objectives:

1. Hold annual brainstorming meetings with UMDNJ and Coriell.
2. Encourage departments to consider offering MA programs in areas not currently developed or to collaborate with existing programs (in Social Work, Business, Law).

Goal 7. Achieve a balanced faculty workload commensurate with graduate research program expectations.

Objectives:

1. Reduce teaching load for publishing faculty.
2. Adjust teaching load in relation to increases in graduate teaching.

4. ADULT LEARNING AND ACADEMIC OUTREACH

The Dean's Task Force Subcommittee on Adult Learning and Academic Outreach met in conjunction with regular task force meetings and also met as a group on four separate occasions in summer and fall 2006. The group also shared information via e-mail and worked as individuals to gather information from other campus units and external contacts to inform an evaluation of current practices regarding outreach to adult learners on behalf of the Faculty of Arts and Sciences (FAS) at Rutgers-Camden. This report represents a summary of the subcommittee's work, the fundamental issues the subcommittee addressed, and the recommendations for programs, initiatives, and activities to enhance opportunities for adult learners in programs overseen by FAS. It includes the three areas of strategic importance identified in the original charge to the subcommittee. Those charges included:

- offering more flexible degree programs,
- establishing non-degree and certificate programs, and
- developing offsite programs.

The subcommittee considered each of these areas separately, and we articulate goals and strategies related to each of those areas that are based on an analysis of trends impacting adult learning in the southern New Jersey region. The Committee is in agreement that FAS needs to offer more opportunities to adult learners in the Delaware Valley. While some programs are in place, this document proposes programs, policies, and initiatives that will help to increase access for adult learners to both degree and non-credit programs.

4.1. OUTREACH TO ADULT LEARNERS ON BEHALF OF FAS: CURRENT POLICIES, PRACTICES, AND MODELS

In its deliberations, the subcommittee considered adult learning and academic outreach in two fundamental manifestations: credit and non-credit programming. Credit programs targeted to the needs of adult learners and offered via FAS fall under the auspices of either the Graduate School or University College. University College also oversees undergraduate programs targeted to adult learners and offered at off-campus locations in both Freehold, NJ and Mays Landing, NJ. These off-campus programs are operated in collaboration with the Office of Continuous Education and Outreach (CE&O) located in New Brunswick. These off-campus locations constitute unique models for program delivery in which CE&O provides the "front office" infrastructure to support the delivery of services in admissions, financial, advising, academic support, and academic programming. FAS provides program oversight and design, including investigating new modes and methods for program delivery and, in the future, new opportunities for degree completion programs that satisfy the needs of location-bound adult learners in the regions served by the off-campus centers. With the growth of programs targeting the needs of adult learners at off-campus locations, University College-Camden has simultaneously witnessed a significant decline in the enrollment of non-traditional/adult learners, a phenomenon detailed later in this report. We defer to the recommendations of the subcommittee considering issues related to graduate education in areas related to post-baccalaureate education.

The delivery of *non-credit programs* for adult learners and working professionals via FAS is largely a function of individual academic departments and/or faculty collaborating with various administrative units in partnerships to deliver programs specifically suited to the needs of unique populations. In the subcommittee's experience, many of these programs are effectively supported by the Office of Summer and Winter Sessions, which provides the infrastructure to support marketing, registration, and other administrative functions related to non-credit programming. While this model has been effective in serving those units that have developed non-credit programs, FAS may benefit from a renewed focus on non-credit programs, certificate programs, and other initiatives that target populations seeking professional development and/or personal enrichment.

Changes and Trends in University College-Camden

Taken in combination, data regarding UCC students revealed some important fundamental dynamics regarding the status of outreach to adult learners through UCC. A fuller description of the data analysis is reserved for a final section of this report, but we summarize our primary findings regarding UCC here:

- *The uncoupling of UCC and “evening” student populations:* Compared to twenty years ago, students enrolled in evening classes are more likely to be CCAS students and are likely to be traditional age. Similarly, UCC students are increasingly represented by the 18-24 year old demographic and are much more likely to be studying full-time (FT).
- *The loss of the 25- to 34-year old demographic:* The considerable (over 60%) decline in the number of students between the age of 25 and 34 enrolled in UCC between 1987 and 2005 clearly requires further investigation, particularly if this segment of population in surrounding counties does not reflect similar declines. This indicator, more than any other, may represent the way in which UCC has lost market share among the population of adult learners in southern New Jersey.
- *The opportunity to serve multiple student populations with flexible scheduling:* The results of a 2005 Evening Student Survey reveal that a range of students are taking advantage of evening scheduling options to complete their degree programs. These courses may therefore be serving the “traditional non-traditional” student who is studying FT but is also considering the opportunity to complete their classes during a few days per week as possible. While encouraging this behavior may ultimately lead to declines in FT student engagement, it seems clear that University College could expand evening and weekend course offerings and serve the FT Camden College of Arts and Sciences (CCAS) student population as well.
- *The need to define separate on-campus and off-campus strategies:* The shifting on-campus UCC student population indicates a significant loss of adult learners enrolled in UCC that will require a number of years to recover. Simultaneously, newly developing programs at off-campus centers in Freehold and Mays Landing may have capacity to enroll hundreds more adult learners within three to five years. Therefore, FAS would potentially benefit from a two-tiered strategy to immediately generate increased enrollments of adult learners in UCC at off-campus locations while simultaneously working to recover market share in the 25- to 64-year old demographic in on-campus programs.

- *Admissions practices driving change in UCC:* Certainly, one of the primary drivers in increased enrollment of traditional age students in UCC has been the introduction of the Academic Transitions Program (ATP), which enrolls first-time, first-year (FTFY) students in UCC based on an evaluation of their application that reveals significant potential to succeed in college in spite of an area of deficiency that should be monitored in the first year. Those students are automatically moved over to CCAS when they achieve 24 earned credits with a GPA over 2.50. Should this practice continue, the procedures used to monitor these students' and their progress must be initiated on an annual basis to ensure that these students are appropriately moved to CCAS when they successfully complete their first year of FT study.

Overall, these data reveal that the UCC population has shifted gradually over a 20-year period, and efforts to target adult learners should therefore focus on potential areas where the campus has lost market share over that period of time.

Non-Credit Programming for Adult Learners

A number of units within FAS conduct non-credit, revenue-generating programs as a component of the campus' overall efforts to reach out to the local community, the region, and the state. Many of these programs are administered by the Summer/Winterim Session Office, which provides infrastructure to support program development, budgeting, registration, customer service, and marketing. Individual academic units and/or faculty work with the Office to develop and deliver these programs, and the Office has established a revenue sharing model with FAS for these programs. While the model works well for the delivery of a range of non-credit programs, FAS would likely benefit from a more refined and articulated approach to encouraging the development of non-credit programs. Other centers with similar expertise may also provide models and opportunities for outreach that could be incorporated in the current model employed by FAS. These areas include the Office of the Associate Provost for Economic Initiatives, the Center for Management and Entrepreneurship, and the Rutgers-Camden Business Incubator. These units, along with the Summer/Winterim Session Office, also have the potential to provide FAS with information about demand for non-credit programs in the areas served by the campus.

Marketing to Adult Learners

Given that marketing constitutes a significant component of effective programs that enroll and serve adult learners, the subcommittee met with Michael Sepanic, Director of Campus Communication and Public Information, to identify current and potential practices regarding marketing outreach targeted to adult learners. Recently, the campus developed a "Programs for Working Professionals" link and flyer to promote all outreach programs for adult learners, and that page periodically generates inquiries regarding UCC. As part of the conversation, the group also identified some possibilities for marketing research and outreach that leverages existing campus resources. The current overall marketing budget for the campus is \$150,000, with the largest expenditures being allocated to the print education guides associated with area newspapers. Other opportunities for continued marketing outreach include outlets such as NJBiz.com, the Philadelphia Business Journal, and direct mail. FAS also must identify the competition for adult learners in areas related to undergraduate, graduate, and non-credit programs and see where their marketing efforts are targeted. The campus may also have inherent limitations placed on marketing capacity given that relatively few staff are allocated

to the overall marketing and public relations functions when compared with campuses of similar size.

In considering options for further research and outreach related to marketing, the group generated a number of alternatives, which included:

- involving key units in identifying opportunities for outreach and program development,
- identifying initiatives related to improving marketing and outreach to adult learners, such as:
 - assessment and evaluation projects conducted by graduate students in marketing or related areas,
 - leveraging the work of the University-wide visual identity committee,
 - assembling focus-groups of key stakeholders to conduct needs assessments, and
 - addressing specific issues related to our competitors and how to recover market share lost to those institutions.

Ultimately, these recommendations would need to include effective oversight and coordination to ensure that they were conducted in a methodologically sound manner that produced actionable results.

Summary: Current Practices

FAS currently has established--either formally or informally--models for both credit and non-credit program delivery for adult learners. While FAS has witnessed significant changes in the UCC student population on campus, it simultaneously has been able to develop and deliver off-campus programs which may have significant potential for future growth in enrollment of non-traditional students who are location-bound. In non-credit programming, individual units and faculty work primarily with the Summer/Winterim Session Office or work autonomously to deliver continuing professional education to specific audiences. In both cases (credit and non-credit), the model for outreach to adult learners is “distributed,” to the extent that administrative services for adult learners or programs to support them are delivered by a number of units across campus, including those that report to the Associate Provosts for Enrollment Management, Student Life, and Administration and Finance. These functions include admissions, financial aid, registration, bursar, and student life. Academic advising recently was migrated to and reorganized within FAS.

4.2. STRENGTHS AND OPPORTUNITIES: EXPANDING FAS INVOLVEMENT IN OUTREACH AND ADULT LEARNING

The Subcommittee on Adult Learning and Academic Outreach--in keeping with three broad areas for innovation articulated in its charge and based on its deliberations through the summer and fall 2006--recommends a number of goals for FAS along with strategies for achieving each of those goals. These goals are listed in conjunction with the areas of innovation included in the subcommittee’s charge:

- offer more flexible degree programs,

- establish non-credit and certificate programs, and
- develop offsite programs.

The goals and strategies themselves are described in brief detail, and hopefully provide effective end statements for faculty and staff in FAS who ultimately will work toward achieving the goals associated with enhanced opportunities for non-traditional programs.

Area #1. Offer More Flexible Degree Programs

Goal 1. Expand current on-campus degree options

Currently, UCC offers six majors on campus: Computer Science, History, English, Liberal Studies, Political Science, and Psychology. These programs are coordinated at the departmental level to the extent that individual departments monitor the effective delivery of courses in the evening to enable adult learners the opportunity to complete their degree in a reasonable span of time in the evening.

Strategy 1.1. Identify existing degree programs that may be delivered in the evening and therefore targeted to working adults: UCC may have the opportunity to offer existing baccalaureate degree programs to working adults by expanding the number of courses offered on weekends or evenings. By expanding these offerings, FAS may simultaneously serve the needs of traditional students in search of evening courses.

Strategy 1.2. Explore new degree completion programs: Degree-completion programs differ from traditional baccalaureate programs to the extent that they typically provide students with the final sixty credits of the B.A. or B.S. degree. Given that many adult learners matriculate with significant numbers of transfer credits, these programs are facilitated by flexible transfer credit policies that give students blocks of transfer credit for prior learning. The Liberal Studies Program offered by UCC may constitute an excellent model for further program development in the area of degree completion.

Goal 2. Enhance transfer of credits into FAS

Strategy 2.1. Identify resources to support enhanced transferability of credits: Groups such as the Council for the Advancement of Experiential Learning (CAEL) and the College Board through its CLEP program offer alternatives for adult learners to earn credit for prior learning. If adopted, newer models for transferring credit should be well-articulated and publicized in admissions literature targeted to adult learners.

Strategy 2.2. Work with other stakeholders to continually review and updated ARTSYS/NJ Transfer: The ARTSYS/NJ Transfer system provides a comprehensive clearinghouse for transfer credit equivalency between two- and four-year institutions within the state of New Jersey. The procedure for updating this system on campus should be well articulated and monitored to assure accuracy of the system.

Goal 3. Explore new models for program delivery

Strategy 3.1. Explore alternatives for expanding online and blended learning options for students: Given the expansion of online learning opportunities for students and the expressed interest of students at Rutgers-Camden in online learning, FAS should explore utilizing web-

based and other technologies to expand opportunities for asynchronous learning. While entire online degree programs may not be possible, a small suite of online or blended courses would offer significant flexibility for students interested in online learning formats.

Strategy 3.2: Explore alternatives for expanding course offerings on the weekends: As the campus once offered a weekend college, FAS should explore alternatives for running sequences of courses, even parts of majors, on the weekends either as individual courses or as part of an overall weekend college format.

Strategy 3.3. Explore alternatives for course delivery in the evenings, including undergraduate courses that meet one evening per week: Standard practice in many undergraduate degree completion programs includes courses that are offered at most one evening per week. Scheduling undergraduate courses two evenings per week limits flexibility for both students and for the Registrar's Office.

Strategy 3.4. Develop alternatives for assessment of student learning consistent with both the experiences of adult learners and with the articulated goals and outcomes specific to undergraduate education in FAS: UCC should consider introductory and capstone courses to facilitate the formative assessment of student learning. Such courses could provide the opportunity to compile and assess students' work throughout their academic program while simultaneously creating a common experience for students who transfer from a variety of academic backgrounds.

Goal 4. Expand and enhance marketing outreach to adult learners

Strategy 4.1. Establish a single source of information and marketing to promote a host of non-credit opportunities from different departments: The scope and diversity of programs that target adult learners warrants that the College consider a single marketing source that effectively and routinely promotes the opportunities offered to adult learners by FAS. Models exist for these types of marketing initiatives, which include both web-based and direct mail approaches. One example includes the work of the College of General Studies at the University of Pennsylvania, which produces its guide to programs on an annual basis (<http://www.sas.upenn.edu/CGS/downloads/SpecialPrograms2006.pdf>).

Strategy 4.2. Identify demographics in southern New Jersey and at Rutgers-Camden that are driving demographic shifts in UCC and potential loss of market share: As recommended in a preceding section on marketing, FAS would benefit from a concerted effort that seeks to identify the market in adult learning in the regions served by the campus as part of a broader effort to recover market share in specific demographic segments.

Strategy 4.3. Develop comprehensive marketing plan for FAS that includes resources that can be dedicated to outreach to adult learners in selected demographic categories: Though current resources are limited, an analysis of the demographics related to adult learning and the demand for programs in southern New Jersey may reveal opportunities for targeted marketing initiatives to recover on-campus enrollments of students over the age of 25.

Area #2. Establish Non-Credit and Certificate Programs

Goal 5. Identify process for developing new non-credit programs

Strategy 4.1. Identify current models for non-credit programs delivery that have been successful in terms of both feedback from participants and in terms of capacity to generate net revenue for FAS: Given that FAS has experience in delivering non-credit programs, in many cases with the support of the Summer/Winterim Session Office, existing models may provide insight into the ways in which FAS could deliver other non-credit programs.

Strategy 4.2. Establish practices to encourage departments and faculty to consider opportunities in non-credit programming: While many departments may have the capacity to deliver non-credit and certificate programs for a variety of constituents, they may require assistance in exploring these alternatives. FAS should identify mechanisms to encourage innovation and entrepreneurship among faculty and departments.

Goal 6. Explore opportunities for Elderhostel and other models targeted to specific markets

Strategy 5.1. Identify alternatives for Elderhostel programs delivered in conjunction with academic departments: Non-credit programs for older adult learners include weeklong seminars delivered in locations related to the educational activities (e.g. study abroad trips focusing on specific literary or artistic genres) or in locations that are convenient to centers with high concentrations of older and retired adult learners. These programs are often very successful, but do require service and coordination. An existing model at Rutgers may include the Osher program and outreach activities related to it.

Strategy 5.2. Identify stakeholders who may have needs for training and development activities provided by FAS: FAS may wish to utilize its contacts with alumni and community leaders to identify areas of innovation in non-credit programs that are employer- or community-specific.

Area #3. Develop Off-Site Programs

Goal 7. Work with partner community colleges to develop programs targeted to local needs.

Strategy 6.1. Conduct demographic analyses of local regions in conjunction with CE&O: The unique relationship with community colleges in the regions served by off-campus programs presents the opportunity to develop degree completion programs and graduate programs targeted to the needs of the local populations that are served by these institutions. These could include programs targeted to the needs of local economies or to unique majors that these students complete. The Office of Continuous Education and Outreach (CE&O) has typically performed a number of analyses of the local economies served by partner community colleges involved in the delivery of off-campus programs. They may provide alternatives for exploring new programs targeted to those local economies.

Strategy 6.2. Identify enrollment streams at the partner community colleges: Numbers of graduating students from specific programs will certainly drive the demand for degree completion, especially if those students typically seek to complete programs in a defined set of areas.

Strategy 6.3. Develop “block transfer” programs with partner community colleges: In addition to the support for transfer admissions rived by the ARTSYS system, off-campus programs may benefit from including “block transfer” articulations that provide sixty transfer

credits for any student receiving an associate's degree from those institutions, allowing at least elective credit for any non-developmental course completed at a partner institution.

Goal 8. Explore opportunities for programs targeting economic development--including non-credit and certificate programs--delivered in collaboration with partner institutions

Strategy 7.1. Work with partner institutions to identify local demand for training and development programs: Identify ways in which FAS can enhance partner community colleges' capacity to deliver programs that target regional training and development needs.

4.3. CONCLUSION

The goals and strategies articulated here constitute an actionable summary of the work completed by the Subcommittee on Adult Learning and Academic Outreach. In each area, we have outlined specific goals and strategies that we believe are consistent with FAS' goals for program development. Many of these initiatives and strategies are in the early implementation phase, while others require development. Some recommendations, particularly those with regard to marketing, may require additional resources to support them.

5. FACULTY RECRUITMENT, RETENTION, AND RESEARCH

The committee focused on the interrelated problems of optimizing the research environment and enhancing the recruitment and retention of faculty on the Rutgers-Camden campus. The committee agreed that a major factor in the successful recruitment and retention of faculty is the strong institutional support for scholarly activity. This support is likely to be markedly strengthened as a result of an ambitious plan of institutional transformation which has been proposed. As the campus undergoes a transformation to a doctoral degree-granting institution, the committee felt that it is critical to 1) re-examine teaching commitments as a part of overall workload, 2) provide competitive salary and start-up packages for newly hired faculty, 3) increase overall numbers of faculty to reach a critical mass for collaborative research, 4) strengthen support for research grants, 5) create better conference facilities, 6) increase support for graduate student teaching/research assistants, 7) improve facilities for research in the sciences, and 8) improve the climate of campus collegiality. The committee made suggestions for implementing these goals, with the guiding principle that the Rutgers-Camden support of research and faculty retention should be modeled on institutions in the peer group we would like to join.

5.1. WHERE DO THINGS STAND NOW?

According to the Carnegie classification system for institutions of higher learning, the Rutgers-Camden campus is currently in the category of *Master's M - Master's Colleges and Universities (medium programs)*. As a comparison, nearby Rowan University is in the category *Master's L - Master's Colleges and Universities (larger programs)*. (Source: <http://www.carnegiefoundation.org/Classification/>)

The *Master's Colleges and Universities* categories are not usually considered to include research institutions, and far more research funding from federal grants, for example, is reserved for institutions in the *RU Research Universities* categories. However, the Rutgers-Camden campus is in the unusual position of being part of a large state university with a substantial research mission. Promotion and tenure at all campuses of Rutgers are approved by a single "Promotion Review Committee".

Recruitment and retention of research faculty at Camden are made difficult by the lack of doctoral programs. In the past, there has been a disturbing pattern of attrition of junior faculty which was likely to have been related to Carnegie status of the campus (see Appendix 6: Letter from Scientists on Workload). Therefore, the current administration is deeply committed to institutional transformation. A doctoral program in Childhood studies has been initiated this year, and plans have been made to institute doctoral programs in Computational and Integrative Biology and in Public Affairs. The plans for institutional transformation will require a reexamination of the support for research on the campus, based on a comparison to the conditions of other institutions in the peer group to which we aspire (see Appendix 5: Results of Informal Survey of Small to Medium Doctoral-Level Institutions on Faculty Teaching Loads and Start-Up Packages).

5.2. WHAT IS WORKING WELL?

In recent years, the start-up packages for new faculty hires have been vastly improved. The start-up packages have been much more competitive with other research institutions which the candidates were considering.

In most departments, salary offers have been competitive and are comparable to those in similar disciplines in New Brunswick (see Appendix 7. Survey of Faculty Salaries at Rutgers - New Brunswick)

The new administration has been increasingly concerned with maintaining adequate institutional support of research. A dialogue with the faculty has identified several areas for collaborative study and these have developed into plans an initial three doctoral programs: Childhood Studies, Computational and Integrative Biology and Public Affairs.

5.3. WHAT NEEDS TO BE IMPROVED, HOW WILL IMPROVEMENT OCCUR, AND HOW MUCH WILL IT COST?

The overriding goal is to recruit and retain faculty who are highly productive researchers, successful applicants for grant funding, and scholars with outstanding publication records.

Objective 1. Ensure that the faculty teaching load in the College of Arts and Sciences is competitive with comparable research-oriented medium-sized institutions.

The standard teaching load as been 3:2 since the early 1970s, when there were no graduate programs on the campus. As more and more departments begin masters programs, and as three new doctoral programs are moving forward and more are being discussed, our peer-competitors for research faculty are no longer small liberal arts colleges but institutions with numerous Ph.D. programs and a more intense research orientation. Teaching load is always an important factor in a faculty member's decision to choose a university affiliation. The issue is not whether a lower teaching load would make Rutgers-Camden more competitive, but how to accomplish it financially and organizationally.

Strategy 1.1. Beginning immediately in Fall 2007, the standard teaching load of all junior faculty (i.e., tenure-track assistant professors) should be reduced to 2:2.

Even faculty searches during the current academic year (AY) will be positively impacted by this change in policy, making us more competitive within our aspirational peer group.

Strategy 1.2. Beginning in Fall 2008, set the standard teaching load in the Faculty of Arts and Sciences to 2:2.

As Rutgers-Camden makes a transition to a doctoral research institution, expectations for levels of research activity of **all faculty members** should rise and, therefore, the average proportion of time devoted to teaching will necessarily decrease. The Committee recommends against retaining any 2:3 teaching loads, as this would slow the transition to the kind of research framework in existence at similar research institutions.

Strategy 3.1. As soon as possible after Fall 2008, the teaching load for highly productive research faculty should be set at 2:1, with the ultimate goal of having a 2:1 teaching load broadly available across campus. Faculty should be able to apply for a 2:1 load based on research (and possibly service) activity through FASIP-like procedures.

If our aspiration is to achieve distinction among small or medium-sized doctoral universities, our goal should clearly be to match the workload policies of the more highly regarded institutions in this group (e.g., William and Mary; see Appendix 5).

The FASIP-like procedures here would likely involve annual opportunities for faculty to apply for a 2:1 teaching load for the following three year period. The application would be made to a Workload Committee (see below). The reduction would be based on research activity of the three years prior. This allows faculty sufficient time to develop significant research projects, which often take more than a year to bear fruit, but does not allow faculty to take advantage of the opportunity indefinitely.

Strategy 1.4. Create a joint faculty/administration Workload Committee to plan and to implement the steps necessary to achieve the move to standard policies of 2:2 and then 2:1 teaching loads in the shortest practicable time.

The College administration has already taken some positive steps toward improving its competitiveness on teaching loads. New junior faculty members now receive a 2:2 teaching load in their first, third, and fifth years. This change established a clear emphasis on research within the overall workload, and underscored the expectation that junior faculty must excel in scholarship. Two years ago the administration and the faculty had a dialog on proposed teaching load changes which helped identify some important implementation issues that needed further discussion.

