

COMMITTEE ON ASSESSMENT OF UNDERGRADUATE PROGRAMS
FACULTY OF ARTS AND SCIENCES 2005-2006

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I. EXECUTIVE SUMMARY

During the past two decades, Rutgers-Newark has experienced significant changes, which have virtually transformed both the physical and the programmatic character of the campus. These major changes include: the addition of new buildings and improved facilities, the continuing expansion of our undergraduate and graduate programs coupled with the growth of immensely talented faculty and students, the increase of our student residential population and the growing recognition of the Campus's stature as an urban research university. As the Newark Campus continues to evolve, there is considerable concern that the Arts and Sciences faculty and administration not lose sight of the commitment to providing a first-rate undergraduate liberal arts education accessible to a student body on American's most diverse campus. This mission is central to Rutgers-Newark.

In the Spring of 2005, Edward Kirby, Dean of the Faculty of Arts and Sciences initiated the first stage of an assessment of the state of undergraduate programs at the beginning of the Fall semester of 2005. This assessment process began with the appointment of a Chair and Committee composed of faculty, staff, and students to evaluate the state of undergraduate liberal arts education on the Newark Campus to probe issues central to its continued growth and vitality—a report to be completed by the summer of 2006. The actual process began with lively discussions during the Spring semester of 2005 at the Council of Chairs meetings held by Dean Kirby with the FAS-N department chairs. From these initial exchanges, relevant issues, topics, questions and priorities emerged which helped to determine the structure of, and the four areas of focus for the Committee on Assessment of Undergraduate Programs to pursue. Professor John Sheridan of the Chemistry Department, agreed to assume the challenge as the Chair of this entire Committee. With the assistance of Annette Juliano, the Associate Dean for Academic Affairs, four subcommittees were formed: I. General Education Curriculum, II. Technology and Instruction, III. Campus Life, and IV. Faculty Engagement. Each subcommittee had a chair. A list of relevant issues or charges was provided from the Council of Chairs meeting discussions, but the subcommittees were free to set the agenda and the parameters of their discussions (see Appendix I for the list of the members of each subcommittee).

Summary of Recommendations

Each individual subcommittee report includes full details of the recommendations, only brief summaries are listed here.

I. General Education/Curriculum

1. Mission Statement and Student Learning Outcomes. The committee recommends that clear mission statements for NCAS and UC-N be created and that the student learning outcomes and objectives proposed by the committee be adopted.

2. General Education Requirements. The faculty should create new general education curriculum for NCAS and UC-N designed to satisfy the proposed student learning outcome goals and objectives. The new general education curriculum should be fewer credits than the present requirements and contain both horizontal and vertical

components with a capstone experience for all majors. Implementation of the new curriculum should be fall 2008.

3. Student Learning in General Education. The FASN committee on teaching effectiveness should be renamed as the 'Committee for the Assessment of Student Learning' and charged with assessment of student learning in the general education curriculum.

4. Student Learning within Programs. Each program within FASN should define its own student learning outcomes and use these as a measure for student learning within the program.

5. New Majors. When resources permit, new majors and minors in neuroscience and biochemistry should be created, administered out of the psychology and chemistry departments respectively.

II. Technology and Instruction

6. FAS-N should create a 'Technology and Instruction Committee' to make recommendations and to establish policy regarding the use of technology in undergraduate education. This committee's agenda should include the following recommendations.

7. There should be support for, and a commitment to, the use of technology in undergraduate instruction from the highest levels of administration on the campus.

8. Priorities should be reordered to consider the inadequacy of resources (funds and staff) allocated to campus computing and instructional needs; student computing fees must be supplemented.

9. A more balanced and flexible model for the role and implementation of instructional technology on the campus should be developed which integrates the broad needs of the student body (centralized computing facilities) with the smaller discipline specific laboratories attached to departments.

10. Faculty must establish appropriate academic priorities and participate, (with Newark Computing Services (NCS) and Physical Plant), in the choice of equipment and actual design of instructional technology environments.

11. Upgrade of existing older technologies must be coupled with adequate support strategies for the successful utilization and integration of instructional technologies.

12. Another committee should be formed to review class-scheduling patterns and to recommend changes and adjustments in scheduling to more fully utilize campus resources and facilities.

Campus Life

13. Rutgers-Newark should focus energy on the enhancement of campus life to ensure that students have rich educational experiences both in and outside of the classroom.

14. The college should examine operating hours and consider offering evening academic advising and support services within the residence halls.

15. With the increase in the number of students residing on campus, the campus should be prepared for an increase in emergency and crisis situations.

16. Efforts must be made to get the word out about campus events and engage students such that they stay for evening and weekend events. A greater coordination between arts facilities and student and faculty activities is recommended, to make the campus more student-friendly and closer to a “24/7” campus.

17. Parking for students and faculty must be improved and expanded. The inadequacy of current parking for both students and faculty causes a negative outlook among students about the campus, and dissuades them from remaining or returning for extracurricular activities.

18. The campus should have a single master website that lists activities and links to other sites that provide details of events on campus.

19. More opportunities are required for students to interact with the faculty outside of the classroom setting.

Faculty Engagement

20. Rutgers-Newark should create a climate that values and rewards undergraduate teaching, advising and mentoring. All candidates for promotion with tenure should have substantial undergraduate teaching experience and departments should include teaching excellence in their criteria for FASIP merit raises.

21. The undergraduate teaching evaluation methods at NCAS and UC-N should be changed to include a teaching portfolio that includes the existing student teaching evaluations and peer reports. The University should change Form 1-a to include a more complete teaching evaluation.

22. Academic advising of undergraduates by faculty should be a more formal process with periodic review. Students must see an advisor before registration every semester and may only gain access to online registration after an advising session.

23. A dedicated position of Dean of Instruction should be created to have oversight over undergraduate instruction and the curricula at NCAS and UC-N.

II. Individual Subcommittee Reports

a. General Education and Curriculum

Chair: John Sheridan, Chemistry.

The curriculum subcommittee was given the following charges.

- (i) What are our specific educational outcomes? What kind of student do we want to produce? How do we get there? How do we determine if we are achieving our goals?
- (ii) What are the implications of the new Rutgers, New Brunswick reorganization and new Core curriculum?
- (iii) What new programmatic initiatives and majors should be considered?

The committee met 8 times to discuss these charges and create the report. Discussions by the committee focused on the current undergraduate curriculum at NCAS and UC-N; the precise mission of Rutgers-Newark; the quality of writing by students; the current writing across the curriculum requirement; what specific learning outcomes we should expect from our graduates; and possible new undergraduate majors.

A number of sources were used to help with the discussions, including a report by the Newark campus career development center that summarizes meetings with human resources professionals and managers that summarizes the qualities employers expect to find in candidates for entry level and internship positions. (Appendix a-1). Faculty knowledgeable in preparing student outcome and learning objective statements were consulted and various texts addressing learning assessment and outcomes were used. The curriculum proposals outlined in "Transforming Undergraduate Education", the report of the Task Force on Undergraduate Education in New Brunswick were particularly useful and were discussed at length (<http://www.rutgers.edu/fullreport.pdf>). A preliminary report by the Association of American Colleges and Universities on student achievement in college entitled 'Liberal Education Outcomes', (Appendix a-2) was consulted in designing the student learning outcomes.

In order to gain feedback from the campus community two online bulletin boards were set up for students and faculty/staff respectively with specific discussion threads pertaining to the curriculum and writing. (Appendix a-3) The bulletin boards were activated midway through the Spring 2006 semester and were advertised to the entire campus community through two broadcast emails and an announcement at the FASN faculty meeting in March. There were limited, yet very useful, responses from both students and faculty, with particular concern for the quality of writing and writing instruction.

The committee's discussions initially focused on the current undergraduate curriculum and mission for the college. The committee discussed whether Rutgers-Newark is a research university or liberal arts college, with a consensus viewing Rutgers-Newark as a research university with a strong liberal arts tradition. The discussion revealed a lack of a clear mission for the colleges, and the committee noted there is a need for clear mission statements for both NCAS and UC-N that tie into the campus and university missions. Such mission statements should contain key components that will set the stage for and justify the missions of all units in the colleges and their learning outcomes.

Discussions on the curriculum showed that most faculty were not familiar with the general education requirements and that once explained the whole committee agreed they were too great a burden for the students and appeared to have a 'distribution for distribution's sake' foundation. In particular, the description of the interdisciplinary requirement and the courses that satisfied it were thought to be vague and poorly structured, and some of the requirements, such as 6 credits of history and a year of laboratory science (often 8 or 10 credits), were viewed as perhaps overly burdensome. The present general education curriculum for NCAS and UC-N is over 20 years old and reflects priorities and learning goals from the mid 1980's. The student body has changed considerably since that period and the committee decided to recommend an overhaul of the general education curriculum, such that any new curriculum is designed around sound student learning outcomes.

In discussing student learning outcomes, the quality of writing by students was by far the biggest concern and discussions focused on the current writing program and writing across the curriculum (WAC). It was noted that for writing instruction, the challenge is not only the usual (traditional) pedagogical challenge that faces writing instructors, (i.e. producing coherent texts, demonstrating the ability to revise etc) but also the more fundamental issue of teaching writing to students whose exposure to written English has been lacking. In particular, one specific challenge within the Newark student body is the difficulty students have writing due to the lack of native fluency in English, i.e. those who are first generation English speakers. This particular group is disproportionately represented within the Newark student body and neither the traditional English 101-102 sequence nor the ESL sections of English Composition appear to suffice.

The WAC program was discussed at length and the question of oversight of this program was a concern. The committee decided to recommend that WAC be carefully monitored by the writing program and the dean of instruction to ensure that all designated WAC courses satisfy the original requirements for the program, and that when a new faculty member teaches such a course it retains the WAC requirements.