An advantage of the new joint Workload Committee in the planning phase would be that the faculty representatives would have to confront the practical issues of the costs, impact on class size, space constraints, effect on general distribution and major requirements, etc. that the 2:2 and 2:1 loads entail. Furthermore, the administration members would get more timely feedback from the faculty members about the particular difficulties that some departments might face from the changes. For example, problems are likely to arise even in the implementation of Strategy 1 (making a 2:2 load standard for all newly-appointed junior faculty). If a particular department had a number of lines to fill due to retirements, it might need to have some of the salary differential between the retiring senior professors and new assistant professors earmarked for PTL salaries for several years until the number and/or size of classes could be changed to reflect the lower full-time teaching power.

A particular advantage of having a joint committee for the implementation phase of workload reform would be during the period of moving toward the ultimate goal of a standard 2:1 teaching load (accompanied by a standard high expectation for research productivity). It is likely that this would have to be done in stages, and that there would need to be a FASIP-like process to select annual cohorts of faculty to lead the way toward 2:1. Faculty involvement in the process could reduce lingering faculty fears about favoritism for certain individuals or certain departments. The Workload Committee would both establish criteria for selection and carry out the selection process. It would recommend candidates to the Dean in the same way that departments do in the FASIP

process. Having representatives from the administration on the committee should ensure that committee recommendations would be closely congruent with available resources.

There are obviously many more issues about how the committee would be constituted, how it would work, etc. than can be covered here. The Task Force has the sense that both the administration and the faculty want to move forward on the issue of teaching load competitiveness. As Rutgers-Camden makes a transition to a doctoral research institution, the rationale guiding policy decisions should reflect an increased valuing of research activity within the tri-fold mission of research, teaching and service. If we choose to re-weight the components of our mission to sharply distinguish ourselves from predominately undergraduate institutions (e.g., Rowan University), the context for decisions on teaching load, curriculum design, and allocation of resources among units should be carefully reconsidered.

Strategy 1.5. The costs of these teaching reductions should amount to approximately \$2 million for an average reduction of two courses yearly -- if the number of courses offered remains constant and all extra courses are taught by part-time lecturers. These costs could be partly offset through the following recommendations:

- a. Seriously contemplate radical reform of the general curricular requirements and major requirements (for example, see Appendix 8: Liberal Arts Distribution Requirements: Report of Committee on Interim Core Curriculum for SAS New Brunswick).
- b. Consider changing selected courses from 3 to 4 credits.
- c. Increase the student population by roughly 50%, yet offer larger section sizes (see Objective 6 regarding proposed new facilities).

Objective 2. Continue to provide competitive salary and start-up packages for newly hired faculty.

The offer made to a candidate (including salary, start-up funds and teaching load) is clearly the most immediate and direct factor in the decision of new faculty recruits. The components of the offer are also the easiest factors to quantify in comparing two offers from rival universities. For recent hires, the start-up packages have been clearly far better than they would have been a decade ago.

Strategy 2.1. Make a conscious effort to continue to match salaries and start-up packages to those of university campuses in our aspired-to group (e.g., small to middle-sized campuses with respected doctoral programs). An informal survey of start-up packages at peer institutions in a given discipline could be made as a part of a job search.

Strategy 2.2. The costs here would include those of making salary offers comparable to doctoral institutions (for example, New Brunswick, see Appendix 7); providing start-up funds of approximately \$200,000 over a three-year period in laboratory sciences; and improving costs and travel funds in the humanities. Start-up funds should be negotiated with central administration as part of initial program support. As external funding increases, set aside indirect cost returns for this purpose.

Objective 3. Increase numbers of faculty.

New faculty members are rightly concerned about their opportunities for interaction with colleagues having similar scholarly interests. A certain “critical mass” of researchers is required to sustain an intellectual explosion in an area of study. In the case of Rutgers-Camden the size of the faculty limits the viability and visibility of excellent programs.

Strategy 3.1. Focus on interdisciplinary programs.

As apparent in the Center for Childhood Studies and the planned program in Computational and Integrative Biology, it is possible for faculties of several departments to form successful and generative interdisciplinary collaborations. With this strategy, the numbers of interacting researchers can be increased with little cost.

Strategy 3.2. Increase the number of faculty lines.

In the longer term, it will be necessary to increase numbers of faculty overall. Secondary to a large (50%) increase in enrollment, it should be possible to argue for increases in faculty lines. With larger section sizes, the numbers of courses taught need not increase in proportion to the enrollment. If the efficiency of teaching can be increased, this will permit the needed reform in workload (see objective i). The Newark Campus rapidly increased its enrollment and successfully increased its faculty. The request for resources to initiate new programs should certainly include an increase in lines and salary.

Objective 4. Strengthen pre- and post-award support for research grants.

As the Rutgers-Camden campus makes a transition from a small institution with limited masters-level graduate education to a larger doctoral-level institution, successful retention of faculty will be facilitated by increased support to fill in the gaps between the application for a grant through the Office of Research and Sponsored Programs (ORSP) and the actual expenditure of the funds through the Office of Business Services (OBS).

Strategy 4.1. Provide training and support of secretaries as facilitators of grants management.

Departmental secretarial staff (or a more centralized secretarial pool) should be given formalized training in placing orders through RIAS, making appropriate adjustments for items which incur additional charges or have been returned, recalculating indirect costs, and balancing accounts. The responsibility for making such adjustments has been left to the Principle Investigator (PI), who may not have time to monitor the mismatches between outstanding commitments and recalculations of indirect costs. Neither the ORSP nor the OBS has responsibility for this job, and departmental secretaries typically do not have access to OFIS. All too frequently, the result is an inefficient use of the final funds or a cost overrun. This strategy should be implemented as soon as possible. The additional pre- and post-award support for research grants additional support would not require much additional funding, since it could be accomplished mainly by reassignment of current personnel.

Strategy 4.2. Create a staff position between ORSP and OBS.

A full-time staff position should be created to aid PIs in addressing problems relating to research grants, but falling in between the scopes of responsibilities of the ORSP and OBS. For example, this new position could provide training and advice to secretaries in implementing Strategy 1 above. The holder of the new position would act as an “ombudsperson” for grants, providing information on specific regulations relating to particular agencies, helping to address issues of cost-sharing accounts, negotiating with vendors, and expediting unusual orders. The holder of the new position would be the main contact for resolving grants issues beyond the training of secretaries, but relating to the implementation of research grants on a campus. This strategy should be implemented as the new doctoral programs and related centers come online. The cost of this new position would mainly be in providing a yearly salary. We recommend including the budget for the new position as an expense related to institution of new programs.

Strategy 4.3. Create an Office of Research.

In the longer term, we should plan to form an office devoted to research, along the lines of the office of the Vice Provost for Research in Newark. The costs of this initiative would include yearly salaries. We recommend initially including this item as an expense related to institution of new programs. Later; support of the office could be provided from a portion of indirect cost returns as these increase due to increased external funding.

Objective 5. Increase support for graduate student teaching/research assistants.

With the implementation of new doctoral programs, faculty will direct increasing numbers of graduate students in research. Providing support for the students in this mentoring process will also enhance retention of faculty.

Strategy 5.1. Provide advice and direction for foreign students to enroll in the graduate programs.

As the campus is transformed into a doctoral-level research campus, the numbers of foreign students, postdoctoral trainees and visiting faculty will rapidly increase. A system should be created so that foreign students would have a clear step-by-step guidance in obtaining visas and social security cards. It is generally important to ease the transition to life in the United States for these valuable participants in doctoral programs. The additional support for foreign students and postdoctoral students could be a new emphasis of current staff, with help from New Brunswick, and should not incur much additional funding.

Strategy 5.2. Provide increased numbers of positions for graduate assistants by creating endowed fellowships.

Doctoral students in the humanities and social sciences usually receive at least some stipend and tuition remission. Doctoral students in the sciences are typically admitted with an offer of support for living expenses and tuition. To increase the numbers of students, it will be necessary provide support in the first year or two. After that time, it is expected that the students would be supported on research grants. Many of these positions could be teaching assistantships. An excellent additional way to provide continuing funds for this purpose would be to create endowed fellowships. The cost of

six endowed fellowships (in all disciplines) would be \$ 4.5 million, and we recommend including this goal in the upcoming capital campaign

Strategy 5.3. Negotiate to waive tuition for graduate students supported on grants.

The current university requirement for tuition payment on research grants raises the total cost of supporting a graduate student enough that it becomes attractive to hire a postdoctoral associate instead. If the tuition could be waived, it would facilitate the support of graduate assistants in research and strengthen the new doctoral programs. In other institutions (UMDNJ) the waiver of tuition is policy and we hope that such a policy change can be negotiated as the new doctoral programs are initiated.

Objective 6. Create better conference facilities on the campus.

To become a recognized research institution, Rutgers-Camden must be able to host significant public and scholarly conferences. Presently there is no attractive space in which to do for more than around twenty attendees. The only possible space for anything larger is the open area at the Campus Center, which can only be used for public events in which bystanders can wander through the proceedings. There is nowhere to bring scholars from other campuses to cutting edge scholarly events or to host significant scholarly meetings. These are vital if the campus is to be seen as a destination for exciting new scholarship. Such conference space could also have multiple uses: larger classroom space, prospective student events, alumni events, awards banquets, smaller convocations, and so on.

Strategy 6.1. The optimal solution to the conference space problem would be a new building close to the campus quad. It would add a beautiful new space to an otherwise somewhat outgrown campus; an intellectual and educational campus center. The building could operate somewhat like a hotel conference space, with replaceable walls that allow for either one large event of, say, 200 attendees, or smaller event spaces for 20 to 50 participants. The rooms could also house different sized classes.

Strategy 6.2. Short of a new building, there may be spaces on campus that could be converted, at lower cost, into at least an attractive conference facility. One possibility would be the Campus Center first floor multipurpose room (behind the information counter). It could be furnished with windows, new walls, removable dividers. The restrooms next to it could be refurbished.

Strategy 6.3. Rutgers-Camden could partner with Rowan University and/or Camden County College for a joint conference building or space, to be placed close to all three campuses. It would lose its Rutgers focus but save money.

Strategy 6.4. Costs for such conference space would range from \$1 million to a maximum of \$15-20 million, depending on the strategy chosen. Funding for strategy 1 (a new conference building) could be targeted in part to a successful alumni or area resident who could have their name on the building (e.g. “The John Q. Smith Center”). Other funding could come from increased classroom space opened up by the conference facility and increased opportunities for public events.

Objective 7. Improve facilities for research in the sciences.

New (or, at least, markedly improved) facilities are needed to provide for additional new faculty and to bring together science, mathematics and computer science researchers. The laboratory scientists are currently housed in the aging Science Building, computer scientist are in the Business and Science Building, and mathematicians are split between Armitage Hall and the Business and Science Building. A new state-of –the –art facility will help to recruit and retain laboratory scientists who need various core facilities to do their work and have a chance for success in their careers. Furthermore, a common site for laboratory scientists, mathematicians and computer scientists will promote collaborations necessary for the new program in Computational and Integrative Biology.

Strategy 7.1. Build a new shared building for the sciences.

Camden is the home of four research and medical institutions, Rutgers University-Camden campus, UMDNJ/Robert Wood Johnson Medical School at Camden/Cooper University Hospital, the Coriell Institute for Medical Research and the newly created Cancer Institute of New Jersey, Cooper. These research centers, although physically located within the city of Camden, currently have little opportunity to interact. A bill currently being considered by the New Jersey legislature would provide for the construction of a Systems Biology Institute (SBI) in Camden between these four institutions. The facility will be explicitly designed to provide a creative center in Camden for multidisciplinary studies including a focus in systems biology. Systems biology analyzes a large number of interacting biological variables to obtain a better understanding of the overall system. Important areas of research in the field of systems biology include ecosystems, physiological systems, and cellular systems.

The SBI would provide promote systems biology research in Camden by bringing together a distinctive mix of basic researchers, mathematicians, computer scientists and clinical investigators at a single site. The contribution of Rutgers-Camden to SBI would be the proposed Center for Computational and Integrative Biology. The adjacency of the research laboratories and design of the new building will enforce a daily interaction of Camden experimental and theoretical researchers. As a translational research center with a mission to introduce basic science findings directly to the clinical setting, the SBI will benefit from the proximity of numerous prospective clinical investigators at Cooper Hospital.

While the overall cost of the building would be \$50 million, it would likely not require any new resources to be requested by our task force. The legislative bill for \$50 million has already passed the senate once (as S1471) and recently was recommended by the assembly appropriations committee (as *A2828). If bill is not successful, funds should be sought through central administration as a part of the required resources for the initiation of the Computational and Integrative Biology Program. If a new building is not possible, substantial renovations will be required in the Science and Business and Science Buildings.

Strategy 7.2. Create an endowment for maintenance and operation costs related to the new shared science building.

The largest cost associated with a new facility is not in the actual construction costs, but in the operating cost. An endowed fund of \$ 1 million is requested for the continuing operation and maintenance of the facilities and equipment associated with the new shared building. We recommend inclusion of this request in the upcoming capital campaign

Objective 8. Encourage faculty retention by improving the climate of campus collegiality.

In a recent survey of 4,500 tenure-track faculty at 51 U.S. institutions, the “number one” issue in their willingness to stay was campus or department “collegiality.” This includes factors such as interest senior members take in their work, opportunities to collaborate, “fit” with department or division, level of personal and professional interaction, and sense of departmental unity and mission. This kind of collegiality, which goes beyond just being nice to one another, is greatly lacking at Rutgers-Camden compared to similar and target institutions. It needs to be improved significantly at both the departmental and the division levels.

Strategy 8.1. There should be more opportunities and funding for departmental and campus-wide colloquia, seminars, and conferences. These would allow faculty to become more intellectually engaged with and supportive of one another. Other universities hold, for example, regular colloquia within departments for sharing of new scholarly work, interdepartmental seminars on particular topics, informal roundtables on the issues of the day, and so on. At Rutgers-Camden these largely only happen in presentations for students.

Funding could be as simple as providing for food for faculty discussions or as complex as encouraging interdisciplinary colloquia. Excellent examples of this already taking place can be found in Childhood Studies and in Integrative Biology (CIB). Both of these have helped lead to significant faculty collegiality and retention, enriched and increased research, and the formation of new programs of study.

Strategy 8.2. Since many departments at Rutgers-Camden are quite small, opportunities should be created for inter-departmental gatherings. These gatherings could be scholarly (as in the above) or social, or a mixture of both. New faculty members look forward to opportunities to meet and get to know senior faculty, but have few opportunities outside their own departments. For all faculty, collegiality opens doors to new interdisciplinarity, enriching research either directly or indirectly.

Strategy 8.3. Costs here would amount to approximately \$50,000 yearly. We recommend seeking a campus colloquia endowment as part of the capital campaign.

6. DEVELOPMENT AND PUBLIC RELATIONS

Although the Committee on Development and Public Relation's charge consists of two parts, it is important to bear in mind the interconnectedness of the development and public relations functions for the College and the Camden campus. Better communications impacts on fundraising, and successful fundraising provides the resources for enhanced communications. With the State government both retreating from its commitment to higher education and capping tuition increases, surely coordination between the two offices needs to be emphasized to an extent greater than ever before.

6.1. DEVELOPMENT: WHERE DO THINGS STAND NOW?

As a local arm of the Rutgers University Foundation (RUF), the Development Office directs and supports activities to generate funds from individuals (alumni and friends), corporations, and foundations that will benefit students, faculty, and staff. The office builds relationships with internal and external constituencies to raise funds for scholarships, fellowships, endowed chairs, and professorships; and to create endowments for the colleges and centers of excellence.

The sphere of responsibility includes raising funds for all departments and programs in the College of Arts and Sciences, University College, and The Graduate School, as well as the following research centers: Mid-Atlantic Regional Center for the Humanities, Center for Children and Childhood Studies, and the Center for State Constitutional Studies.

Recent budget reductions early in FY 2006-2007 have led to the elimination of the secretary's position in the Development Office, which also supported the Alumni Relations Office (Rutgers University Camden Alumni Association). An existing vacancy in the Assistant Director of Development slot has allowed the Dean to restructure the office by upgrading the ADOD position from a grade 4 to a grade 6 level to assure more fundraising responsibility. (See Appendix 8.)

6.2. DEVELOPMENT: WHAT IS WORKING WELL?

Dean's Leadership Council

The Dean's Leadership Council as a group was set up by the Dean in 2000. The purpose of the Dean's Council is to assist the Dean and the Office of Development as they seek to raise support for FAS. This entails being ambassadors of the good work of the College, being able to discuss the needs of the College as appropriate, and helping the development officers of the College network with and secure donors. The DLC is used as a method to cultivate relationships with successful alumni in order to engage them in the activities and future direction of the College. Its ultimate aim is to solicit their philanthropic involvement through active engagement and cultivation.

Gateway Project

The Development Office's most important project is the Gateway Campaign, a campaign to raise \$2,500,000 in endowed resources for FAS. Initiated by the Dean's Leadership Council (DLC) in 2003, the campaign was centered around a redesign of the master plan

for campus through the placement of a public piece of art as a gateway to campus, located on 4th Street between Cooper and Lawrence Streets. The project is due to begin in the spring of 2007 and be completed by September 2007. The goal of \$2,500,000 is close to being reached and surpassed. From 1999 to the present, the endowment has increased from \$450,188 to \$4,015,295. (This number includes bequest expectancies). It is expected that the Gateway Campaign goal will be achieved by December 31, 2006 and the goal increased to secure additional funds for the College. Significantly, the Gateway Campaign has engaged the DLC in becoming more involved in FAS activities and in helping to solicit fellow alumni for support.

Endowment Results 1999 - 2006

- Endowment balance 6/30/99: \$450,188
- Endowment balance 6/30/06: \$3,181,536 (in hand)
- Endowment balance accounting for pledges, deferred giving and bequest expectancies: \$4,015,295

Office of Development: Fundraising 1998-2006: Cash Totals

- \$462,018 (As of 10/25/06)
- 2005-2006: \$684,371
- 2004-2005: \$972,515
- 2003-2004: \$1,257,512
- 2002-2003: \$1,198,455
- 2001-2002: \$763,854
- 2000-2001: \$971,145
- 1999-2000: \$792,851
- \$324,500 (Development Office founded)

Reunion

The office has assisted the Rutgers University Camden Alumni Association in planning reunion activities, especially as they relate to the 40th and 50th year classes. Successful reunion campaigns were set up in 2006 for these two classes, bringing in \$24,000 and \$42,000 respectively and creating long-lasting alumni relationships with the campus.

Donor Cultivation

The office coordinates events to steward donors to academic excellence and scholarships through Academic Excellence Funds and Honors Convocation dinners where scholarship and research award recipients are invited to dinner with their respective donors. Annually over the summer, the office hosts 250 – 300 people (donors and prospects) at Camden Riversharks Baseball games, for cultivation purposes. Additional campus-wide events

such as the 55 of the Finest, Loyal Sons & Daughters, University recognition awards, and Center for the Arts events are used to cultivate relationships with donors and prospects.

The Dean

The Dean is very generous of her time in cultivating relationships with donors, prospects and alumni. She attends alumni activities through RUCAA as well as traveling with the development officers to various parts of the country to enhance alumni relationships that might translate into philanthropic support

Capital Campaign (ended June 2004)

The previous Rutgers University Capital Campaign ended its 7-year period in June 2004. Total fundraising results for FAS were as follows:

CCAS	\$5,319,822
UCC	\$85,341
GSC	\$38,733
Totals	\$5,443,896

6.3. DEVELOPMENT: WHAT NEEDS SIGNIFICANT CHANGE?

Capital Campaign (As of July 2007)

In July 2007, the Rutgers University Foundation will be launching the silent phase of a 7-year, \$1 Billion capital campaign. By November 1, 2006, the faculty is to have suggested projects and ideas for support in this campaign. A capital campaign priorities committee will meet between December 1 and March 1 to decide what the themes and priorities should be and disseminate them back to the faculty for review in early March. The ideas and themes and vision of the University President will then be tested in a feasibility study with 100 top donors to figure out what the goal should be for the advanced/silent phase of the campaign. Tentative numbers for a Camden campus goal are between \$75 million - \$100 million, of which the Arts and Sciences portion should be \$40 - 50 million.

Future Staffing Needs

The cost benefit of fundraising at Rutgers-Camden FAS is substantial. Fundraising provides current revenue for urgent immediate needs such as scholarships and fellowships, world-class teaching and research facilities, and the recruitment and retention of outstanding faculty. And long term needs are being addressed through a continued increase in the value of the endowment.

The Rutgers University Foundation has a complex relationship with the unit colleges at Rutgers University. Current RUF funding to the Faculty of Arts and Sciences-Camden includes payment for 50% of the salary/benefits of the Assistant Dean/Director of Development position. In the School of Arts and Sciences-New Brunswick and the Faculty of Arts and Sciences-Newark, additional positions are shared with the RUF, whereas the second position of the Associate Director of Development (ADOD) in FAS-Camden is borne entirely by the FASC Dean.

RUF also pays for all centralized functions of a development operation--planned giving, marketing, events, annual fund (telefund and direct mail), gift accounting and processing, prospect research, alumni relations, etc., in addition to the unit-based costs of stewardship and fundraising events, programs, donor visits and cultivation, major gift travel, office costs, etc. If the campus wants to enhance its fundraising capabilities with a large campaign goals (and this is increasingly important as state support of Rutgers diminishes), it will need to increase its investment in the Development Office.

Under the DOD job description (see Appendix 9), development officers are supposed to have 15 qualified contacts per month or 180 per year. Prevailing fundraising logic dictates that the more people one visits with and the more relationships one develops with potential prospects, the more prospects will turn into donors. With 23,000+ living alumni (Appendix 10) and at least 650 prospects (Appendix 11) who are rated as being able to contribute, there is much potential with three full-time fundraisers to grow the annual fundraising goals exponentially. Thus 540 contacts would be made in an average year with an expected average yield of \$1 million per development staff-person.

The question then arises about how to cope with the need to provide increasing amounts of private funding to FAS as the College grows in the areas of graduate education, adult outreach and learning, improvements in the undergraduate experience through investments in the Honors College and International Studies programs, and the addition of new facilities. In order to meet the needs of the College, and under the rubric of the pending capital campaign, the silent phase of which is scheduled to start in July 2007, and under the premise that the RUF will be spending more money on selected and strategic staffing to support the colleges in their fundraising efforts, would it be worthwhile to consider the addition of a third fundraiser (ADOD) to the FAS Office of Development (see Appendix 12)? Clearly, the more fundraising personnel we have, the more likely we are to attract more gifts. It is the Committee's belief that the ambitious goals that will be developed for the upcoming Capital Campaign call for the creation of an additional Assistant Director of Development position.

Possible funding models, which should begin before the end of the quiet phase of the Campaign, include (see Appendix 12):

1. Existing ADOD position could be shared with RUF on a 50-50 split which would allow funding for an administrative assistant's position (model 1)
2. A second ADOD position funded 50%-50% by FAS and RUF, which would maintain FAS current funding for one full line split between two positions. (model 2)
3. First ADOD shared 50-50 between RUF and FAS and a second ADOD position shared 50-25-25 between RUF, Provost initiatives (Rand, CSUCL, Athletics, Student Life and Center for the Arts) and FAS to support FAS and Provosts initiatives. (model 3)

Model 3 would allow for campus collaboration on various projects and ensure appropriate management of prospects and donors in the campus continuum of relationship development. (See Appendix 13 for sources of financing the Capital Campaign.)

Faculty Involvement

Traditionally, faculty have played only a minor role in development. In order to achieve the ambitious goals set for the Capital Campaign, however, faculty will have to be energized and deployed in ways not attempted before. Faculty awareness of the key difference they can make in the campaign's success must be raised and maintained. Their enhanced role includes, but is not limited to the following:

- making larger donations;
- speaking on behalf of the College at alumni and community events;
- identifying and helping the Development Office contact prospective patrons of their department or program, whether individuals, corporations, or foundations;
- playing a role in the cultivation of our alumni by inviting them to give class lectures or come to campus to hear speakers, or sending them information on pertinent research;
- enhancing the visibility and image of Rutgers University, especially when traveling.

The faculty's ability to interact with alumni should not be underestimated. Faculty can best articulate the vision for their program, department, project, and college. They often have the closest ties to prospective donors in a related field of industry in which they may be working and thus have the greatest credibility in the eyes of the external prospect.

6.4. DEVELOPMENT: BENCHMARKS

1. Overall goal of \$40-50 million over ten years, with a certain amount raised per year in ascending order;
2. \$1,000,000 minimum per year raised by each fundraiser;
3. 1/3 of giving accomplished during "quiet phase".

6.5. PUBLIC RELATIONS: WHERE DO THINGS STAND NOW?

For much of its information on public relations the Committee interviewed Mike Sapanic, Director of the Office of Communications and Public Information, and Dr. Deborah Bowles, Associate Provost for Enrollment Management. It learned that the Camden campus actually has four communications outlets. In addition to Mike's and Debbie's offices, the Center for the Arts and the Athletics Department have their own small public-relations staff. These various offices report directly to Provost Roger Dennis. To a certain extent, the Development Office has a public-relations function as well. While there are no overt conflicts among these various offices, it is not clear how tightly coordinated their efforts are.

6.6. PUBLIC RELATIONS: WHAT IS WORKING WELL?

Responsibilities in the Office of Communications and Campus Information are divided between Mike Sapanic and Cathy Donovan. It is our sense that the office functions

efficiently, within the limitations imposed by tight resourcing. As a point of comparison, its counterpart in Newark consists of twelve people, whereas the Newark Campus is not by any measurement six times as large as that of Camden. Any major new initiatives will of necessity require additional material support.

An important means of getting the campus message out is the electronic bulletin Campus News, which, in addition to on-campus recipients, goes routinely to four constituencies:

1. 250 opt-in members
2. area media outlets
3. the South Jersey delegation of legislators (both Federal and State)
4. President McCormick's cabinet

In addition, the OCCI attempts to get beyond this established network of supporters and stakeholders by regularly issuing press releases to appropriate news outlets. The Campus website, which is just about adequate, is now three years old. It is generally perceived as being in need of an update, with a fresh look and greater age-appropriate appeal. In addition to the approximately \$25,000 it would cost to accomplish this, our PR efforts are conditioned by the presence of the Lipman Herne public relations firm, which has been hired to "brand" the entire University, imparting a consistent and unified message. This arrangement will still allow individual units to adapt and refine the Rutgers brand for particular purposes and within particular contexts. The Lipman Herne plan is expected to be approved officially by the Board of Governors some time in December 2006, after which the updating of websites, letterheads, and the like should proceed deliberately.

6.7. PUBLIC RELATIONS: WHAT NEEDS SIGNIFICANT CHANGE?

One area identified as potentially in need of improvement has to do with coordination between faculty and the Communications Office. The office can publicize only the faculty activities that are brought to its attention. Faculty responsiveness to calls for publicity information is apparently uneven, both in providing the raw information and in explaining the relevance of their research, publication, and performance activities to a general audience. Department chairs are probably the ones best positioned to remedy this lack.

A second area in need of increased oversight--once the Lipman Herne plan is approved and implemented--has to do with the College's message. Committee members were compelled to ask the questions: What is our message?, How do we communicate it?, and How do we fund it? While there was no consensus as to the answers, it was agreed that there is at present no institutional structure assigned the job of monitoring our message. Pieces of job descriptions of several administrative officers cover parts of those questions, but the lack of a dedicated person would seem to ensure inadequate coverage.

Desiderata for an enhanced public relations operation would include the following. (*Note that the cost of most of these items would not be borne by Arts and Sciences, but rather by the campus.*)

1. a renewed web presence (approx. \$25,000 up front for the upgrade)
2. a dedicated campus webmaster (ongoing salary and benefit costs for the webmaster);
3. a Campus Visitors Center (\$200,000);
4. an interactive electronic newsletter (modeled after the Columbia University School of Business) (\$25,000);
5. increased use of campus buildings as billboards (not necessarily neon signs) (\$10,000);
6. increased feature media placements spotlighting faculty research, teaching, and service initiatives (mostly voluntary);
7. regular regional TV or radio presence (i.e., NJN-Camden) (costs unknown);
8. increased presence in Philadelphia (especially for graduate recruitment) (\$50,000).

6.8. PUBLIC RELATIONS: BENCHMARKS

Given the diffuse nature of PR actions, benchmarks with which to assess the effectiveness of their efforts are inherently difficult. Nonetheless, criteria for evaluation would include:

1. surveys of our various constituencies as to the forms of communications they find most resonant or useful;
2. success in the Capital Campaign;
3. admissions (undergraduate and graduate, overall numbers, SATs, GREs, rank in class, etc.)
4. graduate school and job placements;
5. U.S. News and World Report and Princeton Review rankings;
6. use of online survey tools, such as Zoomerang, Survey Monkey, WebTrends, Faststats, and Vocus, which give feedback on constituency attitudes and track website traffic.

6.9. RECOMMENDATIONS

In making its recommendations, the Committee on Development and Public Relations is aware that new and additional fundraising needs identified by the other committees of the Dean's Task Force will have to be factored into the overall report. Proposals from the Research and Retention Committee alone total approximately \$78 million. Prevailing logic has it that any additional investment in the Development Office may bring a fourfold return during the period of the campaign. It is thus the sense of the committee that there is a window of opportunity to increase the size of that office, just as the University is about to publicly launch its \$1 billion Capital Campaign. Additionally, the current and foreseen establishment of doctoral programs provides the opportunity and responsibility for the campus to show a renewed and freshened face to its public.

Correspondingly, the committee places highest priority on the following recommendations:

1. that the Development Office be enlarged to include a second Assistant Director of Development as well as an Administrative Assistant (preferably in accord with Model 3 above), while the quiet phase of the Capital Campaign is still underway; and
2. that a full-time position of Campus Webmaster be created and staffed, in order to carry out and maintain the renewal and enhancement of of our website.
3. that, beside adding personnel, consideration should be given to the less costly or shorter-term investment initiatives listed above, which could raise our profile and enhance our engagement with the community of southern New Jersey.

APPENDIX 1

Dean Margaret Marsh's Memo Establishing the Dean's Task Force

Charge to the Dean's Task Force:

- 1) recommend procedures for implementing the goals described below
- 2) devise specific strategies for implementing these goals
- 3) recommend additional goals, if warranted
- 4) establish benchmarks for measuring progress towards these goals

**Co-Chairs: Michael Palis, Associate Dean, College of Arts and Sciences
Luis Garcia, Incoming Associate Dean, Graduate School**

Aspiration and Goals for the College of Arts and Sciences, University College, and the Graduate School

ASPIRATION: To develop and enhance the Arts and Sciences so that Rutgers-Camden can become a top-ranked small urban public research university.

Goals:

- 1) attract high quality undergraduate students and provide additional opportunities for their intellectual growth
- 2) expand opportunities for graduate education
- 3) increase opportunities for adult learners
- 4) engage supporters through the Gateway Endowment Campaign
- 5) increase capacity by adding capital and human resources

#1 - ATTRACT HIGH QUALITY UNDERGRADUATE STUDENTS AND PROVIDE ADDITIONAL OPPORTUNITIES FOR THEIR INTELLECTUAL GROWTH

Over the next five years, we seek to expand our undergraduate enrollment by offering a variety of programs to attract high quality students and to engage them throughout their undergraduate years. Our strategy has several components, including efforts to formalize and expand opportunities for undergraduate research, strengthen the Honors College, engage in new recruiting initiatives, and encourage participation in dual degree programs.

- Formalize and Expand Opportunities for Undergraduate Research

We believe that undergraduate research has value for students, faculty, the college, and the community because research is at the heart of what we do as a campus and a university; it provides unique opportunities for students to acquire and apply knowledge using disciplinary and interdisciplinary skills; and it offers tangible demonstrations of the benefits of a research university. Thus, we seek to create a climate that encourages and recognizes the central importance of undergraduate research to our mission.

We have in place fledgling programs that recognize and support undergraduate research. The Dean's Undergraduate Research Prize provides a monetary award to students who have conducted exemplary research under the guidance of our faculty members. In addition, we have just begun a program to fund undergraduate research with faculty as well as student travel to academic conferences to present their research. We wish to expand such support and establish summer stipends to support student research. We will also establish an undergraduate research week that provides multiple opportunities to showcase student work.

- Strengthen the Honors College

The Honors College provides sustained opportunities for our most talented students, who become part of an engaged community of scholars. The signature features of the Honors College experience include interdisciplinary seminars with leading members of the faculty as well as research or independent study projects or internships in the junior and senior years.

- Engage in New Recruiting Initiatives

We face a serious challenge in recruiting high quality students. Thus, we must find ways to show them the quality and value of the education available to them at Rutgers-Camden and offer them reasons to choose us over regional and national competitors. The quality of our entering students has steadily increased over the last several years; for example, since 2000, there has been a 7% increase in the mean SAT scores of these students. We wish to see this trend continue.

To that end, we plan to offer multiple opportunities for students (and their parents) to visit our campus, including a series of film festivals, presentations on nutrition and sports medicine, and on choosing a college. We hope to develop weekend or summer programs that will showcase the quality of our academic offerings and to entice students to join us.

One critical component of our recruiting initiatives is an attempt to offer something unique to potential students. We are launching a program that will offer a grant to entering students who achieve a GPA of 3.5 or above in order to offset the costs of their participation in the International Studies Program in their junior year.

- Encourage the Development and Expansion of Dual and Joint Degree Programs

We currently offer several dual degree programs that enable promising undergraduates to get a head start in our master's programs and would like to expand those as we expand the Graduate School. For incoming Freshmen in 2006 we will offer a 5-year BA/MA or MS in all 30 credit Master's Programs. We also offer a joint BA/JD degree with our law school and a joint BA/DO with UMDNJ. We would like to add a BA/MD option. Both extant joint degree programs have small numbers of students enrolled, which we would like to expand. All of these programs are valuable in the recruitment and retention of high quality students.

#2 – EXPAND OPPORTUNITIES FOR GRADUATE EDUCATION

In order to transform this campus into a top small urban public research university, we must continue to expand our programs significantly at the graduate level. A particular feature of our Ph.D. programs will be an emphasis on interdisciplinarity. Opportunities for collaboration with the law and business schools will increase the strength of our programs. Initial planning has begun, with implementation on the near horizon. All of these changes will enlarge the size and the presence of the Graduate School on the Camden campus.

- Establish new Ph.D. Programs

The Ph.D. in Childhood Studies will be the first of its kind in the nation and one of only a few around the world. This is an area in which the strengths of the faculty will provide doctoral students with truly advanced education in fields of research that promise to be in demand in the 21st century. Childhood Studies focuses on the theoretical and methodological study of children and childhood within historical, contemporary, interdisciplinary, multi-cultural, state, national, and global contexts. Each combination of perspectives provides new insights into the lives of children and the families, cultures, and societies within which they live. This doctoral program, slated to accept its first students in Fall 2007, will prepare both scholars capable of innovative interdisciplinary research in childhood studies and leaders in child-related social practice and policy. The creation of this program will also establish a Childhood Studies Department, which will offer the master's and bachelor's degrees as well as the minor currently available to students.

We plan to add two other Ph.D. programs in the very near future, in Computational Biology and in Public Affairs. Computational Biology is an area of investigation that brings together biologists, physicists, chemists, computer scientists, and mathematicians. This discipline anticipates the future, placing us on the cutting edge of scientific inquiry, taking advantage of multiple opportunities for interdisciplinary and inter-institutional collaboration. The Ph.D. in Public Affairs will serve a regional educational need and build on current areas of strength. This program will work in tandem with research and service centers already housed on the Camden campus, including the Senator Walter Rand Institute of Public Affairs, the Forum for Public Policy Research and Public Service, the Center for State Constitutional Studies, and the Center for Strategic Urban Community Leadership.

In addition, we are considering developing an innovative Ph.D. program in Interdisciplinary Studies. Such a program would draw on the strengths of our academic departments while simultaneously underscoring our commitment to interdisciplinary perspectives and multiple approaches to intellectual issues.

- Transform the MPT into a DPT

We plan to change the Master of Physical Therapy degree to a Doctor of Physical Therapy. This expanded program will better qualify our students for work in the field and open new job opportunities to them.

- Continue to Expand Master's Degree Programs

We expect to add two more master's degree programs in Fall 2006, in Computer Science and Psychology. The M.A. in Childhood Studies will be launched in 2007 along with an M.F.A. in Creative Writing, which is now under development. The addition of these programs will bring to thirteen the number of masters degree programs offered under the auspices of The Graduate School of Arts and Sciences. With additional resources, many of our current programs could offer places to even more students.

#3 – INCREASE OPPORTUNITIES FOR ADULT LEARNERS

The next five years will see a significant transformation of University College. While continuing to serve the needs of non-traditional students seeking their first degrees, University College will also house other programs that provide educational opportunities for adult learners.

- Offer More Flexible Degree Programs

University College offers seven programs in which the bachelor's degree can be earned through taking evening courses. This option was designed to serve students who had family or employment obligations that would prevent them from taking classes during the day. The lines between the evening and day divisions have become blurred over the past few years, so an important focus of University College will be to center services and program development on the needs of our non-traditional students.

Several programs are planned to meet this responsibility. We plan to offer Saturday classes, possibly with a flexible schedule that would allow for more than one Saturday class each semester. We hope to develop courses that combine traditional class meetings with online or distance components and make it possible for students to complete their degrees outside of the traditional academic calendar.

- Establish Non-Degree and Certificate Programs

These programs will attract to our campus adult learners eager to take advantage of programs for personal and professional development. The potential audience for such programs is huge, ranging from in-service teachers to individuals seeking credentials for employment or advancement. We expect to offer short-term training programs, continuing education opportunities, certificate and other credentialing programs.

- Develop Offsite Programs

We plan to develop programs at sites away from our campus. These will be focused on the delivery of innovative degree-completion programs. These programs may also provide non-credit seminars or certificate programs.

#4 – ENGAGE SUPPORTERS THROUGH THE GATEWAY ENDOWMENT CAMPAIGN

The Gateway Endowment Campaign, designed to raise significant funds to support Arts and Sciences programs, students, and faculty, is critical to the future of Arts and Sciences.

- Build a Sizable Endowment for Arts and Sciences

The overarching goal of the Gateway Endowment Campaign is to establish an endowment for Arts and Sciences that allows for the development of innovative programs, the recruitment of new faculty and students, support for faculty and student research, and the expansion of our research centers. The Campaign will provide donors with multiple opportunities for recognition: such as endowing a faculty chair, program facilities, or one of our centers of excellence; establishing graduate fellowships or undergraduate scholarships; and naming student prizes, lecture series, or faculty awards.

- Support Students and Faculty

In order to attract and retain high quality students at both the undergraduate and graduate level, we must be able to offer increased levels of scholarship and fellowship support. The Gateway Endowment Campaign will gather funds not only for named scholarships and fellowships, but also contributions to the general scholarship funds that support students. Being able to offer significant scholarships and fellowships will give us an important competitive edge. Monies raised for the Academic Excellence Funds will aid in the recruitment of faculty by providing support for their research. These funds will also be used to support student research. In addition, endowed chairs will be essential to our plans to expand graduate education, as they will enable us to recruit and retain faculty with national reputations as scholars.

- Create a Gateway to the Campus

The intersection of 4th Street between Lawrence and Cooper Streets will be redesigned to provide a gateway for Rutgers-Camden. A new landscape incorporating new paving, planting, and signage will beautify the campus, creating pathways and additional open spaces. This redesign will be anchored by *Gateway*, a world-class work of public art, designed by Clyde Lynds. A specially designed area at the crossroads of 4th, Cooper, and Lawrence Streets will celebrate the names of individuals, businesses, foundations, and organizations who contribute generously to the Campaign.

- Endow the Honors College

An endowment fund will provide permanent support for the students and programs of the Honors College. This endowment will be used to offer scholarships, support guest lecturers, provide for student travel to conferences, fund grants for student participation in study abroad programs such as our own International Studies Program, and support student research and internship experiences. The endowment could also make possible a permanent home for the Honors College.

#5 – INCREASE CAPACITY BY ADDING CAPITAL AND HUMAN RESOURCES

Rutgers-Camden is short of research, classroom, recreation, and general space. Any expansion of programs or increase in the size of the student body must be matched by new facilities. Moreover, we will need to expand the size of the faculty in order to make our goal a reality.

- Add a New Science Building

Current science facilities are not adequate to meet the needs of a research university, especially as we add our Ph.D. program in Computational Biology. A new science building will provide not only increased facilities but state of the art space for research and teaching. Given our location near other sites of scientific and medical research in Camden (Cooper University Hospital–UMDNJ and the Coriell Institute), a new science building would foster the creation of collaborative synergies so important to advanced scholarship.

- Construct a New Classroom and Office Building for Arts and Sciences and Renovate Existing Classroom and Office Space

With growth comes the need for additional, technology-friendly classroom space and offices for faculty and staff. We need a substantial classroom building (with supporting offices); significant renovation to Armitage Hall (built in 1968); and additional acquisition and renovation of buildings along Cooper Street.

- Increase the Number of Full-Time Faculty

The expansion of Master’s degree programs and the implementation of new Ph.D. programs will require that the faculty increase significantly in size over the next five years. We have strategically filled vacant faculty positions to provide a core for our new programs, but in order to meet the needs of our students we will have to hire more full-time faculty members.

- Continue to Attract Top-Quality Faculty

Our efforts to draw highly talented students to both the Graduate School and the undergraduate programs will require that we continue to recruit and retain first-rate faculty in every discipline.

- Build Additional Residential Facilities and Improve Campus Amenities

There is increased demand for on-campus housing. More residential students will create a critical mass for the social life of our campus and to the economic vitality of the area. The current student center at Rutgers-Camden will need expansion to accommodate substantial student growth, as will recreational space and parking. Improved amenities are essential to the recruitment and retention of students as well as to the life of the campus community.

APPENDIX 2

Members of the Dean's Task Force

Rutgers Faculty and Staff

Julianne Baird	Professor, Fine Arts Dept.	jbaird@camden.rutgers.edu
Stephanie Barthelemy	Asst. Director, EOF	taniece@camden.rutgers.edu
Jonathan Boiskin	Asst. Dean for Development, FAS	boiskin@camden.rutgers.edu
Marie Cornelia	Assoc. Dean, FAS	cornelia@camden.rutgers.edu
Roger Cowley	Prof., Physics Dept.	cowley@camden.rutgers.edu
Christopher Dougherty	Assoc. Dean, FAS	chrdou@camden.rutgers.edu
James Dunn	Prof. & Chair, Political Science Dept.	jadunn@camden.rutgers.edu
Luis Garcia	Assoc. Dean, FAS & Task Force Co-Chair	lgarcia@camden.rutgers.edu
Daniel Hart	Prof., Psychology Dept. & Chair, Childhood Studies Dept.	hart@camden.rutgers.edu
Drew Humphries	Prof., Sociology, Anthropology & Criminal Justice Dept.	humphri@camden.rutgers.edu
Joseph Martin	Prof. & Chair-Elect, Biology Dept.	jomartin@camden.rutgers.edu
Michael A. Palis	Assoc. Dean, FAS & Task Force Co-Chair	palis@camden.rutgers.edu
Alex Roche	Assoc. Prof., Chemistry Dept.	alroche@camden.rutgers.edu
Nancy Rosoff	Assoc. Dean, FAS	nrosoff@camden.rutgers.edu
Carol Singley	Assoc. Prof., English Dept. & Chair, Undergraduate Liberal Studies Program	singley@camden.rutgers.edu
Jonathan Tittler	Prof. & Chair, Foreign Languages Dept.	jtittler@camden.rutgers.edu
William Tucker	Prof., Psychology Dept.	btucker@camden.rutgers.edu
Thomas Venables	Director, Summer Session	tvenable@camden.rutgers.edu
John Wall	Assoc. Prof., Philosophy & Religion Dept.	johnwall@camden.rutgers.edu
J. William Whitlow, Jr.	Prof. Psychology Dept.	bwhitlow@camden.rutgers.edu
Allen Woll	Prof., History Dept., Assoc. Dean, FAS, & Director, Honors College & Film Studies	awoll@camden.rutgers.edu
Lisa Zeidner	Prof., English Dept.	zeidner@camden.rutgers.edu

Alumni/ae

JoAnne Mower	Executive Director, Lourdes Health Management Services (retired)	jamthemews@msn.com
Sandy Stewart	CEO, Ragland Associates	sandystewart@immunovation.com

Students

Mary Clare Chezik	Undergraduate English major, CCAS	mcchezik@camden.rutgers.edu
Michael Miller	M.S. English major, Graduate School	michmill@camden.rutgers.edu

APPENDIX 3

Dean's Task Force Committees

Committee on Undergraduate Education

- Stephanie Barthelemy
- Mary Clare Chezik
- Roger Cowley
- Drew Humphries, Co-Convener
- Michael A. Palis
- Nancy Rosoff
- J. William Whitlow, Jr., Co-Convener
- Allen Woll

Committee on Graduate Education

- Luis Garcia
- Daniel Hart
- Michael Miller
- Alex Roche, Convener
- Carol Singley
- Sandy Stewart

Committee on Adult Learning and Academic Outreach

- Christopher Dougherty
- JoAnn Mower
- Thomas Venables
- William Tucker
- Lisa Zeidner, Convener

Committee on Development and Public Relations

- Julianne Baird
- Jonathan Boiskin
- Nancy Rosoff
- Jonathan Tittler, Convener

Committee on Faculty Research, Recruitment, and Retention

- Marie Cornelia
- James Dunn
- Luis Garcia
- Joseph Martin, Convener
- Michael A. Palis
- John Wall

Steering Committee: composed of all associate deans (Boiskin, Dougherty, Garcia, Palis, Rosoff, and Woll) and the conveners of each of the above committees.

APPENDIX 4

Postscript: Data Gathering and Analysis: University College-Camden

In order to inform the discussion regarding trends at University College-Camden (UCC) and changes in the UCC/evening student population, this document includes data from two sources. The first source is the Office of Institutional Research and Academic Planning (OIRAP) Crystal Viewer system which contains enrollment studies for all academic units at Rutgers University. The second source is the UCC Evening Student Survey, which was conducted in spring 2005 and yielded 201 completed questionnaires. That survey focused on the demographics, interests, and other characteristics of students who were on campus and taking courses after 6 p.m. during the spring semester 2005.

Looking specifically at the undergraduate UCC population, significant shifts have occurred in terms of demographics associated with the age of students enrolled and also those associated with full-time and part-time study. Tables 1 through 4 and figures 1 through 3 provide summary information regarding UCC enrollments from fall 1987 through fall 2005. They indicate two fundamental compositional changes that have occurred in the UCC student population over that period of time. First, as a population, UCC students are much younger in 2005 than they were in 1987 (See tables 1 and 2 and figure 1.) In 1987, 79.7% of the UCC student population was 25 years of age or older. In 2005, 51.9% of that population was under 25 years of age. During that same period of time, UCC enrollments declined from a high of 956 students in 1987 to a low of 568 students in 2001, recently stabilizing at 732 students in fall 2005. Interestingly, while enrollment in the 35 through 64 age range has declined by just over a factor of one-third (from 300 students in 1987 to 163 students in 2005), the enrollment of students in the 25-34 year age range has been more than halved, decreasing over 60% over the same period of time (from 471 students in 1987 to 183 students in 2005). The decline of enrollments in this age range potentially raises important strategic issues regarding the recovery of UCC enrollments in the 25-34 age range.

Table 3 and figure 2 display changes in UCC full-time (FT)/part-time (PT) attendance. FT students are defined by OIRAP as those completing twelve or more credits per semester, PT students eleven or fewer. One again, UCC has witnessed fundamental compositional changes in the FT/PT population. In 1987, 92.3% of the UCC population attended school part-time. In 2005 only 38.4% of that population attended part-time. Interestingly, those numbers are greater than one would assume were they driven only by changes in the age of UCC students. Finally, table 4 and figure 3 illustrate changes in the UCC population by gender, which did fluctuate somewhat from 1987-2005 but remained virtually unchanged overall.