With respect to the first two charges to the committee, the committee decided the undergraduate colleges require a list of student learning outcomes designed to fulfill many purposes. The primary purpose would be to define more detailed learning objectives (based on the outcomes) that allow the design of a new general education curriculum that prepares graduates with the skills and knowledge required for higher degrees and success in the workplace after college. The secondary purpose of creating student-learning outcomes is to provide a basis for future assessment of student learning on the Newark campus, the results of which can be used to improve the quality of the undergraduate educational experience. Stated learning goals will allow us to determine whether our graduates are achieving these goals. The student learning outcomes were developed from numerous committee discussions and the documents listed above in appendices a1-a3. They are necessarily broad and are the basis for the more detailed student learning objectives.

Proposed Student Learning Outcome Goals for NCAS and UC-N

1. Intellectual Skills.

Be competent in: -

Written and Oral Communication

Critical and Creative Thinking

Quantitative Literacy

Information Literacy

2. Knowledge.

Possess a broad understanding of the major disciplines

Science, Social science, Mathematics, Humanities and Arts

3. Individual and Social Responsibility.

Demonstrate an appreciation of civic responsibility and engagement, ethical issues and diversity of culture.

One additional enabling outcome was considered regarding the students' acquisition of the skills required for effective learning in college. Faculty have commented that many students don't know how to learn effectively and some short course or guide to learning at the college level is recommended.

The committee developed the following learning objectives based on the outcome goals.

Written and Oral Communication

Graduates should be able to write clear and coherent texts, including the ability to revise and edit effectively. The ability to develop an argument and clearly organize and present researched material should be demonstrated. For specific descriptions, the learning goals established for the Unified Writing Curriculum at Rutgers-Newark, which include introductory, intermediate and advanced discipline specific levels of writing, should be achieved by all graduates. (Appendix a-4, a-5, Rutgers-Newark Writing Program handbook and learning goals)

Graduates should be able to demonstrate good public speaking skills and the ability to organize and clearly present material orally.

Rationale: -

Writing and oral presentation skills are crucial to success in the workplace, in graduate school and for life long learning in general.

Critical and Creative Thinking

Critical thinking refers to the analytic skill of evaluating arguments and information. The abilities to provide, analyze and evaluate arguments are basic tools in both the sciences and the humanities. And in today's information-rich environment, the ability to know how to collect and assess information from various sources is crucial. Therefore, our students must receive training in critical thinking in order to accomplish academic excellence and to become successful professionals and citizens.

A course in Critical Thinking provides training in basic techniques of argumentation: (i) how to identify and analyze the complex structure of arguments; (ii) how to uncover implicit and often problematic assumptions; (iii) how to evaluate what is called "the strength of reasoning" and "soundness" of arguments. Students will learn how to distinguish among valid, inductive and fallacious arguments, and so, they will acquire the ability to discern acceptable arguments from biased ones. Developing this ability is essential not only to achieve a deeper understanding of the information students are exposed to, but also to evaluate its quality and reliability. Students who can assess the quality and reliability of information and apply logical reasoning to draw conclusions from it will be information literate.

Since critical thinking concerns arguments and the assessment of information in a logical manner; and since logic is a branch of philosophy, all philosophy (and especially logic) are well positioned to provide basic training in critical thinking. However, since critical thinking is fundamental across all disciplines critical thinking courses could be offered in a variety of departments. Once fundamental logic tools that promote the analytic skill of evaluating arguments and information are covered, they can be applied to different topics in any number of different fields.

Quantitative Thinking

A student's accomplishments on graduation should include some facility with numbers, symbol manipulation, statistical inference, functional relationships, the basic components of mathematical reasoning as exemplified by a geometrical proof, assessment of probability, use of logarithms, working with graphs, cost accounting, and numerous other contexts and applications. A university graduate's numerical capability should go beyond blind application of received formulae. In addition to the obvious courses in pure and applied mathematics, many courses in the natural and social sciences offer the kinds of experienced required.

Rationale: -

Quantitative thinking has such a central place in modern life that computational competence and a minimal understanding of basic mathematical concepts are prerequisites for qualification as an educated person. Without such competence and understanding, much of science will be beyond comprehension, as will numerous applied fields, including economics and commerce.

Information Literacy

Graduates need to be able to access, use, and evaluate information from various sources in order to enhance learning, solve problems, and generate new knowledge. Students will demonstrate the ability to determine the nature and extent of information needed; to access needed information effectively; to evaluate information and its sources critically and incorporate selected information into his or her knowledge base and to use information effectively to accomplish a specific purpose. Students will demonstrate their understanding of many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally.

Rationale: -

Many of the above are critical thinking skills and information literacy can be thought of as being part of critical thinking, but a part that is particularly important in the present

information-rich environment. Ideally, information literacy should be embedded throughout the curriculum. It can be included in the Writing program (expository courses), the Writing Across the Curriculum research/writing courses, research methodology courses, Honors College theses and projects, and senior projects.