Figures 4 through 38 present summary information from the Evening Student Survey conducted by the office of the Associate Dean for University College in spring 2005. The sample constituted a convenience sample, as two staff members were located in various areas of campus for four weeks during the spring 2005 semester, requesting passersby who identified themselves as Rutgers-Camden students and who were taking evening classes to complete a paper questionnaire. The survey was also distributed in two large lecture classes:

a World Masterpieces class and an introductory psychology class. 201 respondents completed the survey. While a convenience sample presents a number of concerns regarding the interpretation of the results, the pool of respondents generally reflected the overall proportion of students enrolled in evening classes for the spring 2005 semester. CCAS students are likely over-represented in the sample as two introductory classes were used to generate approximately half of the completed questionnaires.

Figure 4 indicates that 67% of the respondents were Camden College of Arts and Sciences (CCAS) students and 20% UCC students. Only 5% of the students completing the survey (figure 5) planned to complete their current major, which indicates that many of the respondents were relatively early in their academic career at Rutgers-Camden (RUCAM). Sixty percent of the respondents indicated that RUCAM was the first college/university that they had attended (figure 6), consistent with the fact that 59% reported having a HS degree and 36% indicating they had completed an AS Degree (figure 7). Seventy-three percent of respondents indicated that they attended FT, with 38% taking five or more courses (figures 8 and 9).

Figures 10 through 13 illustrate the reasons why respondents chose to attend college, while figures 14 through 23 indicate their reasons for attending RUCAM. Consistent with other surveys conducted by the campus in recent years, respondents clearly indicated a combination of cost, location, and reputation as the driving factors in their decision to attend RUCAM. Figures 24 and 25 indicate varying levels of satisfaction with course selection, with figures 26 and 27 indicating high overall levels of satisfaction with the decision to attend RUCAM. Figure 28 indicates that only 24% of respondents worked 40 or more hours per week. Thirty-nine percent of respondents worked in service and sales, 16% in education or training, 14% in business or management, and 13 % in health care (figure 29). Regarding financing their educations, 80% of respondents received no employer reimbursement (figure 30), and over 60% utilized students loans to finance their educations (figure 31). Concerning course availability, very few students preferred enrolling in day courses only (figure 32), and more than 70% were at least somewhat interested in on-line and evening courses (figure 33). The overwhelming majority of respondents either drive or live-on campus (figure 34). Finally, figures 35 through 38 provide summary data regarding respondents' demographics.

Table 1: University College-Camden: Enrollment by Age Group (1987-2005)

	Total	Below 18	18-24	25-34	35-64	Above 64	Unknown
Fall 1987	956	4	175	471	300	4	2
Fall 1988	973	1	200	483	284	5	0
Fall 1989	907	0	266	402	232	7	0
Fall 1990	873	1	279	361	227	1	4
Fall 1991	898	0	318	356	222	1	1
Fall 1992	851	2	339	288	219	2	1
Fall 1993	830	2	310	273	227	1	17
Fall 1994	766	0	294	220	227	0	25
Fall 1995	729	1	282	220	215	0	11
Fall 1996	715	3	288	235	183	1	5
Fall 1997	737	2	342	211	179	2	1
Fall 1998	765	0	333	221	206	1	4
Fall 1999	724	0	320	209	195	0	0
Fall 2000	670	2	264	210	192	1	1
Fall 2001	568	0	207	188	172	1	0
Fall 2002	634	0	275	195	162	2	0
Fall 2003	701	1	316	222	160	2	0
Fall 2004	693	4	333	198	156	2	0
Fall 2005	732	2	380	183	163	4	0

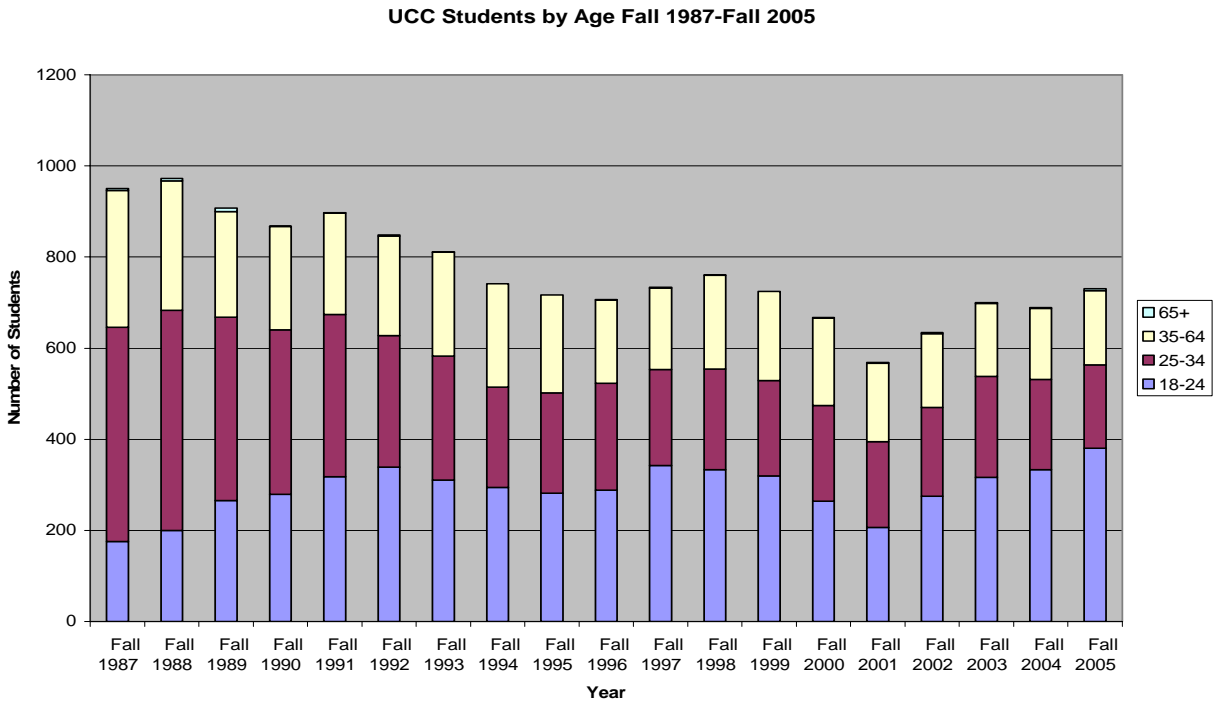
Source: Rutgers University Office of Institutional Research and Academic Planning (OIRAP)

Table 2: University College-Camden: Percent Enrollment by Age Group (1987-2005)

	Total	Below 18	18-24	25-34	35-64	Above 64	Unknown
Fall 1987	100.0%	0.4%	18.3%	49.3%	31.4%	0.4%	0.2%
Fall 1988	100.0%	0.1%	20.6%	49.6%	29.2%	0.5%	0.0%
Fall 1989	100.0%	0.0%	29.3%	44.3%	25.6%	0.8%	0.0%
Fall 1990	100.0%	0.1%	32.0%	41.4%	26.0%	0.1%	0.5%
Fall 1991	100.0%	0.0%	35.4%	39.6%	24.7%	0.1%	0.1%
Fall 1992	100.0%	0.2%	39.8%	33.8%	25.7%	0.2%	0.1%
Fall 1993	100.0%	0.2%	37.3%	32.9%	27.3%	0.1%	2.0%
Fall 1994	100.0%	0.0%	38.4%	28.7%	29.6%	0.0%	3.3%
Fall 1995	100.0%	0.1%	38.7%	30.2%	29.5%	0.0%	1.5%
Fall 1996	100.0%	0.4%	40.3%	32.9%	25.6%	0.1%	0.7%
Fall 1997	100.0%	0.3%	46.4%	28.6%	24.3%	0.3%	0.1%
Fall 1998	100.0%	0.0%	43.5%	28.9%	26.9%	0.1%	0.5%
Fall 1999	100.0%	0.0%	44.2%	28.9%	26.9%	0.0%	0.0%
Fall 2000	100.0%	0.3%	39.4%	31.3%	28.7%	0.1%	0.1%
Fall 2001	100.0%	0.0%	36.4%	33.1%	30.3%	0.2%	0.0%
Fall 2002	100.0%	0.0%	43.4%	30.8%	25.6%	0.3%	0.0%
Fall 2003	100.0%	0.1%	45.1%	31.7%	22.8%	0.3%	0.0%
Fall 2004	100.0%	0.6%	48.1%	28.6%	22.5%	0.3%	0.0%
Fall 2005	100.0%	0.3%	51.9%	25.0%	22.3%	0.5%	0.0%

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

Figure 1: University College-Camden: Enrollment by Age Group (1987-2005)



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

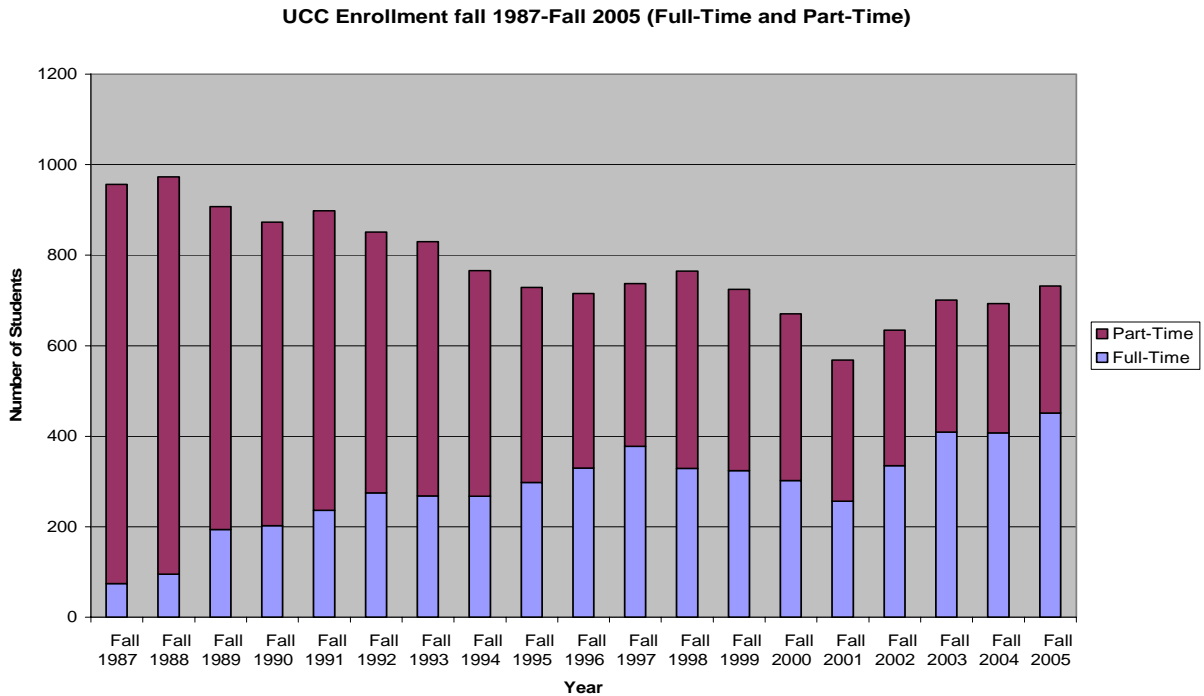
Table 3: University College-Camden: Enrollment FT/PT (1987-2005)

BY PERCENTAGE

	Total	Full-Time	Part-Time	Full-Time	Part-Time
Fall 1987	956	74	882	7.7%	92.3%
Fall 1988	973	95	878	9.8%	90.2%
Fall 1989	907	194	713	21.4%	78.6%
Fall 1990	873	202	671	23.1%	76.9%
Fall 1991	898	236	662	26.3%	73.7%
Fall 1992	851	275	576	32.3%	67.7%
Fall 1993	830	268	562	32.3%	67.7%
Fall 1994	766	267	499	34.9%	65.1%
Fall 1995	729	298	431	40.9%	59.1%
Fall 1996	715	330	385	46.2%	53.8%
Fall 1997	737	378	359	51.3%	48.7%
Fall 1998	765	329	436	43.0%	57.0%
Fall 1999	724	324	400	44.8%	55.2%
Fall 2000	670	302	368	45.1%	54.9%
Fall 2001	568	256	312	45.1%	54.9%
Fall 2002	634	335	299	52.8%	47.2%
Fall 2003	701	409	292	58.3%	41.7%
Fall 2004	693	407	286	58.7%	41.3%
Fall 2005	732	451	281	61.6%	38.4%

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

Figure 2: University College-Camden: Enrollment FT/PT (1987-2005)



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

**Table 4: University College-Camden Enrollment by Gender (1987-2005)
BY PERCENTAGE**

	Total	Men	Women	Men	Women
Fall 1987	956	414	542	43.3%	56.7%
Fall 1988	973	424	549	43.6%	56.4%
Fall 1989	907	406	501	44.8%	55.2%
Fall 1990	873	423	450	48.5%	51.5%
Fall 1991	898	444	454	49.4%	50.6%
Fall 1992	851	413	438	48.5%	51.5%
Fall 1993	830	394	436	47.5%	52.5%
Fall 1994	766	392	374	51.2%	48.8%
Fall 1995	729	351	378	48.1%	51.9%
Fall 1996	715	332	383	46.4%	53.6%
Fall 1997	737	341	396	46.3%	53.7%
Fall 1998	765	331	434	43.3%	56.7%
Fall 1999	724	314	410	43.4%	56.6%
Fall 2000	670	262	408	39.1%	60.9%
Fall 2001	568	219	349	38.6%	61.4%
Fall 2002	634	260	374	41.0%	59.0%
Fall 2003	701	298	403	42.5%	57.5%
Fall 2004	693	306	387	44.2%	55.8%
Fall 2005	732	315	417	43.0%	57.0%

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

Figure 3: University College-Camden Enrollment by Gender (1987-2005)

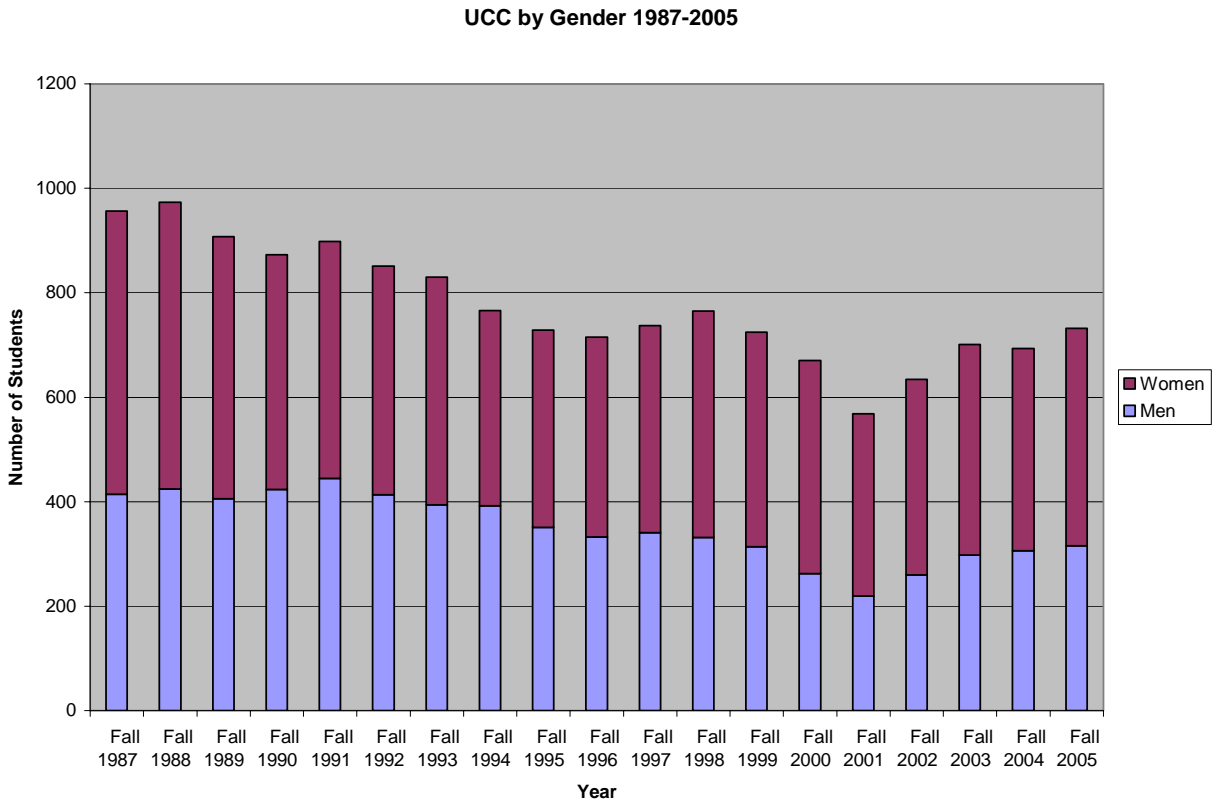


Figure 4

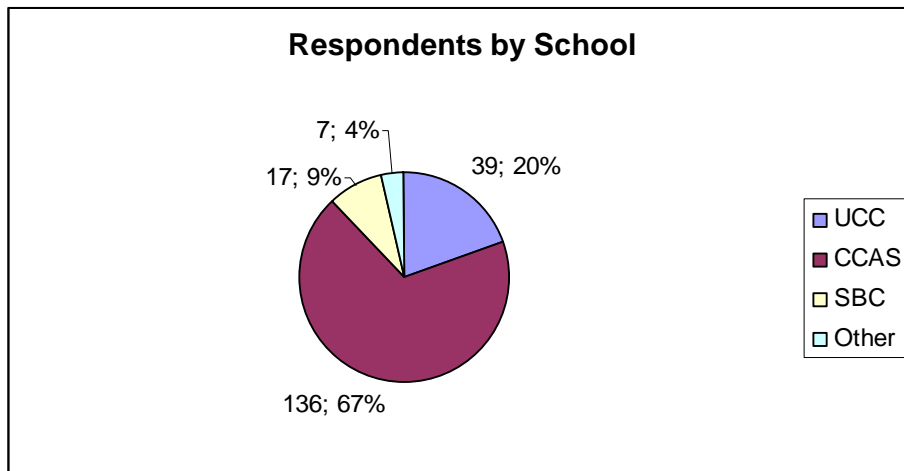


Figure 5

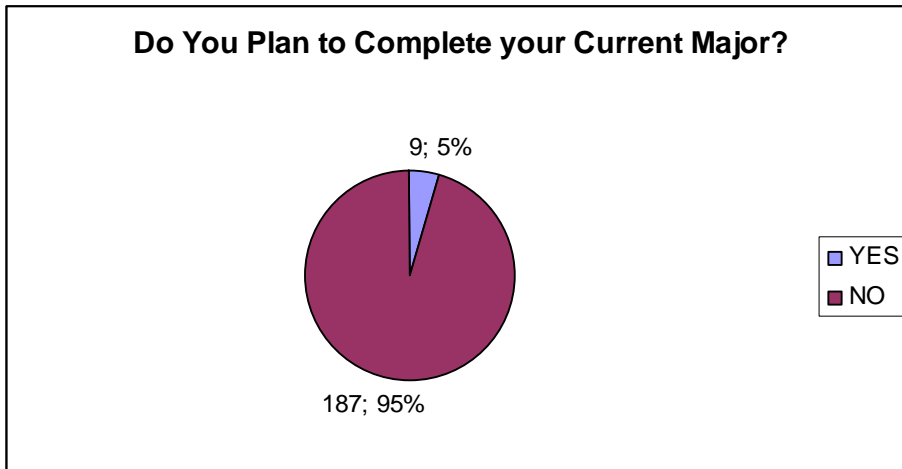


Figure 6

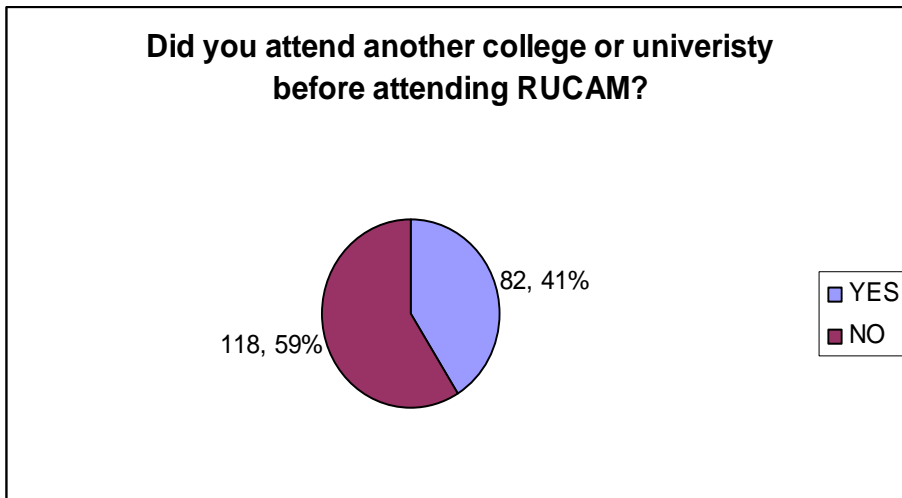


Figure 7

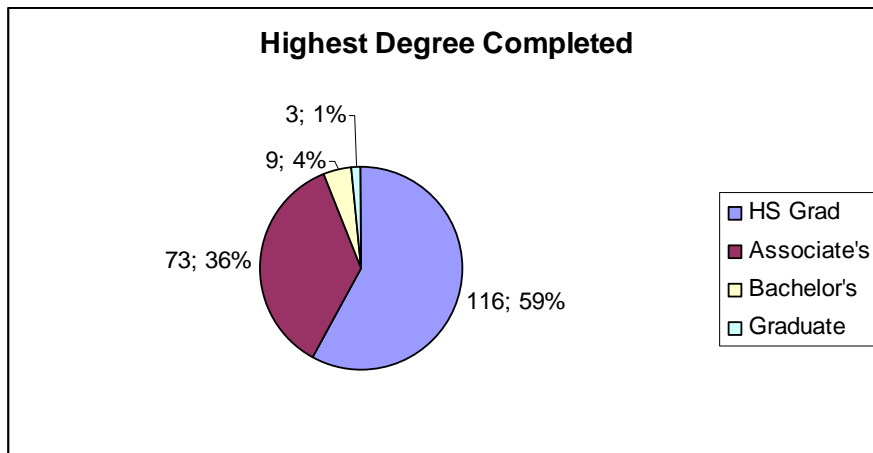


Figure 8

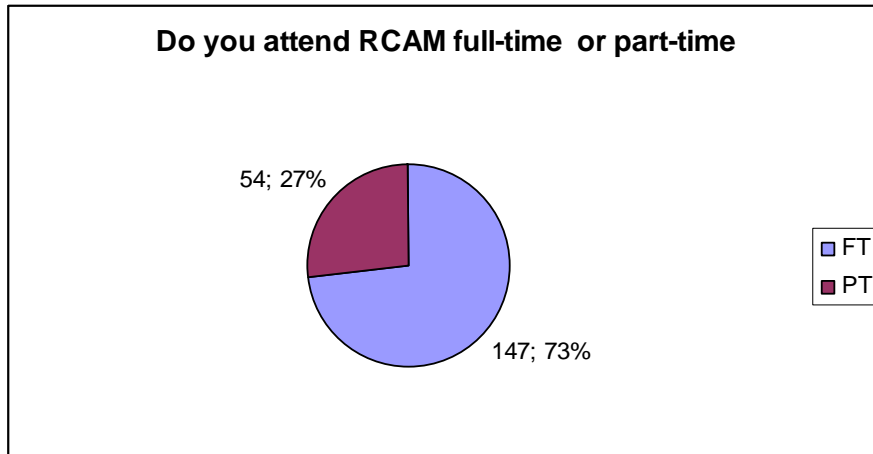


Figure 9

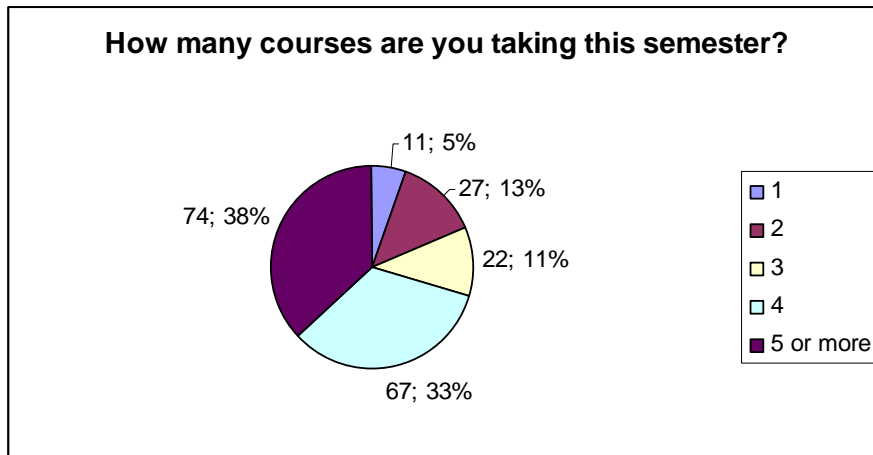


Figure 10

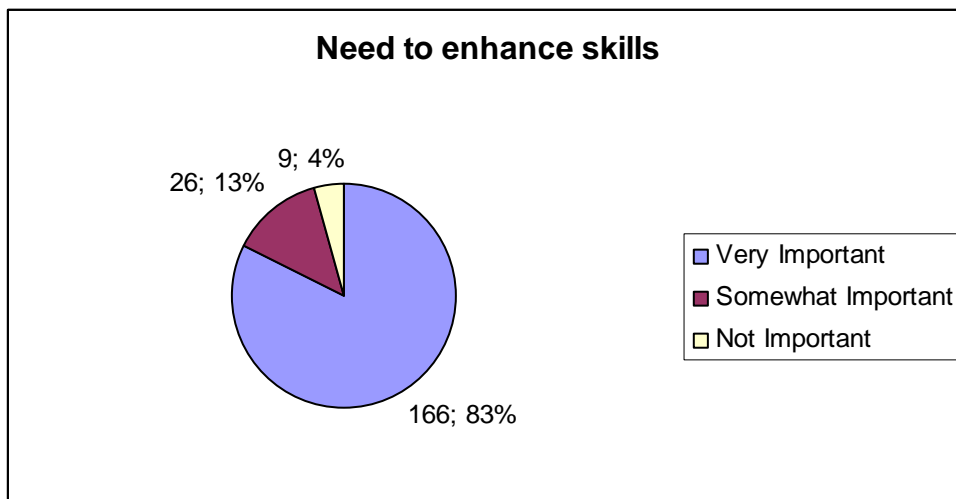


Figure 11

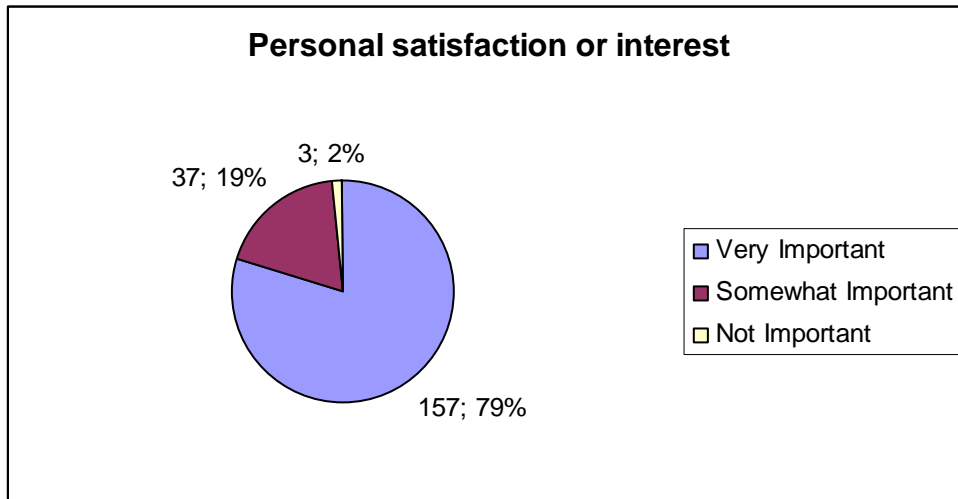


Figure 12

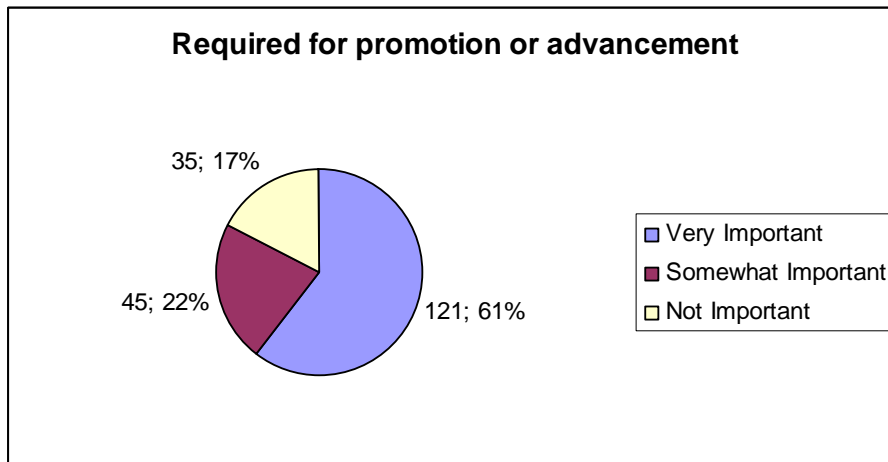


Figure 13

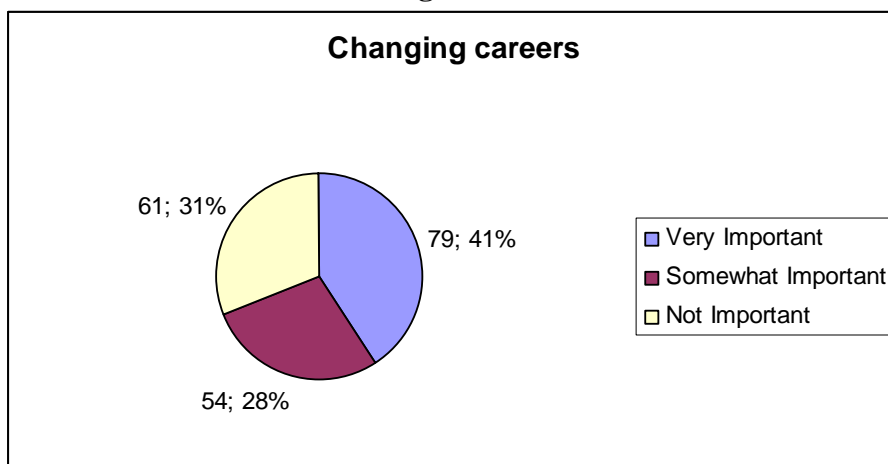


Figure 14

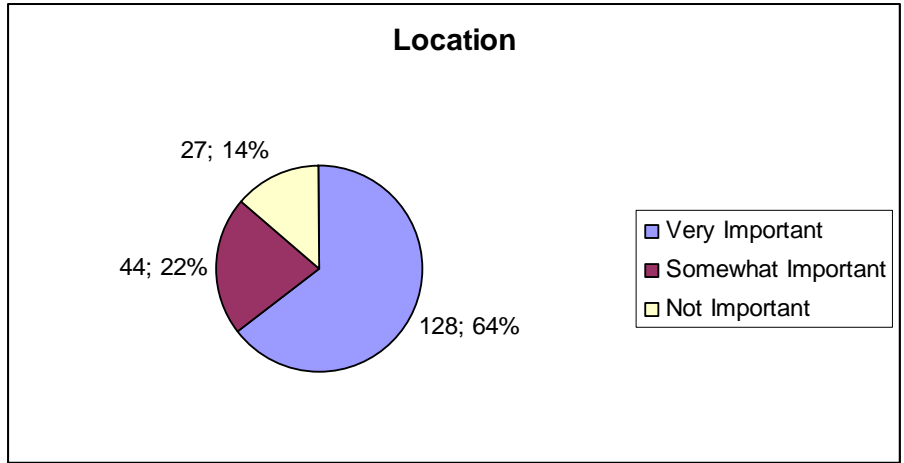


Figure 15

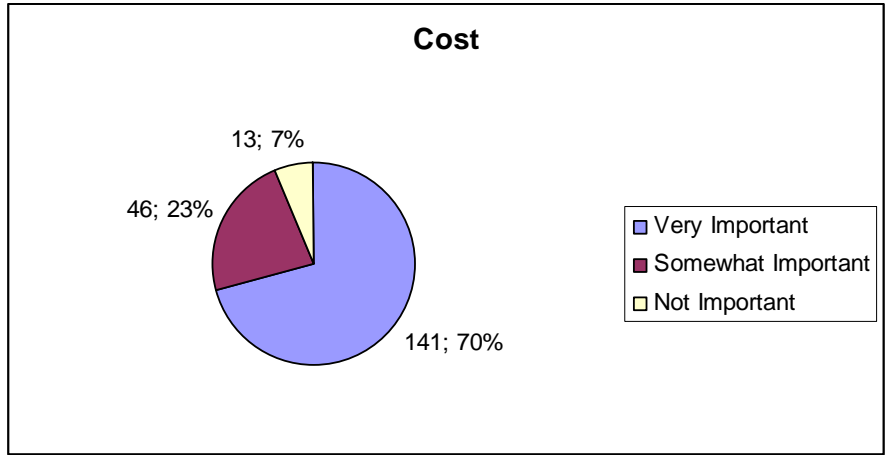


Figure 16

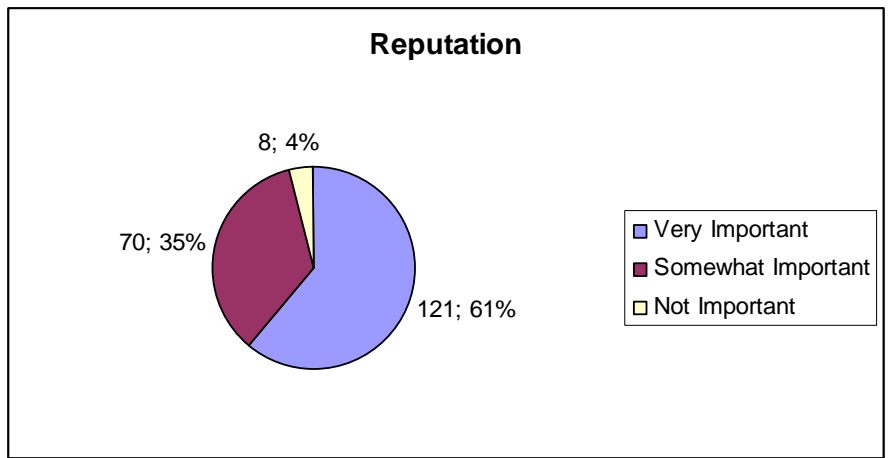


Figure 17

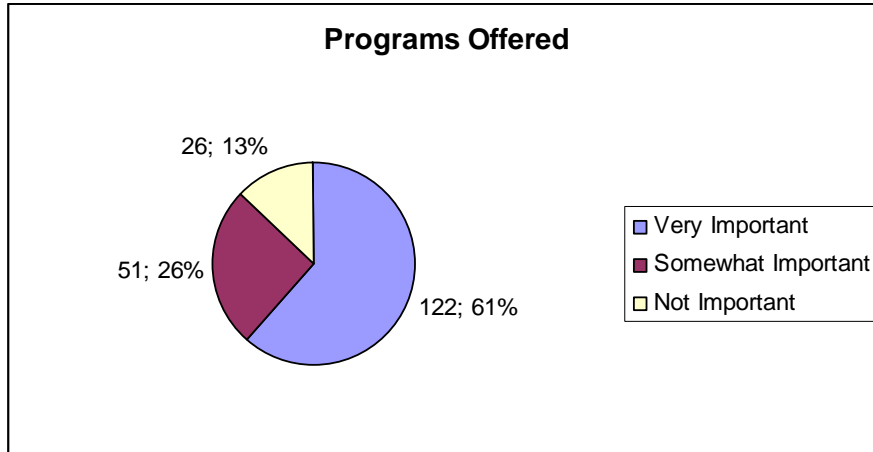


Figure 18

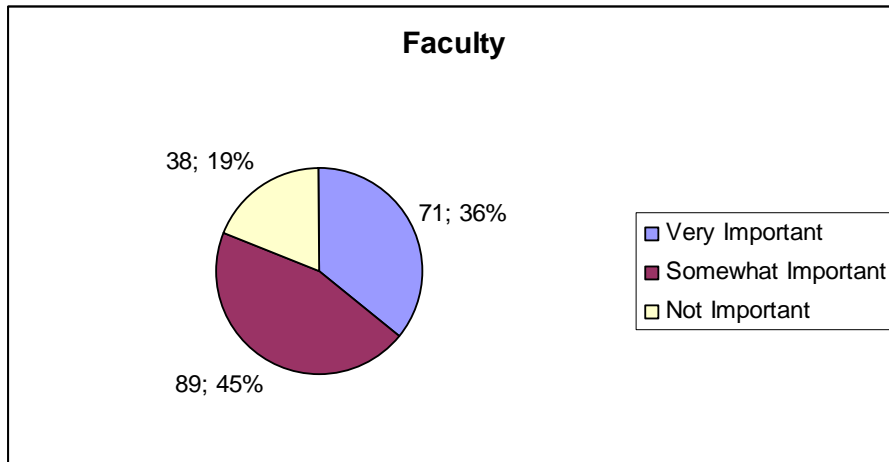


Figure 19

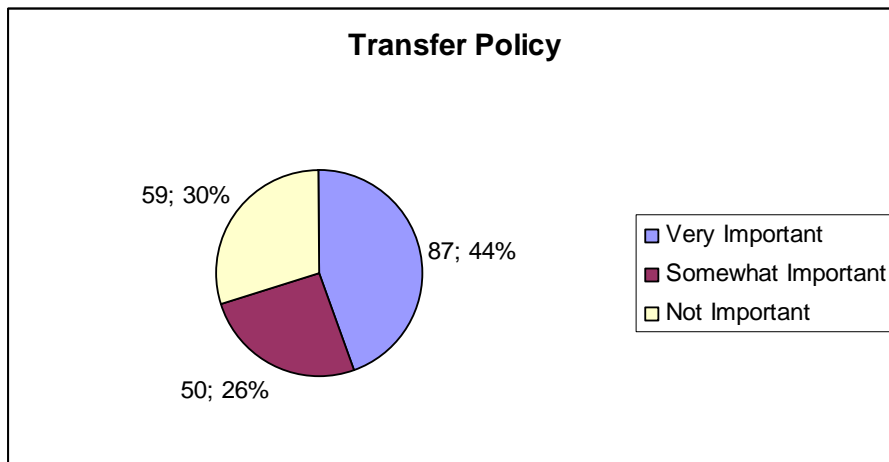


Figure 20

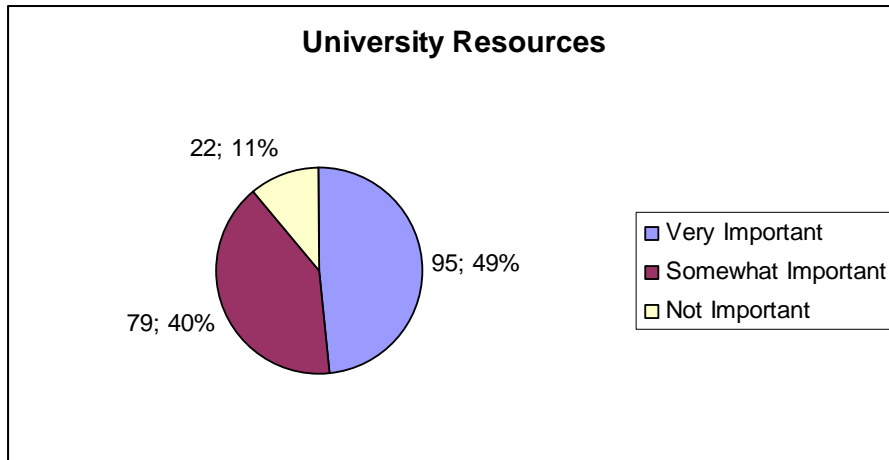


Figure 21

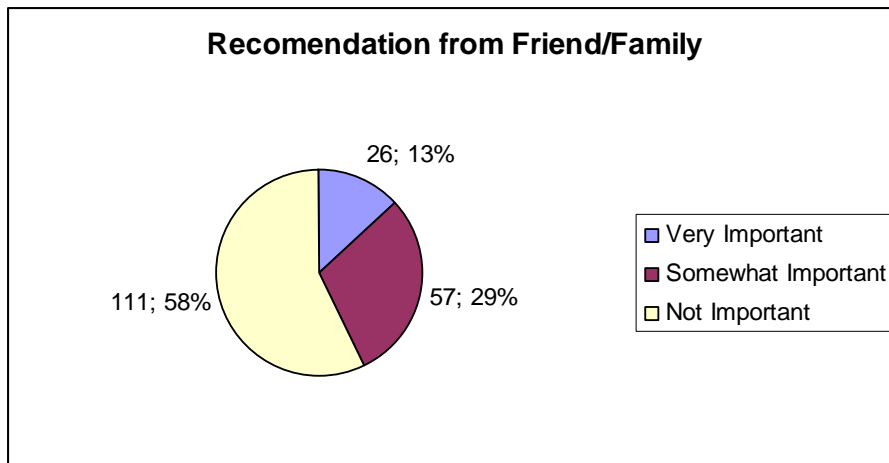


Figure 22