Scientific Inquiry

Students should obtain scientific reasoning skills needed to apply the scientific method, which will include:

1. Observation, monitoring and description of natural phenomena in the laboratory and field
2. Hypothesis formation to explain observed natural phenomena
3. Application of a hypothesis to quantitatively predict the results of new observations
4. Conduct experimental tests of hypothesis predictions
5. Evaluation of the evidence obtained from experimental tests through mathematical, statistical and computer-based concepts.

Rationale: -

The goal is to promote understanding of scientific concepts, appreciation of "how we know" what we know in science and skills required to become independent inquirers regarding the natural world.

Ethical and Social Responsibility

1. Graduates will be expected to have a well-developed understanding of professional and ethical responsibility with respect to both social and environmental issues.
2. Students should be able to recognize and be aware of ethical dilemmas when they encounter them and take their responsibility seriously.
3. Students should have knowledge of relevant standards or codes of ethics in their discipline and be able to use these as a reference to establish what constitutes an ethical response in a given situation.
4. Students should be able to make ethical judgments and have the critical thinking skills necessary for making an ethical choice.
5. The curriculum should increase students' ethical willpower so they have the courage and perseverance to follow through on their ethical judgments.
6. Graduates of Rutgers-Newark should recognize the importance of individual social responsibility. The curriculum should facilitate ways in which the students can experience and contribute positively to the urban and multicultural environment of the greater Newark and Northern New Jersey area.

Rationale: -

The goal is not to teach ethical or social responsibility in a single course or even in a separate section of a single course. This will not meet the objective of insuring that the student fully understands how such responsibilities are relevant to their specific discipline. Rather, ethical and social responsibility should be included in courses and in such a way that it is perceived as an integral part of the course, major, discipline, etc.

In addressing the third and final charge to the committee regarding possible new majors and minors in Neuroscience and Biochemistry, the committee solicited information from the chairs of the departments of Biological Sciences, Chemistry and Psychology as well as the Center for Molecular and Behavioral Neuroscience (CMBN). The following questions were asked: -

1. Is this a major your department would be interested in administering?
2. What current resources do you have in place to offer this major?
3. What new resources, if any, would be required to offer the major?
4. Do you have an estimate as to how many majors would graduate per year?
5. Would a minor also be possible?

The committee discussed the responses and agreed that these two majors were feasible, with Neuroscience being the easiest to implement quickly and Biochemistry being possible with investment of limited resources.

Committee's Recommendations

Recommendation: Mission Statement and Student Learning Outcomes

The committee recommends that clear mission statements for NCAS and UC-N be created that tie into the campus and university missions. Such mission statements should contain key components that will set the stage for and justify the missions of all units in the colleges and their learning outcomes. The committee recommends that the faculty endorse the stated learning outcomes and objectives listed above, and that these should be presented in the catalog and displayed on relevant campus websites.

Recommendation: General Education Requirements

We propose that a committee of faculty, staff and students be convened in the fall of 2006 to create new general education curricula for NCAS and UC-N designed to satisfy the student learning outcome goals and objectives listed above. The new curriculum should be competitive with the New Brunswick core curriculum (i.e. no more than 30 credits); contain both horizontal and vertical components (i.e. some of the general education requirements can be completed within the major at the senior level); and require a capstone experience for all majors and have a significant interactive and integrative learning component. This committee should attempt to complete its work in the spring of 2007 so that the full faculty can review and approve the new requirements during the 2007-8 academic years for implementation in fall 2008.

Recommendation: Student Learning in General Education

We propose that the FASN committee on teaching effectiveness be charged with assessment of student learning in the general education curriculum. Ideally, the goal will be to determine whether or not the undergraduate students are achieving the college's stated learning goals and to recommend changes in course requirements such that the learning outcomes are achieved. This is necessarily an ongoing project over many years and this task should be a permanent responsibility of this committee. The faculty should also consider renaming this committee as the 'Committee for the Assessment of Student Learning'.

Recommendation: Student Learning within Programs

We propose that each program within FASN should define its own student learning outcomes that tie into the broader general education-learning outcomes stated above. In practice these are more or less the same but specific disciplines will undoubtedly have more emphasis on certain outcomes. Once declared, each program should use its own stated outcomes to measure student learning within the program and its service courses and make appropriate changes to courses and/or majors to maximize student learning.