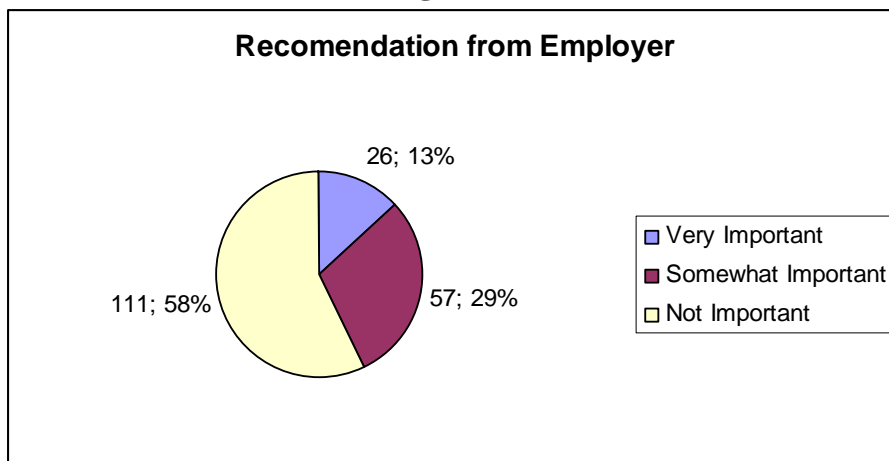


Figure 23

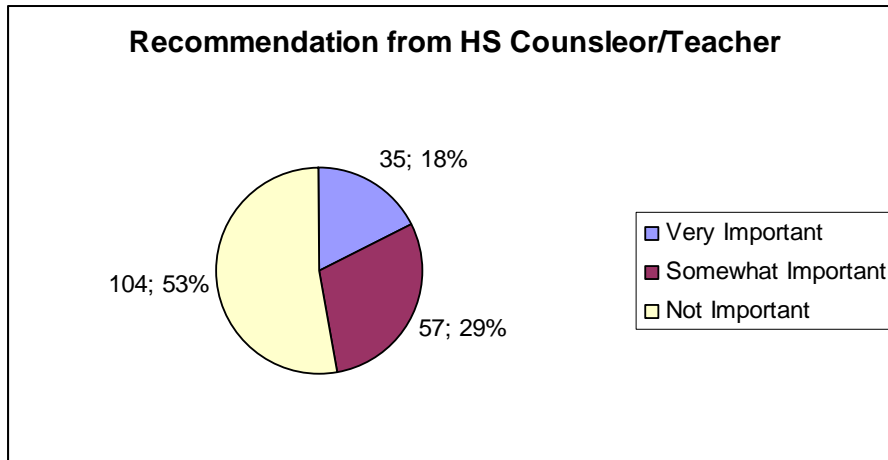


Figure 24

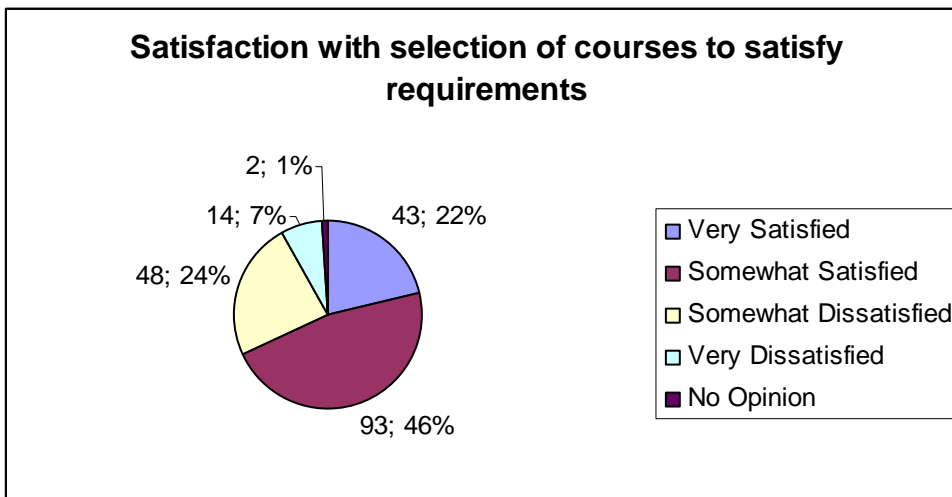


Figure 25

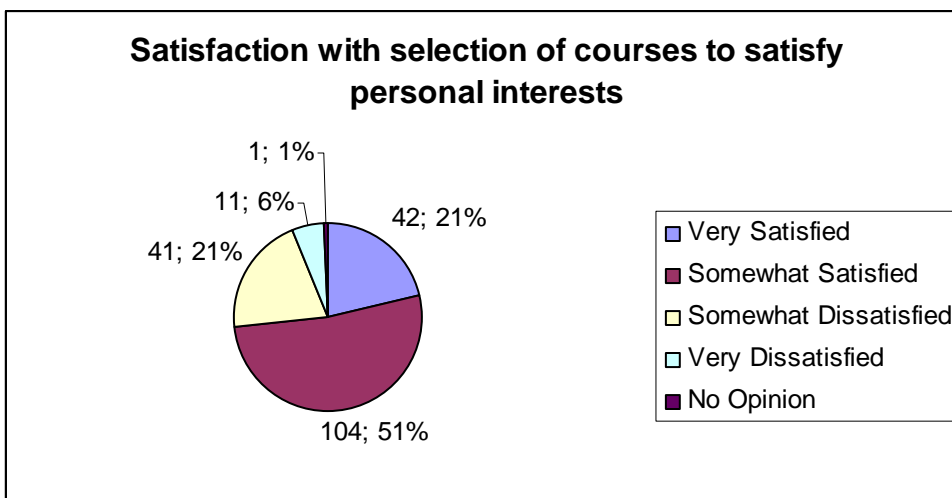


Figure 26

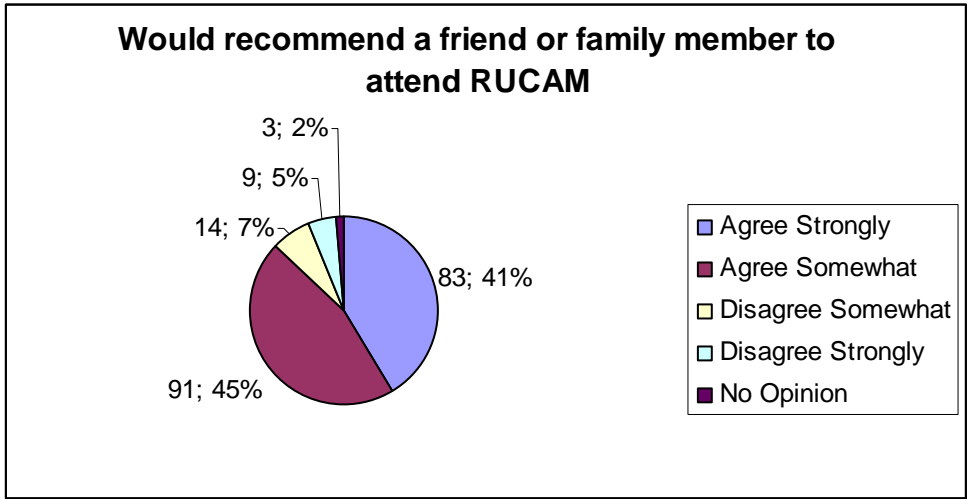


Figure 27

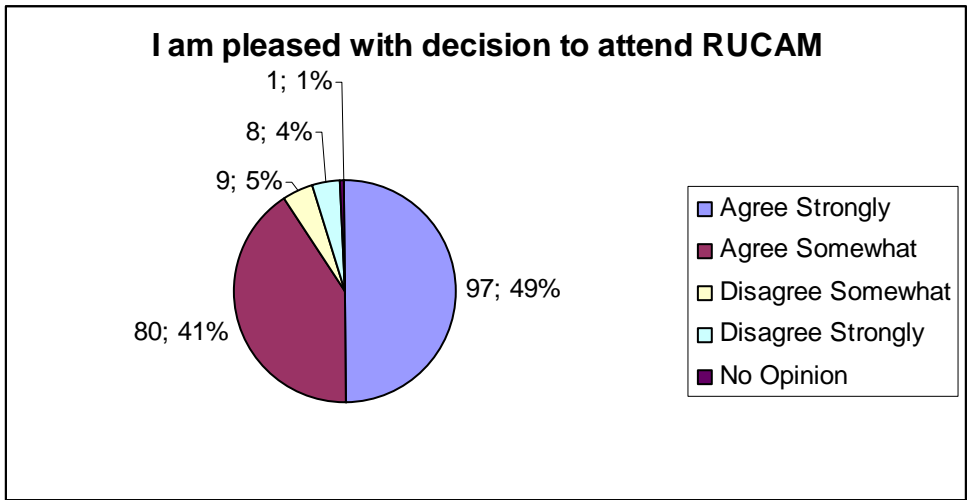


Figure 28

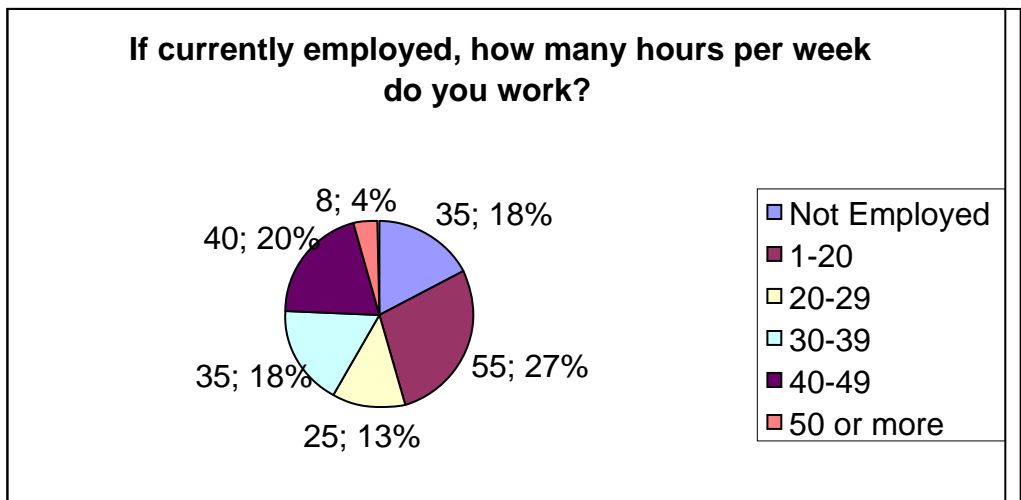


Figure 29

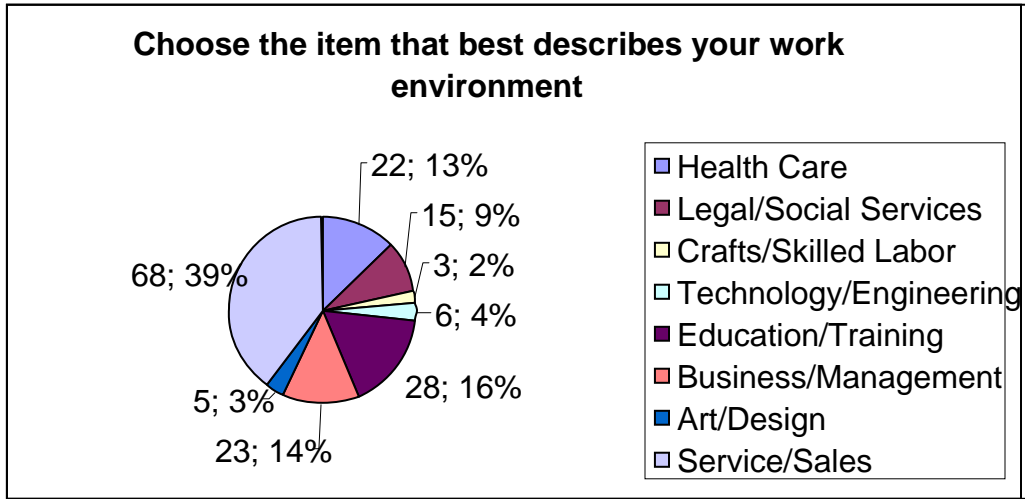


Figure 30

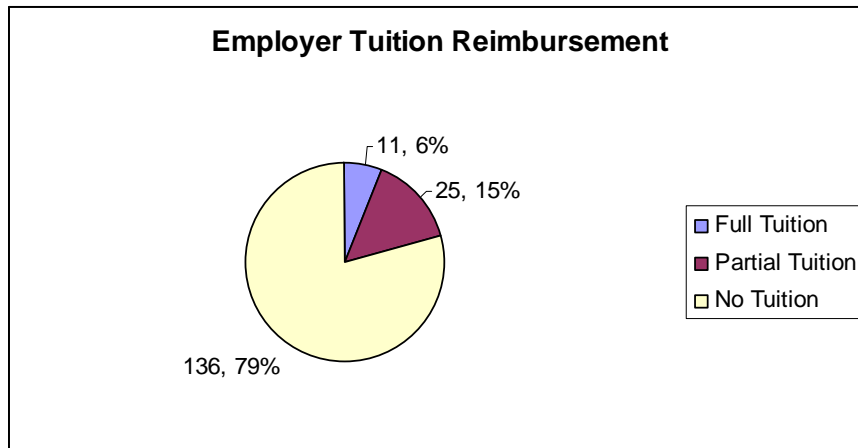


Figure 31

Methods of Financing Education

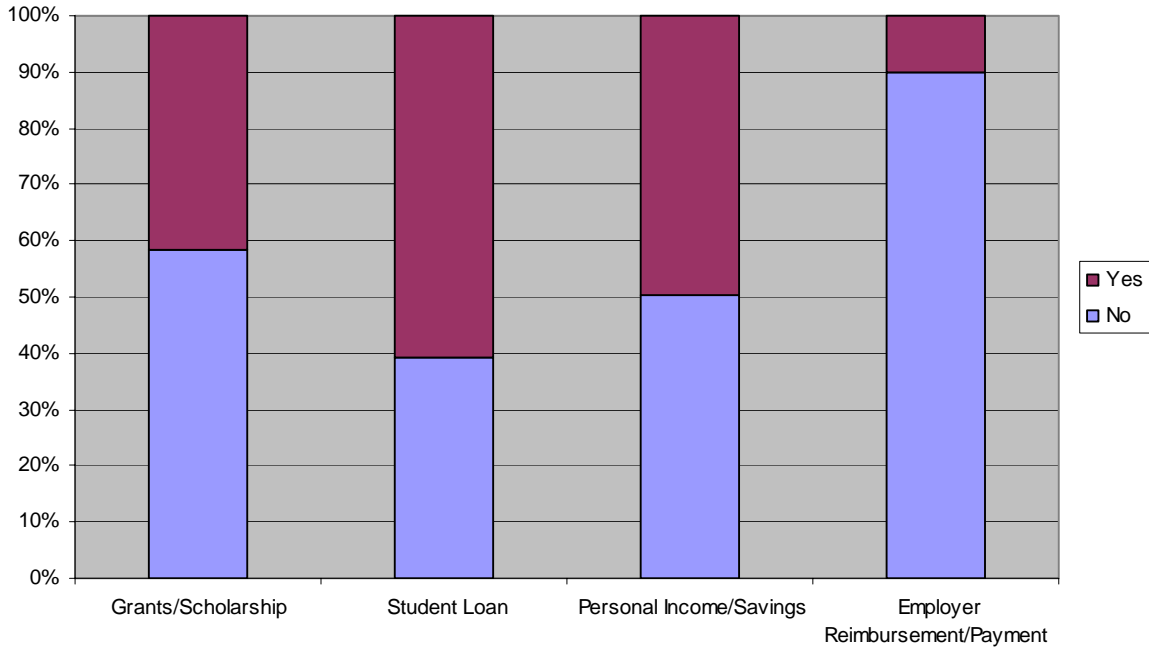


Figure 32

Course Schedule Preference

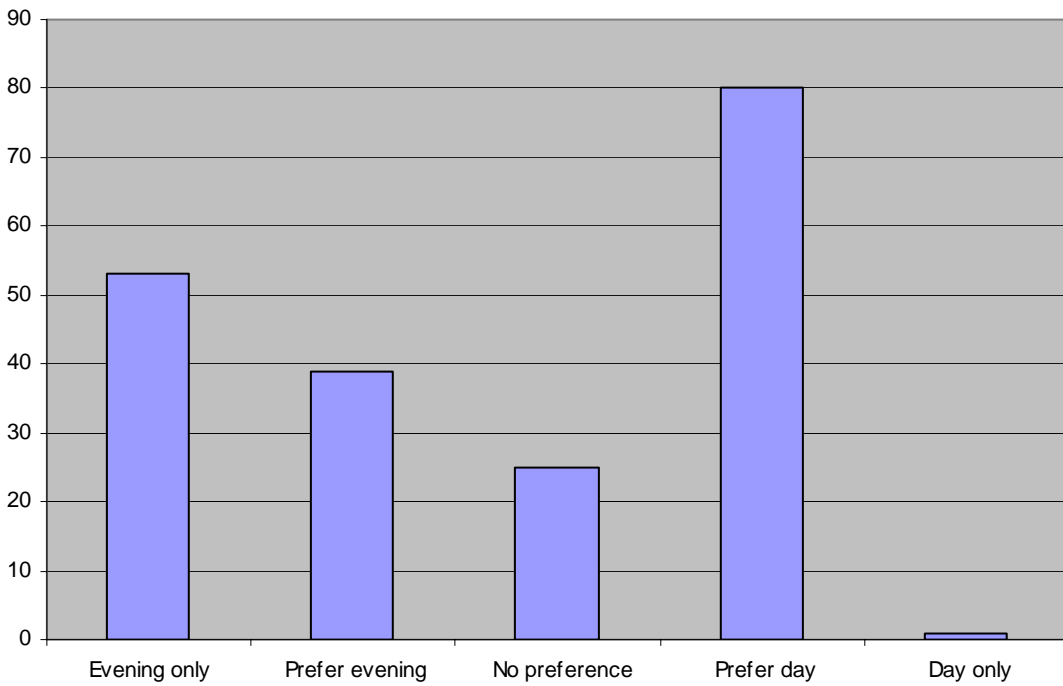


Figure 33

Class Schedule Options

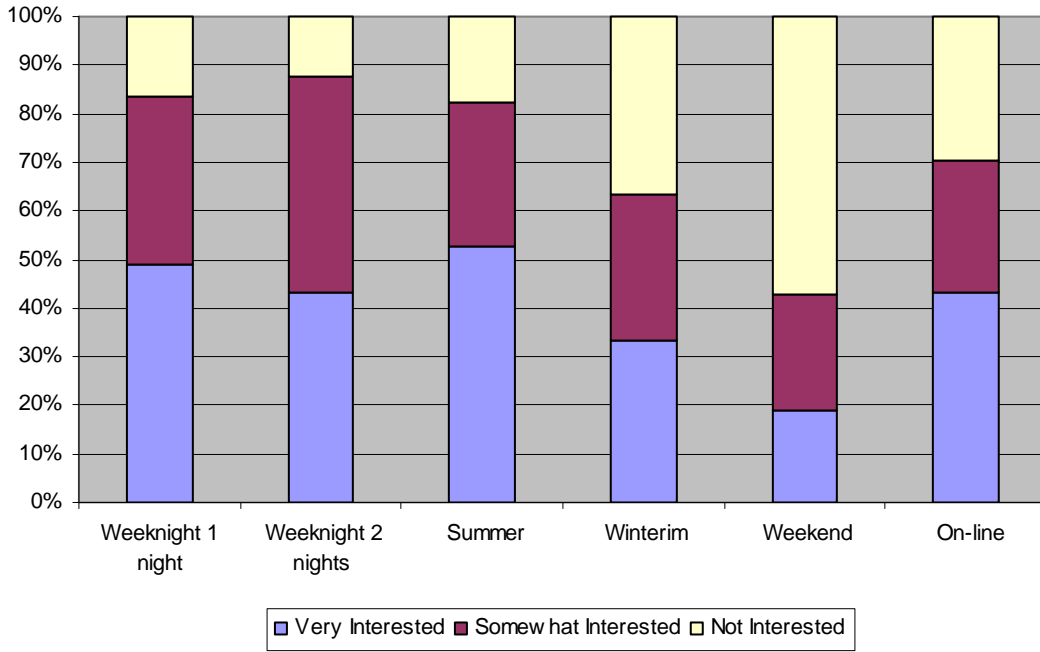


Figure 34

Method of Commuting to Campus

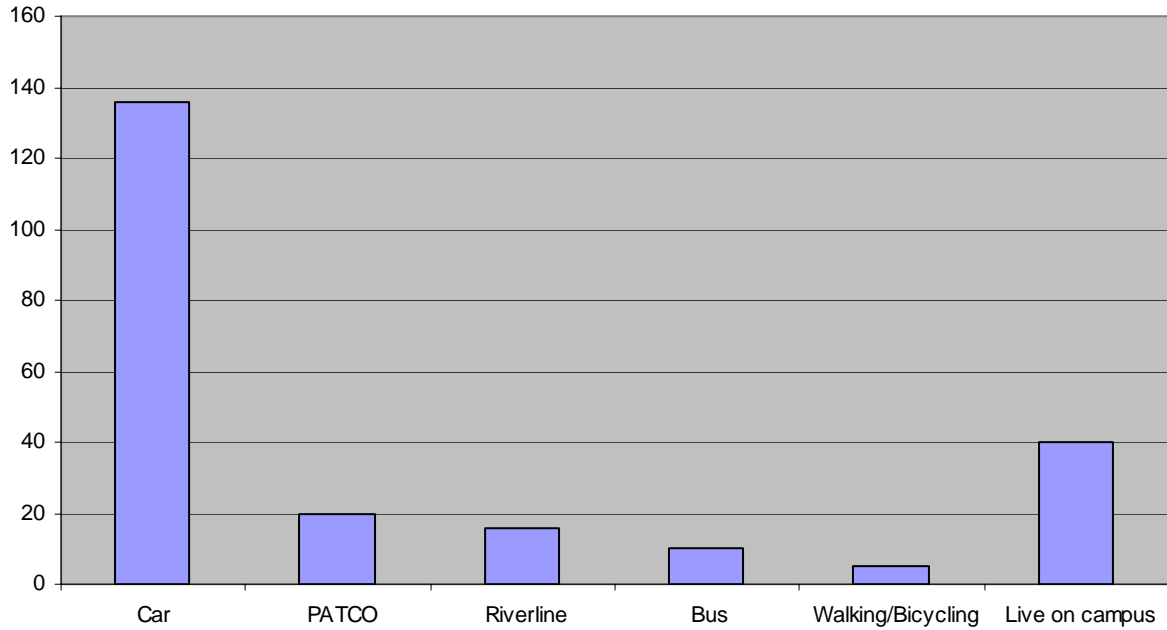


Figure 35

Respondents by Gender

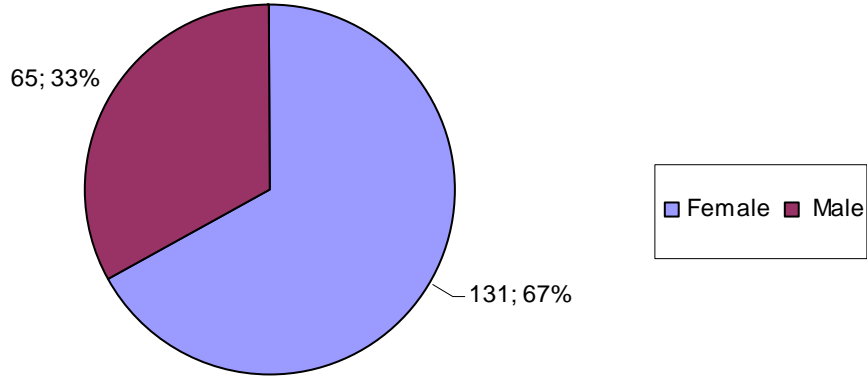


Figure 36

Respondents by Ethnicity

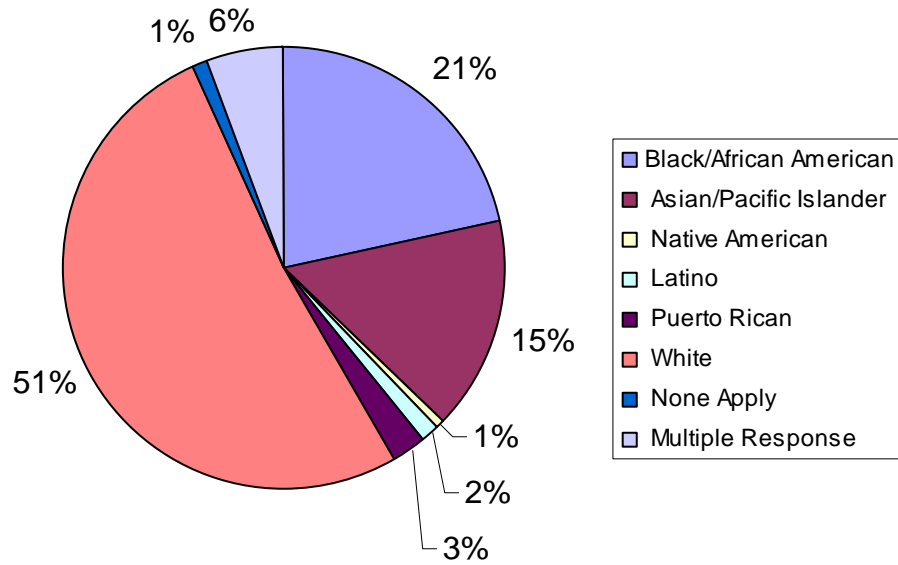


Figure 37

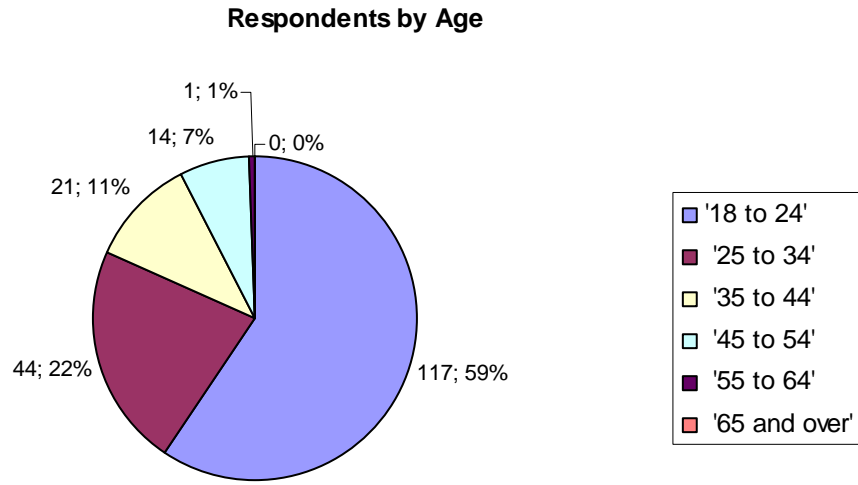
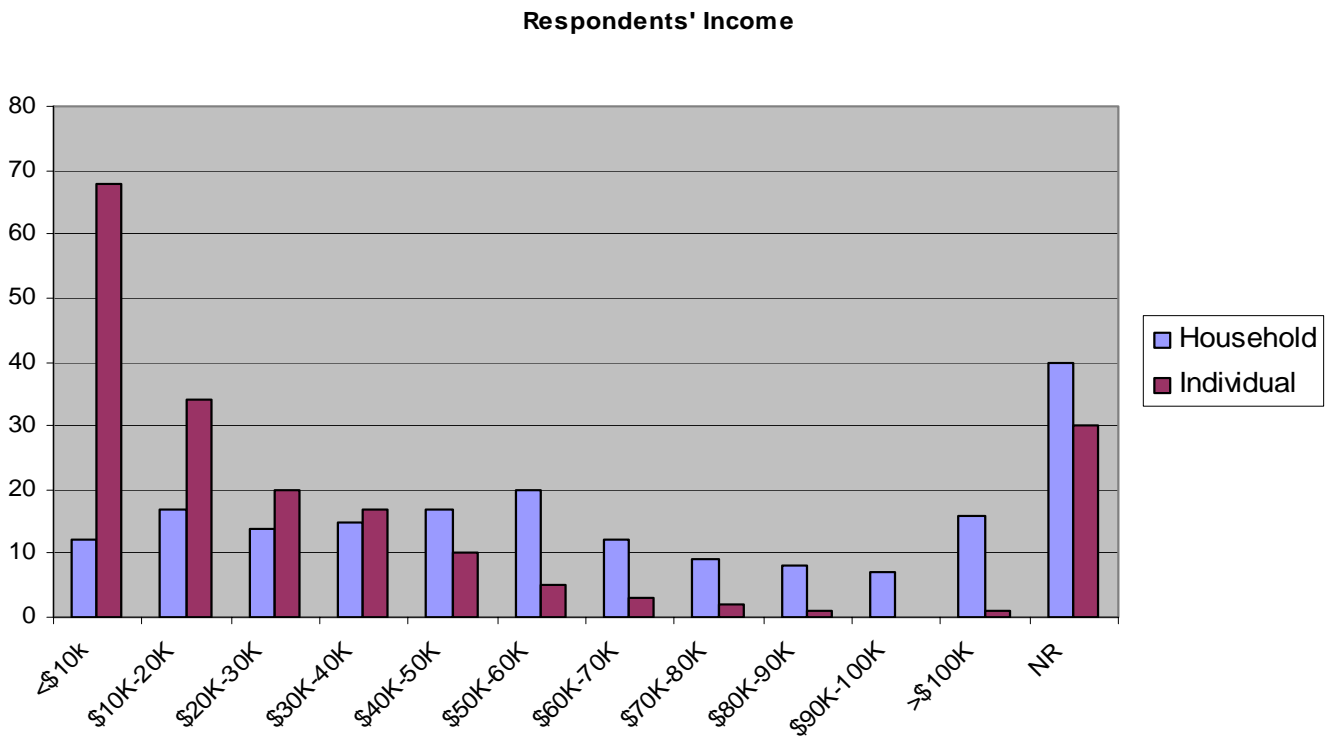