Recommendation: New Majors

The committee recommends that we establish majors and minors in neuroscience and biochemistry. The neuroscience major to be administered out of the psychology department and to include courses from biological sciences and, where possible, upper level courses from CMBN. The biochemistry major to be administered by the chemistry department and to include courses from biological sciences where appropriate.

b. Technology and Instruction Subcommittee

Chair: Annette Juliano, Associate Dean of Academic Affairs

The Technology and Instruction Subcommittee was given the following charges:

- (i) What is the role of technology in instruction? How can efforts to enhance instructional technology be coordinated and supported both within FASN and throughout the Newark Campus?
- (ii) What new teaching strategies offer potential instructional enhancements for our courses, e.g. online chat rooms, asynchronous learning, Blackboard, and others.
- (iii) How can different instructional modes be exploited to enhance undergraduate programs? Should we consider the common format of the large lecture broken down into small recitation sections? Should we consider three fifty-minute class periods, along with current two eighty-minute ones as well as develop different course patterns?

When the subcommittee convened to address the charges articulated above and set an agenda, the majority of the members believed very passionately that discussions of these issues were of limited value unless four essential problems involving priorities and structure were acknowledged and addressed. First, fundamental to addressing the state of technology and instruction is the need for a change in priorities and attitude at the highest levels of the administration and among the faculty, staff and students towards the importance and support of instructional technology and computing needs on the Newark campus. Technology necessary to support academic instruction in the classroom and in a range of laboratory or studio settings cannot be compromised. These technological needs are not luxuries but are essential to the quality of education provided on this campus, necessary to sustain the vitality and future growth of the academic programs, and insure the success of our students. They are critical to maintaining the competitiveness and reputation of the Newark campus in northern New Jersey and the Northeast region.

Second, there is a lack of flexibility in the concept and implementation of instructional technology and computing needs on the campus. At present, support is provided primarily as a centralized configuration of open access laboratories and not consistently

for specialized laboratories attached to departments that have become fundamental to effective teaching and training in a number of disciplines. Currently, the campus is presented with too many “either or” decisions, centralized with support or decentralized with no support, rather than a combination of strategies that factors in the utilization of wireless. This “either or” approach requires rethinking.

All the Subcommittee members agreed that the Campus would benefit enormously from a blended model incorporating centralized computing and technology services combined with decentralized services, small specialized laboratories that support specific teaching needs of the disciplines. The Technology and Instruction Subcommittee prepared an online survey for Department Chairs asking about the importance of and/or the existence of discipline based departmental laboratories. From the limited response received to the survey, answers fell into three categories: 1) Departments are interested but do not have any resources to support discipline specific laboratories; 2) Some Departments had created discipline specific laboratories from their own resources but were struggling to maintain adequate access for their students (lack of staffing) and to regularly upgrade hardware and software; and 3) Two Departments had partnerships with NCS to maintain discipline specific laboratories that also served as open laboratories for campus-wide use. In such NCS support labs, hardware problems maybe addressed most of the time, however, these two departments find it very difficult to find funds to keep software current which in one Department (VPA) is very expensive.

Third, there has been a consistent lack of faculty participation in the allocation of existing resources, such as student computer fees, in establishing the appropriate academic priorities and in the actual design of instructional technology environments. The dominant users have been virtually ignored. An excellent example of this deficit may be seen in the creation of the “smart” classrooms, which not only lack sufficient technical support but also suffer from poor design reflecting the lack of input from the actual users or instructors. Unfortunately, an important opportunity was missed further exacerbating the frustration of the faculty, when the Provost’s office rejected a request for funding to create a prototype classroom for instructors to test new instructional technologies before implementing them. Some progress may be achieved with recent changes in the composition of the committee overseeing the allocation of student computing fees has been reorganized to include members of the faculty. Perhaps a more collaborative approach can be achieved between the faculty and Newark Computing, resulting a greater responsiveness to teaching needs of the faculty and their students.

Fourth, although the members of the subcommittee could identify pieces of equipment, hardware and software that they would like to see added to the smart classrooms, there was a consensus and collective resistance to making recommendations for new instructional technologies. At present, the campus does not provide adequate support (hardware, software, and technicians) for existing modes of instructional technology. Certainly, the campus is not positioned to expand the existing modes or to incorporate more innovative modes of instructional technology with the addition of resources.

Finally, the Subcommittee considered the question of class schedules. The members recognized the need: 1) to expand existing class scheduling patterns to provide more flexibility for students needs and more efficient utilization of existing facilities, e.g. larger classes with recitation sections may be more re; and 2) to modify the existing patterns to accommodate the pedagogical needs of certain disciplines such as language acquisition, e.g. optimally, language classes should be held a minimum of three times a

week (three 50 minute classes instead of two 80 minutes ones). This new pattern would certainly benefit the teaching of writing and math as well.