Figure 38



APPENDIX 5

Results of Informal Survey
of Small to Medium Doctoral-Level Institutions
on
Faculty Teaching Loads and Start-Up Packages

TENURED FACULTY TEACHING LOAD

Department	Institution	For a standard teaching load of an tenured faculty member at your institution, what is your candid estimation of numbers/year of :						Load Influenced by grants?		
		YEARLY lecture courses taught		teaching lab sections taught		graduate students supervised				
		#	Notes	#	Notes	#	Notes			
Biology	U Louisville	2.5	2 - 2.5 per year	0.5	0-1 per year	6		2	2 to 3	No
Biology	William & Mary	3.0	1 semester larger course (50-60) + lab (with TA); other semester small seminar (6-12) at upper level	0.5	with TA					same teaching; independent of research
Biology	TN Tech U., Cookeville, TN	4.0								No
Biology	U MD, Baltimore County	1.5	1 full and 1 shared course on average per year							No
Biomedical Sciences	Creighton University	2.0	3 to 40 class sections with an average ~ 20	0.5	range 0 - 36	2.5		1.5		No
Chemical Engineering	Lamar U, Beaumont TX	4.0								No
Chemistry	Seton Hall U	3.0	If lab part of the course, you are responsible	0.5	24 sections; with most lecture	5.5		2		No
Chemistry	U FL, Gainesville	2.0	optional summer course can add 1	0	all (95%) taught by TAS			2	1 to 2	No
Chemistry	U MO, Rolla Rolla	1.0	average; can be all research							
College of Science	U AL, Huntsville	4.0	average and norm							
Computer Science	Portland State U, OR	3.5	3 for faculty with funding (> \$100K per year); 4 for significant research + smaller grants; 5 research-inactive; chair's discretion		part of lecture course; taught by TAS, RAs, faculty	1.5		0.5		Yes. It is possible to use external funding to buy course releases.
Environmental	SD State, Brookings	5.5	can buy out by grant support but hard to get grants with such a heavy teaching load							
Physics	AL A&M	6.0	new program; not successful in research							
Physics	U AL, Birmingham	4.0								
American Studies	William & Mary	4.0				5			range 4-6	
Criminology & Criminal Justice	U MO, St. Louis	4.0				1			0-6	
Gerontology	U MA, Boston	4.0				2			range 1-6	
MEAN		3.3		0.4		4.1		1.6		

NON-TENURED FACULTY TEACHING LOAD

Department	Institution	External Support		For newly hired faculty teaching load at your institution, what is your candid estimation of numbers/year of :									
		% with grants	Notes	lecture courses		teaching lab sections		graduate students supervised		undergrads supervised			
				#	Notes	#	Notes	#	Notes	#	Notes		
Biology	U Louisville	25%		0.0	0 in Year 1, then 2 yearly	0.5						1.5	1 to 2
Biology	William and Mary												
Biology	TN Tech Univ., Cookeville, TN												
Biology	U MD, Baltimore County												
Biomedical Sciences	Creighton University	30%		0.0	first year only	0.0	first year only	1.5					
Chemical Engineering	Lamar U, Beaumont TX			2.0	in line with 1/1 - some courses have lab			5.5				2.0	
Chemistry	Seton Hall U												
Chemistry	U FL, Gainesville	60%	85% have minimal funding; 50% have 2 or more	1.0	in first year	0.0		4.0	avg by end of first year			1.5	1 to 2
Chemistry	U MO, Rolla												
College of Science	U AL, Huntsville												
Computer Science	Portland State U, OR	33%	1/3 (10 out of 30).	2.0	2 per year in the first year. (policy)			0.5	0-1 per year, with the expectation of ramping up to a research active				depends on research profile
Environmental	SD State, Brookings												
Physics	AL A&M												
Physics	U AL, Birmingham												
American Studies	William and Mary												
Criminology & Criminal Justice	U MO, St. Louis												
Gerontology	U MA, Boston												
MEAN		36%		1.0		0.2		2.9				1.7	

START-UP PACKAGES

Department	Institution	TA and grader support for teaching	Start-up package	Other issues influencing recruitment and retention
Biology	U Louisville	22-23 TA'S for 20 faculty	120-250K	not being able to hire to replace lost faculty for over 2 years; applied work and other service is not really taken into account for tenure and promotion; need a chair with vision and drive to pull faculty and curriculum together - constructive retreats
Biology	William and Mary			
Biology	TN Tech Univ., Cookeville, TN			
Biology	U MD, Baltimore County			
Biomedical Sciences	Creighton University	none	\$125,000 over a 3 year period	Benefits - cost of health insurance
Chemical Engineering	Lamar U, Beaumont TX			
Chemistry	Seton Hall U	one TA per lab section, no grading for lecture courses	\$65-85K	institutional reputation, Administration support, salary
Chemistry	U FL, Gainesville	Avg of 4 per organic or general chem prof	\$400-500K	
Chemistry	U MO, Rolla Rolla			
College of Science	U AL, Huntsville			
Computer Science	Portland State U, OR			
Environmental	SD State, Brookings			
Physics	AL A&M			
Physics	U AL, Birmingham			
American Studies	William and Mary			having excellent undergrad and grad students; "a strong sense of collegiality"
Criminology & Criminal Justice	U MO, St. Louis			"money" (it's more effective to pay well preemptively than to have people continually testing the market)
Gerontology	U MA, Boston			not an issue for us - partly because we are a small, tight-knot group
			2 years summer support, travel allowance, equipment allowance, and anything else the candidate can negotiate	Salary inversion between old and new hires.
			moving costs; additional travel and expense funds beyond college provided; sometimes a temporary teaching reduction	
			summer salary beyond 9 mos contract; travel money; research assistant	
			moving costs, couple months summer salary, 1-2 graduate assistants	

APPENDIX 6

Letter from Scientists on Workload

October 9, 2006

To: Dean's Task Force

From: Science and Mathematics Chairs, Program Directors and Faculty

The administration and faculty of the Camden campus of Rutgers University have together embarked on an ambitious plan to change the mission of the campus. Rutgers-Camden currently falls into the Carnegie classification of *Master's Colleges and Universities I*. The vision for the future of Rutgers-Camden is to provide several high-quality multidisciplinary doctoral programs by capitalizing on, and developing further the research strengths of the current faculty. The aspiration for the Camden Faculty of Arts and Sciences (CFAS), as articulated in a recent charge to a newly formed Dean's Task Force, is "to develop and enhance the Arts and Sciences so that Rutgers-Camden can become a top-ranked small urban public research university."

The Dean's Task Force is charged with defining the particular goals necessary to realize the above aspiration and to recommend realistic procedures, specific strategies and benchmarks to realize the goals. We would like to present the perspective of the science and mathematics faculty. We are anxious to institute doctoral programs in the sciences and mathematics, starting with the proposed interdisciplinary program in Computational and Integrative Biology (CIB). In the case of the natural sciences, doctoral programs are desperately needed, as this will mean not only the enhancement of scholarship, but a shift in the paradigm for conducting research. Scientific research in the doctoral institutions relies on a long-term apprenticeship system in which doctoral students receive highly technical instruction in a one-on-one mentoring relationship and, in turn, provide the intensive and sustained effort required for scientific research.

Recruitment of research faculty in the sciences and mathematics at Camden is made difficult by the lack of doctoral programs. During a five-year period ending in about 2003, eight science faculty members resigned from CCAS. Of these, seven had current or pending support from the National Science Foundation or National Institutes of Health and the other had a grant from the State of New Jersey Cancer Commission. (Note: Biology - 2 NIH and 1 SNJ; Chemistry- 3 NSF; Computer Science - 1 NSF; Physics - 1 NSF). While devastating for the development of cutting edge science, this turn of events has provided the academic lines which will provide some of the founding resources required for the proposed doctoral program in Computational and Integrative Biology.

One serious drawback in the current structure of CFAS for the goal outlined above is the teaching policy. The signers of this document strongly recommend to the Dean's Task Force that the CFAS should make a firm policy decision to match conditions of small but highly regarded doctoral institutions. The plan to change the mission of CCAS makes little sense if it is not accompanied by a plan to reduce teaching loads.

In particular, the current teaching load (five courses yearly) is far above that of the target institutions.

Furthermore, we maintain that any changes in teaching policy should be universally applied to the whole CFAS. Most, if not all, of the current science and mathematics faculty members could contribute to the newly proposed CIB program if there is a level playing field. We believe all faculty, newly hired for the CIB program and current, should have the same expectations and conditions of employment on the

CIB program and current , should have the same expectations and conditions of employment on the campus. Otherwise, it is likely that the CIB program would consist of a very small proportion of the science and mathematics faculty and would be much weaker than if most of the faculty could participate.

We believe it is crucial to decrease the classroom teaching load for faculty doing research. We believe that both classroom teaching and research instruction must be combined with scholarship when figuring "faculty workload". Without a change in policy regarding workload, it will be difficult to recruit faculty to the CIB program.

Name	Signature	Department	Date
Joseph V Martin		Biology	10/9/06
Luke A. Burke		Chemistry	9 Sep 06
Daniel H. Shan		Biology	10/9/06
Hsin-Yi LEE		Biology	10/9/06
Patrick McIlroy		Biology	10/10/06
Heike Rücking		Biology	10/11/06
William M. Gaidel		Biology	10/11/06
Georgia Arbuckle-Kot		Chemistry	10/12/06
Alko Kule		CHEMISTRY	10-12-06
Peter Polenske		Chem	10-12-06
Robert Evans		Biology	10/12/06
Sunil Shende		Comp. Science	10/17/06
J.C. Birget		Computer Science	10/17/2006
SUNEETA RAMASWAMI		COMPUTER SCIENCE	10/18/2006
GUY KORTSARZ		Computer Science	10/19/2006
G. Toth		Math	11/6/06
Roger Gandy		Physics	11/8/06
John Gagliardi		Physics	11/9/06
Danny Babb		Physics	11/13/06
Dane Honey		Comp Science	12/1/06
Dinesh S. Bhat		Math. Sciences	12/1/06
WILL Y. LEE		Math	12-7-'06

APPENDIX 7

Survey of Faculty Salaries
at Rutgers - New Brunswick

RUTGERS - NEW BRUNSWICK SALARIES BY DISCIPLINE

Discipline	25th%ile	Median	75th%ile
Biology			
Asst. Prof.	\$42,079	\$57,736	\$95,969
Assoc. Prof.	\$49,996	\$69,425	\$104,706
Prof.	\$62,176	\$92,213	\$192,077
Chemistry			
Asst. Prof.	\$43,602	\$57,931	\$84,838
Assoc. Prof.	\$51,837	\$69,250	\$106,414
Prof.	\$72,699	\$98,495	\$190,870
Computer Science			
Asst. Prof.	\$56,488	\$76,613	\$121,624
Assoc. Prof.	\$55,580	\$80,007	\$104,551
Prof.	\$78,022	\$108,330	\$166,509
English			
Asst. Prof.	\$42,799	\$55,544	\$84,798
Assoc. Prof.	\$51,860	\$63,249	\$82,345
Prof.	\$63,827	\$79,826	\$119,257
Mathematics			
Asst. Prof.	\$41,831	\$58,148	\$85,429
Assoc. Prof.	\$55,040	\$70,525	\$105,983
Prof.	\$65,456	\$96,919	\$170,758
Philosophy			
Asst. Prof.	\$42,869	\$54,633	\$70,101
Assoc. Prof.	\$54,510	\$67,740	\$108,548
Prof.	\$67,250	\$93,638	\$187,066
Psychology			
Asst. Prof.	\$44,045	\$57,084	\$84,487
Assoc. Prof.	\$51,283	\$68,890	\$105,210
Prof.	\$66,020	\$93,493	\$182,277
Sociology			
Asst. Prof.	\$46,056	\$56,363	\$82,232
Assoc. Prof.	\$53,975	\$68,110	\$95,149
Prof.	\$70,819	\$91,473	\$142,986

(data from salary.com dated Oct 2006)

APPENDIX 8

Liberal Arts Distribution Requirements:
Report of Committee on Interim Core Curriculum
for SAS – New Brunswick

Liberal Arts Distribution Requirements

Report of Committee on Interim Core Curriculum for SAS

Amended version, approved on May 3, 2006 by FAS Faculty

Please cite as: "Liberal Arts Distribution Requirements, Final Report of the Committee on Interim Core Curriculum for SAS as amended and approved by the FAS Faculty on May 3, 2006" minor copy editing done on 7/7/06

Committee on Interim Core Curriculum
 Chair: Gretchen, Chapman Psychology gbc@rci.rutgers.edu
 Dennis Bathory, Political Science and Chair of the FAS Standing Curriculum Committee
 Warren Crown, Graduate School of Education
 Stephen Greenfield, Mathematics
 Max Haggblom, Cook College
 Paul Kantor, CILS
 Marc Kollar, Ernest Mario School of Pharmacy
 Pat Mayer, Mason Gross School of the Arts
 Kenneth G. Miller, Geological Sciences
 Richard E. Miller, English
 Lenore Neigeborn, Rutgers College
 Ben Sifuentes, American Studies
 Victoria Ukachukwu, University College
 Drew Vershon, MBB and Waksman Institute
 Paula Voos, School of Management and Labor Relations
 FAS Liaisons: Michael Beals beals@fas.rutgers.edu
 Susan Lawrence slawrence@fas.rutgers.edu

	Requirement	Credits
V1	Writing Requirement	6
V2	Quantitative Reasoning Requirement	6
V3	Natural Sciences Requirement	6
V4	Social Sciences & Humanities Requirement	12
V5	Diversity Requirement	3
V6	Global Awareness	3
		36 total credits

V1 Writing Requirement

Expository Writing 101 and one course, credit-bearing and worth at least 3 credits, from a list of approved courses. Students receiving a score of 4 or above on the AP English Composition Test are exempted from Expository Writing 101, and for such students the writing requirement becomes a 1-course requirement. Transfer credits from courses taken in high school will not satisfy this requirement, even if they carry a college transcript.

Writing courses on the approved list consist of courses nominated by departments. Such courses are above the 100 level, require 15 pages or more of writing in English (excluding exams), including at least one sustained piece of analytical or interpretive prose, and provide regular detailed feedback on writing.

[List currently in progress. Nominations for courses to be added or dropped from the list will be solicited from departments during summer 2006 and at regular intervals thereafter.]

V2 Quantitative Reasoning Requirement

2 courses, each credit-bearing and worth at least 3 credits, consisting of 1 course in Mathematics (640) and 1 course in mathematics or some discipline specific course strongly emphasizing either analytic or quantitative methods.

Students who place into calculus on the Mathematics Placement exam are exempt from taking the 640 course, and for such students, the quantitative reasoning requirement becomes a one-course mathematics or discipline specific course requirement. Students who use calculus placement to satisfy the Mathematics requirement may not use precalculus to satisfy the second part of this requirement. Transfer credits from courses taken in high school will not satisfy this requirement.

Courses applicable to the quantitative reasoning requirement:

All 198 (Computer Science) courses

All 640 (Mathematics) courses

All 960 (Statistics) courses

All 711 (Operations Research) courses

01:070:335	Analysis of Archeological Data
01:070:395	Archeological Data
04:192:300	Communication Research
01:377:275	Statistical Approaches to Exercise Science
01:450:319	Quantitative Methods in Geography
01:450:320	Spatial Data Analysis
01:450:330	Geographical Methods
01:730:201	Introduction to Logic
10:762:395	Research Methods
01:790:300	Intro to Political Science Methods
01:830:200	Quantitative Methods in Psychology
01:830:300	Research Methods in Psychology
01:920:311	Intro to Social Research
01:920:312	Computer Analysis of Social Science Data
10:975:205	Basic Statistical Methods for Urban Studies and Community Health

[Nominations for courses to be added or dropped from the list will be solicited from departments during summer 2006 and at regular intervals thereafter.]

V3 Natural Sciences Requirement

Two courses, each credit-bearing and worth at least 3 credits, chosen from: Biological Sciences (119, 146, 447, 694), Chemistry (160), Geological Sciences (460), Marine and Coastal Sciences (628), Meteorology (670), and Physics (750), plus a list of select courses noted below. Courses need not be in the same subject. Independent study, internships, and research courses may not be used to fulfill this requirement.

Courses applicable to the natural sciences requirement

Biological Sciences (all 119, 146, 447, 694)
Chemistry (all 160)
Geological Sciences (all 460)
Marine and Coastal Sciences (all 628)
Meteorology (all 670)
Physics (all 750)

01:070:102 Introduction to Human Evolution
01:070:204 Introduction to Social Evolution
01:070:212 Survey of the Living Primates
01:070:213 Environment and Human Evolution
01:070:215 Survey of Fossil Primates
01:070:240 Intro to Molecular Evolutionary Anthropology
01:070:325 Evolution & Culture
01:070:348 Primate Socioecology
01:070:349 Advanced Physical Anthropology
01:070:350 Primatology and Human Evolution
01:070:354 Functional and Developmental Anatomy of the Primate Skeleton
01:070:355 Lab in Skeletal Biology of Primates
01:070:356 Human Variation
01:070:358 Introduction to Human Osteology
01:070:359 Human Osteology Laboratory
01:070:390 Plio-Pleistocene Hominid Anatomy
01:070:420 Evolutionary Genetics: Humans and Other Primates
11:375:101 Introduction to Environmental Sciences
11:375:102 Soils and Society
11:375:103 Introduction to Environmental Health
11:400:103 Science of Food
11:709:255 Nutrition and Health

[Nominations for courses to be added or dropped from the list will be solicited from departments during summer 2006 and at regular intervals thereafter.]

V4 Social Sciences, Humanities, and Interdisciplinary Requirement

Four courses, each credit-bearing and worth at least 3 credits, in the Humanities and Social Sciences, with at least 3 credits from each of the three subdivisions shown below.
[Departments/programs will be switched from one list to another at their request.]

Humanities	Social Science	Interdisciplinary Humanities & Social Science
013 Africana Studies: African Languages and Literatures	070 Anthropology*	014 Africana Studies
078 Armenian	04:189 & 192 Communication	016 African Area Studies
07:080 Art, Visual (non-studio)	202 Criminal Justice	050 American Studies
07:081 Art (non-studio)	220 Economics	098 Asian Studies
082 Art History	05:300 Education	175 Cinema Studies
145 Catalan	450 Geography	214 East Asian Languages and Area Studies
165 Chinese	37:575 Labor Studies and Employment Relations	360 European Studies
190 Classical Humanities	10:762 Planning and Public Policy	506 History: General/Comparative
195 Comparative Literature	790 Political Science	508 History: African, Asian, and Latin American
07:203 Dance (non-studio)	830 Psychology	510 History: European
07:206 Dance (non-studio)	10:832 Public Health	512 History: American
350 English	920 Sociology	513 History/French
351 English: Topics	Additional Social Science Courses	514 History/Political Science
353 English: Literary Theory	01:556:220 Intro to Science, Technology, & Society	----* Italian Studies
354 English: Film Studies	01:556:404 Topics in Science, Technology, & Society	563 Jewish Studies
420 French		590 Latin American Studies
470 German		667 Medieval Studies
489 Greek, Modern		685 Middle Eastern Studies
490 Greek, Ancient		836 Puerto Rican and Hispanic Caribbean Studies
505 Hindi		925 South Asian Studies
535 Hungarian		988 Women's and Gender Studies
560 Italian		
565 Japanese		
574 Korean		
580 Latin		
615 Linguistics		
07:700 Music (non-studio)		
730 Philosophy		
787 Polish		
810 Portuguese		
840 Religion		
860 Russian		
940 Spanish		
07:965 Theater Arts (non-studio)		
07:966 Theater Arts (non-studio)		
967 Ukrainian		

Additional Social Science Courses
01:556:220 Intro to Science, Technology, & Society
01:556:404 Topics in Science, Technology, & Society

*Excluding Anthropology (070) courses that can satisfy the natural science requirement (see list under V3). Those courses cannot be used to satisfy the social science requirement.

[Nominations for courses to be added or dropped from the list will be solicited from departments/programs during summer 2006 and at regular intervals thereafter.]

V5 Diversity Requirement

One course, credit-bearing and worth at least 3 credits, from an approved list of courses. Courses fulfilling this requirement engage students in theoretical issues and political debates pertaining to questions of "diversity," namely race, ethnicity, language, migration and diasporas, gender, and sexualities. These courses must juxtapose two or more visions or methods which would enable an understanding of an increasingly globalized world. Sample topics include the following: histories of religion, social movements, cultural conflicts, racial tensions, visual culture and representation of transnational identities and differences, international feminisms, and sexual prejudice. Study abroad does not ipso facto satisfy this requirement, although individual courses taken abroad may qualify.

[List currently in progress. Nominations for courses to be added or dropped from the list will be solicited from departments/programs during summer 2006 and at regular intervals thereafter.]

V6 Global Awareness Requirement

One course, credit bearing, worth at least 3 credits, from an approved list of courses. The Global Awareness requirement promotes enhanced knowledge of the interconnectedness of the world's peoples, cultures, environments, regions, or nations whether historically, politically, economically, socially, linguistically, technologically, ecologically, or epidemiologically. Courses in this category deepen area based knowledge and encourage analysis of global or transnational processes. They help students to recognize the need for an understanding of local, regional, international, transnational and/or global dynamics that inhibit or promote solutions to contemporary world problems. Introductory language courses do not fulfill this requirement.

[List currently in progress. Nominations for courses to be added or dropped from the list will be solicited from departments/programs during summer 2006 and at regular intervals thereafter.]

Mathematics Proficiency Requirement

Algebra II required for admission.

Require proficiency in intermediate algebra (students placed into IAL or below by the Mathematics Department placement exam must pass the appropriate courses or otherwise demonstrate proficiency).

The Committee on Non-Traditional Students will consider whether this requirement should be modified for those students.

Foreign Language Policy

Two years of a high school foreign language or one year of college-level foreign language or demonstrated proficiency in the elementary level of a language other than English, sufficient to enroll in an intermediate level course, required for admission.

Students with two or more years of a foreign language in high school or whose native language is other than English may not receive degree credit for first-year or elementary level courses or courses numbered below their placement in that language. Degree credit in that language begins with an intermediate or review course even if the Rutgers Placement Test indicates elementary level placement or if there has been a hiatus in language study.

The Committee on Non-Traditional Students will consider whether this requirement should be modified for those students.

Majors & Minors

SAS students must declare and complete a major and a minor from the following list of

disciplines composed of (1) all majors and minors offered by FAS, (2) all majors and minors offered by those professional schools that do not admit first year students: Business*, Bloustein*, GSE*, SCILS*, SMLR*, and SSW*, (3) all liberal arts majors and minors leading to a BA, rather than B.F.A. or B.Mus., offered by Mason Gross*, and (4) a list of majors and minors offered by SEBS to be determined by Vice President for Undergraduate Education in consultation with the Executive Dean of SEBS and the Executive Dean of FAS/SAS. Complete list of majors and minors shown below. (*Separate admissions process required for these majors and minors.)

The major and the minor may not be selected from the same academic program. The requirement for a minor will be waived for students completing multiple majors and for second degree candidates. The requirement of the minor will also be waived for students transferring to SAS from the Rutgers School of Engineering or School of Pharmacy if at the time of transfer they have amassed 18 or more credits, with a GPA of 2.0 or higher, in a single Engineering or Pharmacy subject.

Any credits satisfying major requirements may also satisfy minor requirements and vice versa unless specifically prohibited by the particular major or minor program.

All students are responsible for consulting with the undergraduate director in the department of their major to ensure that they will have fulfilled all requirements by the time of graduation. Students considering majors requiring admission by one of the professional schools should refer to the section of the online catalog for the school of interest for a listing of the courses to be completed *prior* to application. Students should seek advising from their current SAS academic dean to determine how the sequence of courses to be completed for application will affect their graduation from Rutgers University if the application to the professional school is unsuccessful.