Recommendations of the Subcommittee:

1. A Technology and Instruction Committee should be created with a broad mandate to make recommendations and to establish policy where appropriate in collaboration with the highest levels of the campus's administration: to the Provost and the FASN Dean. This faculty committee would include representation from the Office of Instructional Technology, Newark Computing Services, and when appropriate, Physical Plant. This TIC committee would remain small and have a very modest budget to consult appropriate experts, make reports to the FASN Chairs, and faculty. Part of this Committee's agenda includes:

a. The acknowledgement and commitment at the highest levels of administration on this campus that instructional technology and computing needs must be supported and are essential to sustain the vitality and future growth of the academic programs and the campus. Such a commitment to technology enhancement for teaching reflects the campus's commitment to undergraduate education.

b. Reorder priorities to consider the inadequacy of resources (funds and staff) allocated to campus computing and instructional needs and that the available resources. Student computing fees must be supplemented.

c. Assist in defining a more balanced and flexible model of the role and implementation of instructional technology on the campus. Newark Computing Services (NCS) in collaboration with the Office of Instructional Technology need to create a different model which integrates the broad needs of the student body with centralized computing facilities with smaller discipline specific laboratories attached to departments. NCS would support both types of labs. (The Chairs and faculty should redo the survey to solicit greater participation).

d. Insure adequate input from faculty that must participate in the allocation of student computer fees to avoid the egregious mistakes and oversights of the past. Faculty must establish appropriate academic priorities; participate in choice of equipments and in the actual design of instructional technology environments with NCS and Physical Plant.

e. Attention to upgrade existing older technologies to maintain competitiveness for our students; however, the Subcommittee members were adamant that adding innovative new instructional technologies was foolhardy since the existing one, e.g. smart classrooms are inadequately supported. The connection between adequate support strategies and the successful utilization and integration of instructional technologies is reflected by the use and spread of Blackboard.

f. Identify what additional resources, facilities, and equipment would be necessary to develop online courses.

2. Another Committee should be formed to review class-scheduling patterns and to recommend changes and adjustments in scheduling in light of appropriate pedagogical practice to the FASN Dean. Develop alternate class patterns to more fully utilize campus resources.

c. Campus Life Subcommittee

Chair: Jyl Josephson, Director, Women's Studies Program

The Campus Life Subcommittee was given the following charges.

- (i) With the changing character of the Newark campus with an increased residential population, how do we enhance campus life both around the campus and the city and in the dormitories – weekend activities, learning communities, and theme floors?
- (ii) Enhancement of student life for residential and commuter students with more community outreach, internships, experiential learning, service learning, CASE programs, tutoring programs, undergraduate research?
- (iii) Collaboration with activities on NJIT campus, Essex County, cultural institutions

The learning that takes place at a university is not limited to the classroom. Indeed, for many undergraduate students in particular, the most important aspects of learning occur through their experiences on campus in student organizations and leadership, through the mentorship that they receive from faculty and staff outside of classroom settings, and through interactions with their peers. This may be particularly true for students who choose to reside on campus, although it is crucial for students who commute, and for non-traditional age students as well.

As Rutgers-Newark opens a new residential facility in the fall of 2006, thereby doubling the residential population of students on campus, the University should focus energy on the enhancement of campus life to ensure that students have rich educational experiences both in and outside of the classroom.

In addressing the subcommittee's charges, members wished to meet with undergraduate students, and also see student facilities on campus. The presidents of the NCAS and UC student government associations, Mubarak Guy and Andrew Vigarito met with the committee and the minutes of each of these meetings are included as an appendix to this document. The committee attended the "Campus Conversations" sponsored by the Office of Student Life. This Dialogue Series was organized by student leaders from the NCAS and UC under the direction of the Office of Student Life and Leadership during the 2005-06 academic year. The impetus for creating this forum was that most students feel disengaged from their campus community. A summary of the items discussed, as prepared by the student leaders who initiated this process, is included in this document as Appendix c-2. These initiatives have already made a difference in staff-student communication and in facilitating greater vitality in the use of campus facilities and resources to create an engaging learning community in the aspects of campus life that are so crucial to student growth but that in general fall outside of the academic curriculum. The committee was also provided with the minutes of the final Campus Conversations event held in April.

During the course of the year several subcommittee members also provided reports and documents to enhance the subcommittee's understanding of campus life issues. These included information and updates on the Student Campus Climate Survey, information on the Rutgers-Newark Student Services Retreat held in February 2004, and the impact statement from the Office of Housing and Residential Life regarding the addition of the new dormitory. The subcommittee was also provided copies of the university-wide constituency research report as well as copies of the report of the study group on undergraduate admission from May of 2005.

Since the subcommittee membership included staff and faculty whose duties were directly related to campus life issues, the discussion often focused on ways to enhance residential, student life, and arts/cultural life aspects of the campus. This report follows those areas, and concludes with a discussion of some of the issues that need further exploration/discussion.

Residential and Housing Issues

An increase of 583 residential students to the Rutgers Newark Campus will bring our total campus residential population to 1,270 students. This increase will have significant impact on campus life and presents our campus with both opportunities and challenges. Over the past 18 months, the Office of Housing and Residence Life has been working with a variety of departments and academic programs on campus to capitalize on these opportunities and to prepare to meet the challenges presented. Several of those efforts are highlighted below along with "action items" which the campus may need to address to insure their success.

Living Learning Communities/Special Interest Housing: The shortage of residence facilities have limited our previous efforts to create targeted Special Interest Housing but the addition of 12 new floors in University Square allows us to expand and create new living learning communities in all of our residence facilities. Brief descriptions of these communities, which will be introduced in fall 2006, are listed below.

- **Honors College Floor (First Year & Upperclassmen)** – First Year Students that have applied to and been accepted into the Newark College of Arts and Sciences Honors College may request to be assigned to the Honors College Floor, located on the tenth floor of Woodward Hall. Upperclassmen and transfer students that have been accepted into the Honors College may request to be assigned into the upperclassmen Honors College Floor in University Square. A variety of activities are offered in collaboration with the Honors College Faculty and Staff to enhance the overall experience of the program.
- **Health Sciences Community** – Experience gained in this community are aimed at assisting students in exploring and pursuing careers in healthcare services. Students will provide and obtain support from their peers as well as distinguished Rutgers Newark faculty and staff. Students choosing this community option may be assigned to suites in Woodward or Apartments in University Square or Talbot Hall with other students at the same academic level.
- **Renaissance Community (Upperclassmen Only)** – The Renaissance Community provides the opportunity for students interested in supporting and experiencing the rich performing and fine arts treasures of the Newark/New York area. Events can range from gallery exhibitions to trips to a variety of

performances. Community members will socialize with other students, faculty, and staff in both formal and informal settings. Students assigned to the Renaissance Community will be assigned to University Square.

- **Leadership Community (First Year & Upperclassmen)** – Rutgers Newark prides itself on the role that student leaders play, which is why a leadership community is essential to our campus. The Leadership Community is looking for all students who are interested in enhancing their leadership skills and making connections that last a lifetime. Students choosing this community option may be assigned to suites in Woodward or Apartments in University Square.
- **Transfer Learning Community** – The Transfer Learning Community is designed to build an increased sense of community for students new to the University but not new to the college experience. This learning community is designed to provide opportunities for students to learn about helpful resources and support at Rutgers Newark and the surrounding community. The Transfer Learning Community will be housed in University Square.
- **Criminal Justice Studies Learning Community (Upperclassmen)** – This community will provide an opportunity for upperclassmen students in the College of Criminal Justice to participate in programs focused on criminal justice, as well as have interactions outside the classroom with faculty and staff from the college.
- **Wellness** – This community is designed to support students interested in living in an environment that promotes the development of habits that support lifelong health and well-being. Members will have an opportunity to participate in programs that focus on academic adjustment, nutrition, physical health, mental wellness, personal expression, and many fun events and socials. Students choosing this community option may be assigned to suites in Woodward or Apartments in University Square or Talbott Hall with other students at the same academic level.
- **Transitions Learning Community (First Year Students)** – The Transitions Community is specially designed for those students interested in attaining those skills to assist them with transitioning into college life and setting academic and career goals. Community members will participate in transition skills development workshops, networking dinners with faculty, staff, and distinguished alumni, career exploration with Career Services, and on-site advisement. Students within the University College Academic Transitions Program are strongly encouraged to consider the Transitions Learning Community option. Students assigned to the Transitions Learning Community will be assigned to Woodward Hall.

Each of these Living Learning Communities will require strong partnerships with academic departments as well as other areas of student life. Current efforts have included partnerships with the following offices: NCAS Honors College, UC College Transitions Program, College of Criminal Justice, College of Nursing (EOF Nursing Program), Counseling Services, Health Services, and the Office of Student Life and Leadership.

First Year Focus/New Resident Student Orientation Program: The residential population will include a 30% increase in First-Year students living on campus with a total of 330 students from the 2006 freshmen class. To assist these students in their transition to campus, we will be expanding the First Year Focus and New Resident Student Orientation programs as follows: -

- Woodward Hall will become an entirely freshmen student community allowing us to focus programming and service efforts specifically designed for new students.
- Students will move in several days ahead of their first day of class and orientation events aimed at welcoming students and helping them build connections to both the campus and the City of Newark will occur.
- The First Year Focus program also includes a series of workshops held in the residence halls over the first three to six weeks of the semester dealing with general transition issues such as study skills, career/major choices, and utilizing the library and campus resources.
- The Residence Life Academic Fellow, a Graduate Assistant position in Housing also provides direct and on-going academic support services to first year students throughout the year beginning with individual visits to each student suite in Woodward Hall and including on-going programs such as in-hall tutoring and writing workshops. The Academic Fellow also meets individually with every student in the building that is placed on Academic Probation after the Fall Semester grades are reported.

An assessment of first year student orientation and support services that may include a summer overnight residential component will help create a more collaborative and comprehensive approach to orientation activities on campus.

Partnerships with Newark Arts Community: Residence Life has an on-going relationship with the staff at NJPAC to promote student programming there and we have recently been working closely with the Newark Museum on a series of collaborations for the fall. We will also be working with representatives from the New Jersey Symphony to develop further collaborations and marketing efforts.