Students may declare their major and minor by submitting a declaration of major/minor form to the Office of Academic Services or online at {<http://: TBA>}

Individualized Major:

SAS students who wish to pursue a specialized area of study in the liberal arts and sciences may propose an individualized major. Students must submit a written application to the SAS associate dean for undergraduate education no later than the first term of the junior year; part-time and transfer students may extend this deadline to the completion of 75 credits. To be considered for approval, individualized major applications must include a statement describing the educational objectives, a proposed program of courses, and the signatures of three faculty sponsors from at least two different disciplines. Two of the three faculty sponsors must be members of SAS departments, and one must agree to serve as major adviser. Students proposing individualized majors must notify their SAS academic advisor of that intention, and must obtain the advisor's signature on the proposal as verification of notification.

An individualized major must consist of at least 36 credits. Ordinarily, at least twenty-four of these credits must be taken in SAS courses; at least 27 must be at the 300 level or above; and at least one course must be taken as an independent study, typically in the senior year, under the direction of the faculty adviser, for the purpose of integrating the work comprising the major. Normally students should select a minor that will require completion of courses beyond those included in the individualized major.

Students may obtain application forms for the individualized major from the offices of the academic advisors, or the SAS associate dean for undergraduate education, or at <http://TBA>.

SAS students who wish to pursue individualized majors through other schools at Rutgers University should consult the Office of the Dean of the appropriate school. Such applications must also be approved by and bear the signatures of the student's SAS academic advisor and the SAS Associate Dean for Undergraduate Education.

Satisfactory completion of the individualized major leads to a bachelor of arts degree.

Additional policy issues

- Courses satisfying more than one requirement: Courses used to fulfill any of the liberal arts distribution requirement may not be used to satisfy any other liberal arts distributional requirements. Courses used to fulfill major or minor requirements may be used to satisfy liberal arts distribution requirements unless prohibited by the major or minor.
 - Minimum grade for liberal arts distributional requirement courses. No stated policy
 - Transfer courses satisfying liberal arts distributional requirements SAS will accept transfer courses for free-elective credit applied toward general degree requirements. Academic departments will make all decisions about course equivalencies. Once an equivalency is noted, if the equivalent course at Rutgers would satisfy a liberal arts distributional requirement, then the transfer course satisfies the requirement.
 - Liberal arts distributional courses satisfying major or minor requirements. Any distributional course may count toward a major or minor unless prohibited by the major or minor.
 - Maximum course load in a single subject. No stated policy.
 - Policy on accepting independent study, internship, or experiential learning credits. Degree credit for all internships, fieldwork, independent study, and supervised research is limited to a total of 30 degree credits, including senior honors thesis research. Internships that are not sponsored by an academic unit do not receive academic credit.
-

Proposed majors and minors for SAS students

Majors	Minors
Accounting and Information Systems	African Area Studies
Africana Studies	Africana Studies
American Studies	Aging
Anthropology	Agroecology
Art History	American Studies
Astrophysics	Animal Science
Biochemistry	Anthropology
Biological Sciences	Art History
Biomathematics	Asian Studies
Cell Biology and Neuroscience	Astronomy
Chemistry	Biochemistry
Chinese	Biological Sciences
Classical Humanities	Chemistry
Communication	Chinese
Comparative Literature	Cinema Studies
Computer Science	Classical Humanities
Criminal Justice	Cognitive Science
Dance	Comparative Literature
East Asian Languages and Area Studies	Computer Science
Ecology and Natural Resources	Ecology and Evolution
Economics	Economics
English	Education
European Studies	English
Evolutionary Anthropology	Entomology
Exercise Science and Sport Studies	Environmental and Business Economics
Finance	Environmental Policy, Institutions and Behavior
French	Environmental Sciences
Genetics	Equine Science
Geography	European Studies
Geological Sciences	Food Science
German	French
Greek	Geography
Greek and Latin	Geological Sciences
History	German
History/French	Greek - Ancient
History/Political Science	Greek - Modern
Individualized Major	Health Care
Information Technology and Informatics	Hebrew Language
Italian	History
Jewish Studies	Human Ecology
Journalism and Media Studies	Hungarian
Labor Studies and Employment Relations	Italian
Latin	Japanese
Latin American Studies	Jewish Studies
Latino and Hispanic Caribbean Studies	Korean
Linguistics	

Management Management Science and Information Systems Marine Sciences Marketing Mathematics Medical Technology Medieval Studies Microbiology Middle Eastern Studies Molecular Biology and Biochemistry Music Philosophy Physics Planning and public policy Political Science Portuguese Psychology Public Health Religion Russian Social Work Sociology Spanish Statistics Statistics/Mathematics Theater Arts Visual Arts Women's and Gender Studies	Labor Studies and Employment Relations Latin American Studies Latin Latino and Hispanic Caribbean Studies Linguistics Marine Sciences Mathematics Medieval Studies Meteorology Middle Eastern Studies Music Natural Resources Management Nutrition Operations Research Organizational Leadership Philosophy Physics Plant? Science Political Science Portuguese Professional Youth Work Psychology Public Health Religion Russian Science and Agriculture Teacher Education Science, Technology and Society Sociology South Asian Studies Spanish Statistics Teacher Education Theater Arts Women's and Gender Studies
--	---

The following was not subject to FAS faculty vote and commentary superseded by floor amendments is indicated by strikethrough:

Commentary from the Interim Core Curriculum Committee, April 26, 2006

1. The committee is not recommending a requirement of foreign language study for this set of interim liberal arts distribution requirements because such a requirement would deviate too far from the current status quo and would raise more resource and enrollment issues than can be resolved in the short time frame available to this committee.

The committee unanimously recommended (16 to 0) that the future committee on permanent core curriculum investigate and seriously consider a substantive foreign language requirement for the permanent core curriculum. This requirement should stimulate the development of less commonly taught languages, build on heritage languages, and work to integrate foreign language study into other courses of study.

~~2. The committee also recommends that the future committee on permanent core curriculum consider a global awareness requirement and re-consider the issue of how to categorize courses as social science vs. humanities and how many credits to require of each.~~

3. The committee devoted serious discussion to the issue of whether the writing requirement must be fulfilled by a course that includes instruction in writing in English or whether foreign language writing courses would qualify. We decided to require that the writing be in English, consistent with 3 of the 4 colleges' current policy. We felt it was important to provide students with instruction in college-level writing in the dominant language in this country. We, of course, encourage students to pursue foreign language study as well.

4. The committee carefully considered the total number of credits that should be included in the liberal arts distribution requirements and the allocation of those credits to different categories. We settled on a total of ~~33~~ credits, along with the requirement of a major and a minor. This workload is comparable to the existing four colleges. We recommend 12 total credits in math and natural science and ~~12~~ total credits in social sciences and humanities.

5. Much discussion was devoted to the question of how to categorize departments and courses for the purposes of a social science requirement and a humanities requirement, especially departments that are interdisciplinary in nature. One goal was to produce a policy that would be clear and transparent to students and faculty. For that reason, we chose not to categorize individual courses, as such a method produces long lists of courses (many of them cross-listed) that are confusing to the students. Instead, we categorized departments as social science or humanities. Because some departments by the nature of their discipline or the mix of courses they offer are not easily categorized, we produced a list of "interdisciplinary social sciences and humanities" departments. ~~Students will be required to take 1 course from a social science department, 1 course from a humanities department, and 2 courses that can come from the interdisciplinary departments or the social sciences or humanities departments.~~ No more than 2 courses can come from a single department.

6. The committee proposes a diversity requirement because all four of the current liberal arts colleges currently have a requirement in diversity, cultural studies, non-western studies, or the like. We sought to define this requirement narrowly enough that it would not include so many courses as to lose its purpose. We also recommend that there be no overlap among the courses

satisfying the distributional requirements. That is, a course used to satisfy the diversity requirement cannot simultaneously be used to satisfy, for example, the humanities requirement. The non-overlap policy is recommended first to encourage students to take the diversity requirement seriously (rather than finding the most expedient way to satisfy the requirements) and second so as not to put at a disadvantage courses that are not diversity courses and might therefore attract fewer students because the courses could not satisfy two requirements.

7. Several of the requirement categories involve lists of courses that satisfy the requirement. The lists presented in this proposal are tentative or still under construction. Please note that the course lists will not appear in the undergraduate catalog, whereas the descriptions of the requirements will. The committee urges FAS faculty to consider this proposal separately from the lists of specific courses. Those lists will be compiled during summer 2006 by seeking nominations from departments. FAS faculty will have the opportunity to approve the resulting lists at a fall 2006 FAS faculty meeting.

8. This proposal does not represent final wording for the undergraduate catalog. Instead, it is written in degree navigator format for ease of understanding. The committee welcomes faculty feedback about precise wording but also urges FAS faculty not to base their vote on specific complaints about the precise wording.

~~9. The committee urges all FAS faculty to attend the FAS faculty meeting on Wed. May 3, 2:00—4:00 pm in Voorhees Hall. This proposal will be up for a vote at that meeting. It is crucial that some version of this proposal be approved at the meeting in order to enable the preparation of an undergraduate catalog for students applying to the new School of Arts and Sciences for fall 2007. Because time is of the essence, the committee would like to propose time limits on discussion of each section of this proposal so that we will have time to discuss all the sections, entertain any motions for amendments, and vote on the final proposal.~~

APPENDIX 8

Job Description for FAS Associate Director of Development

Description: Reports to the Assistant Dean for Development at Rutgers University Camden Faculty of Arts and Sciences. Provides fundraising and administrative support for the Camden College of Arts and Sciences, Graduate School Camden, and University College Camden. Collaborates and recommends fundraising plans. Designs individualized cultivation and solicitation strategies. Makes qualified and unqualified contacts, cultivates relationships, solicits and stewards gifts, implements gift specifications, and manages donor recognition programs. Coordinates fundraising initiatives for class or capital campaigns. Identifies and pursues vehicles to publicize and attract funding. Manages the day-to-day operations of a comprehensive donor relations program to include donor relations and acknowledgement, scholarship stewardship, donor event management, and selective donor cultivation. Designs and implements content and logistics of programs, events, speaking engagements, and other internal and external communications activities. Provides fundraising reports and presentations.

Requirements: Requires a bachelor's degree in marketing, business, public relations, communication, or a related field; plus a minimum of five years relevant experience in a fundraising, promotions/event planning, public relations, or marketing function that includes success in donor cultivation, solicitation, and securing gifts; or an equivalent combination of education and/or experience that demonstrates comprehensive knowledge of fundraising, planned giving, development, philanthropy, public relations, and event execution. Also requires excellent communication, persuasion, and diplomatic skills; attention to detail; the ability to manage and complete multiple projects simultaneously, effectively, independently, and with a team; and computer literacy to include Microsoft Office Suite, fundraising software, and the internet. Requires use of a personal car, a valid driver's license, the ability to work beyond normal business hours and/or on weekends as needs require, and the flexibility to travel out of town, sometimes at short notice and occasionally for extended periods. An advanced degree in a field relevant to fundraising and fundraising experience in higher education are preferred.

APPENDIX 10

Director of Development Job Description

Major Gift Fundraising	60%
Working with Internal Constituencies	20%
Working within RUF systems	15%
Working with Volunteers/External Constituencies/Special Events	5%

Directors of Development (DOD) will provide the leadership, strategic direction, management and coordination for individual major gift fundraising in support of their unit and the university. Following the academic direction of their dean/director and the performance expectations and policies of the Rutgers University Foundation, the DOD will identify, cultivate, solicit and steward major donors for capital, annual restricted and unrestricted and endowed gifts.

Specific Responsibilities Include:

- A minimum of 15 qualified contacts (one on one meetings) per month with major donor prospects.
- Development of an annual fundraising plan in coordination with the dean/director and the direct supervisor at the Rutgers University Foundation.
- Cultivate and solicit a minimum of two key donors per month, working with the dean/director and volunteers as appropriate. Solicitations closed at a rate of 33%.
- A minimum of \$1m raised for the unit annually through individual and corporate and foundation gifts, directly initiated by the dean and director of development.
- Understand and comply with the Rutgers University Foundation policies and procedures as they relate to the prospect management system.
- Coordination of corporate and foundation solicitations with the Rutgers Foundation Office of Corporate and Foundation Relations.
- Coordination of principal gift solicitations with the Rutgers Foundation Office of Principal Gifts.
- Review of monthly activity reports with the dean/director/direct supervisor at the Rutgers University Foundation.

Have a strong working knowledge and understanding of the programs of their own units as well as a broad understanding of the needs of the entire university and a close familiarity with all the campaign priorities as they are developed.

APPENDIX 11

Living Camden Alumni – *As of 10/25/06*

CCAS	18,672
Graduate School	1,206
University College	3,179
School of Business (Graduate)	862
School of Business (U-grad)	3,515
School of Law	6,471
Total	33,905

APPENDIX 12

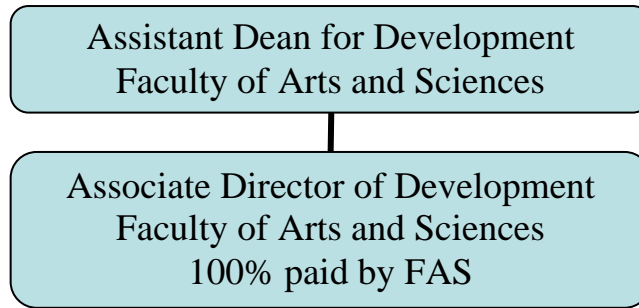
Prospects

Rating Level	Number of Prospects
\$5,000,000+	2
\$1,000,000 - \$4,999,999	5
\$500,000 - \$999,999	20
\$100,000 - \$499,999	137
\$25,000 - \$99,999	379
< \$25,000	108
Total # Prospects	651

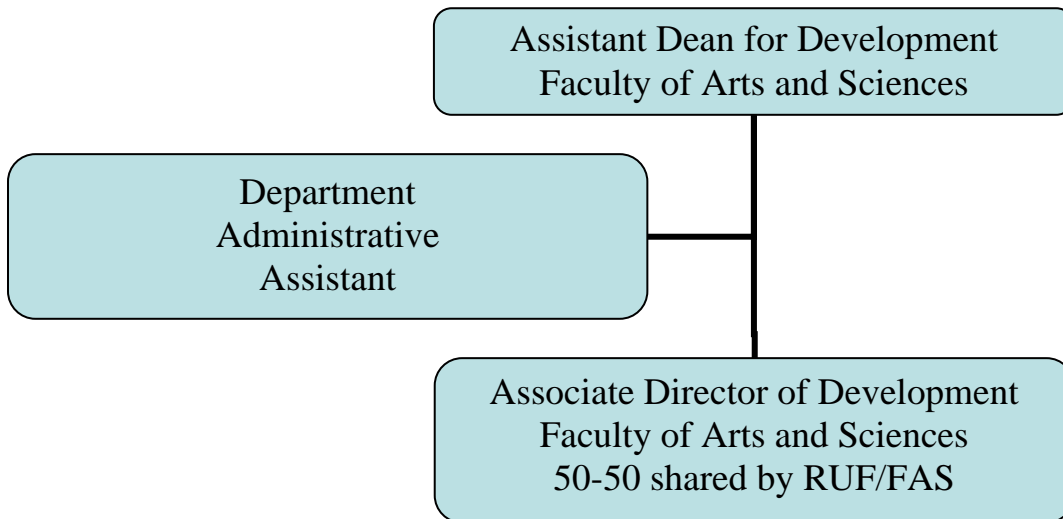
APPENDIX 13

Proposed Development Office Structure

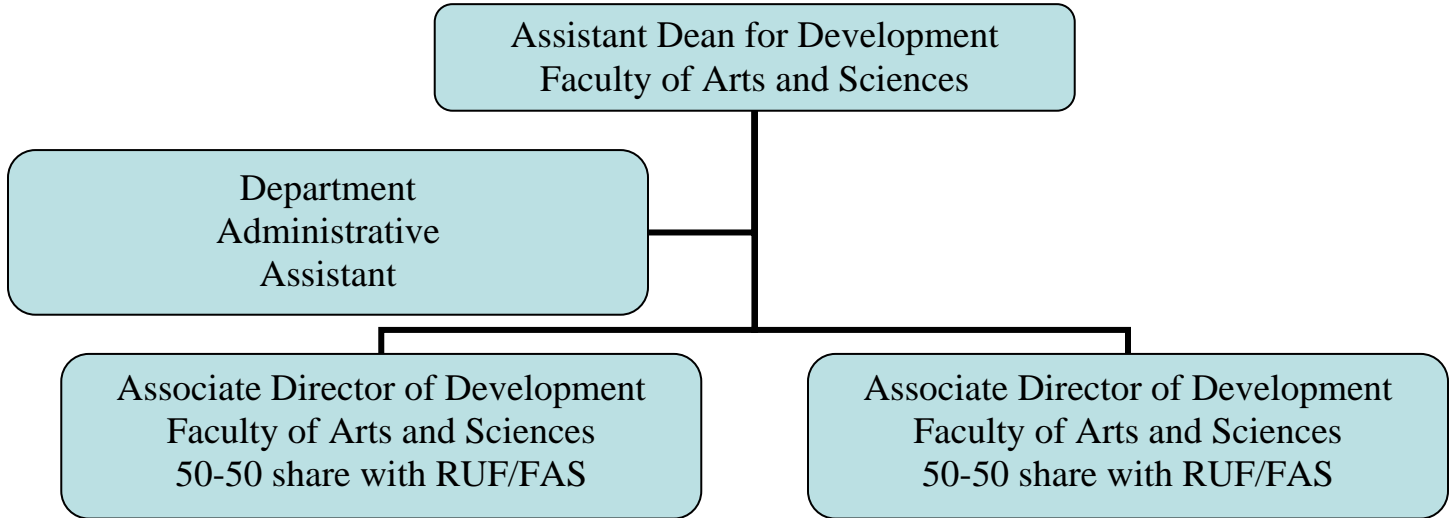
Existing Model



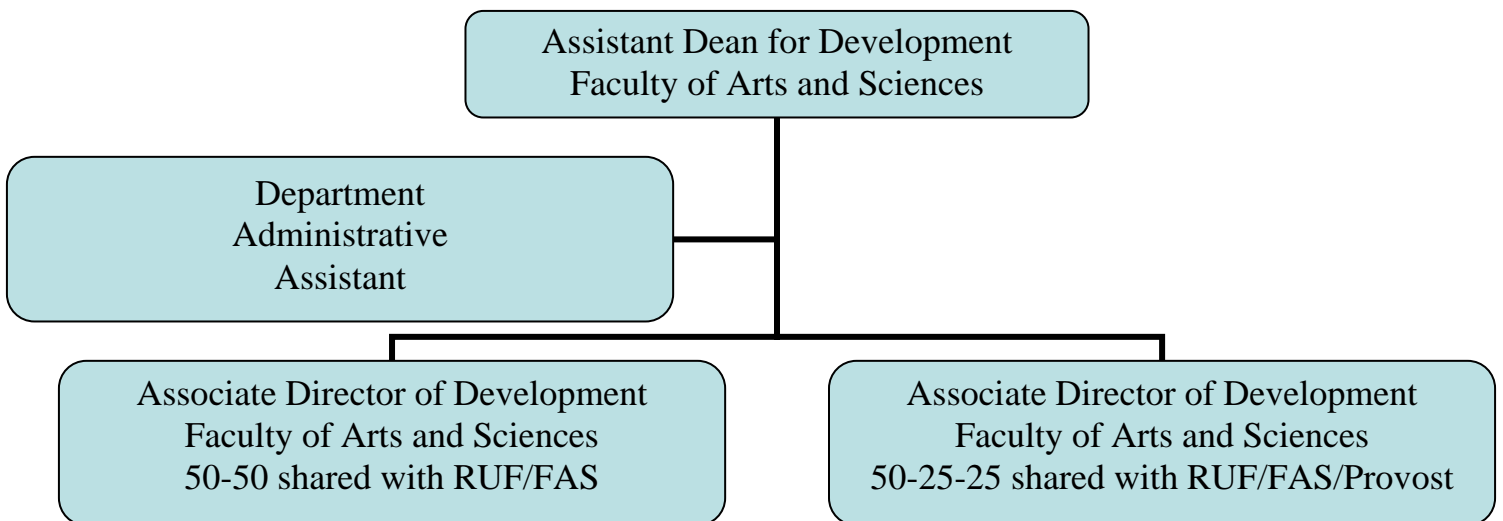
Model 1



Model 2



Model 3



APPENDIX 14

Some Thoughts on the Cost of Fundraising

The RUF currently spends \$0.20 to raise \$1. This figure includes all costs assumed and absorbed the decentralized units – FAS, FAS-Newark, Engineering etc. In order to complete the capital campaign, the methods mentioned above will be employed to raise a further \$10 million annually to be spent on fundraising costs in areas such as increasing staffing in major gifts, principal gifts, corporate and foundation relations, stewardship and planned giving as well as increased marketing and other costs. The RUF logic is that it will take \$30 million to raise the \$150 million annually over 7 years to raise \$1 Billion and therefore the cost benefit to the university is positive and constructive.

James Greenfield, in his book *Fund-Raising Cost Effectiveness: A Self-Assessment Workbook* (1996) notes that the costs of fundraising vary greatly across institutional fundraising programs and that more meaningful benchmarking might come from comparing fundraising costs by program rather than by institution. Annual gifts, for example, are exponentially more expensive to secure than major gifts.¹ Richard Steinberg, in *Economics and Philanthropy: A Marriage of Necessity for Nonprofit Organizations* suggests that ratios reflecting the cost of fundraising are irrelevant; rather, he suggests that advancement operations should continue to finance fundraising up to the point where it costs a dollar to raise a dollar. His view is that fundraising is effective as long as the funds raised are greater than the cost of raising them.²

A 1990 publication jointly produced by CASE (Council for the Advancement of Secondary Education) and NACUBO (National Association of College and University Business Officers) (*Expenditures in Fund Raising, Alumni Relations and other Constituent (Public) Relations*, 1990) raises several points regarding the dangers of misinterpreting fundraising cost ratios. Notably, the study suggests that fund-raising efficiency should not be confused with fund-raising effectiveness. The objective of an institution's program should not be to spend as little as possible each year to raise money, but to maximize the dollars raised.

The study also suggests that further study is required on the issue of short and long term benefits of investing in fundraising. Institutions must grapple with the fact that a portion of current fundraising returns is linked to past effort; and, some of today's investment in fundraising will produce future rather than immediate returns.

On a more concrete plane, in preparation for the Capital Campaign, the RUF has reorganized its major gifts and corporation/foundation relations efforts to provide more support to the University. In addition, in order to fund the Capital Campaign to begin in July 2007, the Foundation has gone through a year-long process to figure out how to fund

¹ JAMES M. GREENFIELD, ACFRE, FAHP, is Senior Vice President, Development and Community Relations, at Hoag Memorial Hospital Presbyterian in Newport Beach, California. He is a longtime, active member of the National Society of Fund Raising Executives (NSFRE) and the Association for Healthcare Philanthropy (AHP), and is currently on AFP's foundation board. His other books include *Fund-Raising: Evaluating and Managing the Fund Development Process* and *Fund-Raising Fundamentals: A Guide to Annual Giving for Professionals and Volunteers*, both available from John Wiley & Sons.

² Indiana University Center on Philanthropy (1993).

itself through the Campaign and in so doing increase fund-raising expenses over the 7-year period. Chaired by Law School Dean Ray Solomon and made up half with college deans and half with members of the Board of Overseers (the Foundation's governing board), they came up with the following recommendations for revenue sources:

1. Board of Trustees will give 75% of its reserves;
2. Board of Governors will give 75% of its reserves;
3. Scarlet R (athletics fundraising) will provide support;
4. RU Foundation quasi endowment will be spent out;
5. University will increase its support of the Foundation;
6. A 1% administration fee will be levied on the University's endowment;
7. Income on daily balances of cash-flow will be retained by the Foundation;
8. An Annual Fund assessment fee of 10% on all gifts under \$10,000;
9. A 5% assessment fee on all gifts over \$10,000;
10. Unrestricted support from Bequests.