Residence Life would be very interested in collaborating further with NCAS Faculty on cultural and arts programming in and around the City of Newark. Faculty that would have a willingness to share their interests or expertise with our resident students or even just accompany students to a cultural event would be greatly welcomed.

Weekend Programming/Nightlife and Evening Options: Housing and Residence Life will continue to collaborate with the Office of Student Life and Leadership as well as the Athletics and Recreational Services Staff to create and maintain a variety of weekend and evening programs for on-campus students. These programs will include Homecoming, Fall Fest, Raider Madness, Golden Dome Classic, Spring Fling, and Thunderdome as well as weekend movies, expansion of late-night dining options, and new retail options open to students.

Challenges and Demands on Services: More students, especially more first year students living on campus, will result in an increase of demand for academic support services beyond the regular operating hours of the University. Students will be looking for later access to computer services/labs, academic advising, and academic support offices.

Housing would encourage NCAS to examine operating hours and consider some evening offerings or providing academic advising or academic support services directly within the residence halls in the evenings. This was tried with the Honors College and met with great success.

As a residential life program and as a campus, we need to be prepared for the expected increase in emergency and crisis situations. This will place additional burdens on the housing and residence life staff and all departments and offices that deal with these matters. We are beginning to develop more structure for emergency responses to various campus incidents. Those plans will need to be well established and under continual review as the campus population increases.

Arts and Cultural Resources at Rutgers-Newark

Much of the discussion of campus life included ways that the arts and cultural resources of the institution and the community could enhance campus life. Below is a list of some of the cultural resources available to students of the Rutgers-Newark campus. The list includes suggestions for events/activities that can take place at these sites in the evenings, as well as during daytime free periods.

Paul Robeson Gallery:

- Main Gallery: Special Student Evening Programs
 - Concerts and Recitals: the gallery can stage performances by campus and off-campus groups including the Rutgers-Newark Student Jazz Ensemble, Newark Boys Choir, R-N Communications Office Concert Series, Arts High School Chamber Ensemble.
 - Poetry/Fiction Readings: readings by student, community, and special invited readers.
 - Rumble Room:
 - This room can host special screenings of art films and art video and can also include post-screening discussions, lead by faculty or students.
 - Proposed: an Annual Student Film/Video Festival, featuring work by Newark-area college students.
-
- Paul Robeson Campus Center: R-Place can host a popular film series
 - Bradley Theater: a venue for drama productions and dance performances
 - Samuels Plaza: outdoor concerts, a place to stage a “Rutgers-Newark Arts Fair”
 - Community Resources

- Newark Museum can host a docent gallery tour and reception for Newark students. They are very interested in drawing R-N students to the museum and could also host an evening film screening for Newark students.
- Other cultural venues include Aljira, NJ Historical Society, and NJPAC. Special events for Rutgers-Newark students can be coordinated with these venues.

One of the continuing challenges discussed by the committee was the underutilization of many of these resources. A major challenge is getting the word out about campus events and engaging students (i.e. getting them to stay for evening and weekend events). A goal is to make the campus both more student-friendly and closer to the “24/7” campus envisioned by the administration. This will require continuing effort on the part of staff, faculty, and student organizations to make campus life more vital and vibrant. It was the consensus of the subcommittee that greater utilization of the above venues and greater coordination between arts facilities such as the gallery and student and faculty activities would greatly contribute to this effort.

Student Services Issues: Robeson Campus Center

The subcommittee utilized the results of the student services retreat held in February 2004. A copy of the Executive Summary of the Retreat is available at the following link: http://retreat.newark.rutgers.edu/Student_Services_Retreat_Executive_Summary.pdf

One hundred and seven students and 35 administrators attended the retreat. The students were asked a series of questions and met in groups to discuss common themes. Comments by the groups ranged from parking to faculty accessibility. Groups were then asked to prioritize the top three issues from their discussion. The issues below were relevant to the work of this subcommittee. A complete listing of the issues and suggestions raised by groups at the retreat is available at <http://retreat.newark.rutgers.edu>:

- Need for extended hours of student service offices
- Lack of customer service / user friendly attitudes * behaviors of staff members
- Increase the diversity in food service options
- More student activities
- Better advertising / marketing of student activities
- Creation of a commuter lounge

Completed initiatives in the student life areas are as follows:

- The student life departments have organized a campaign of awareness, the goal of which is to inform our students and the campus community at large of the services and program offerings available to them. At the beginning of each semester, staff members set up information booths around the campus to distribute information about the various student life departments.
- Better food options are available at Stonsby Commons. At the Paul Robeson Campus Center Starbucks & Quiznos have been added to further improve on

the options available to the campus community. A brand new coffee counter was also added to Bradley Hall in the spring of 2006 in response to faculty and student demand for food service in this academic building.

- Extended hours of operation were employed by the Student Health Service and Psychological & Counseling Services along with the Paul Robeson Campus Center. In addition the Student Health Services has created a 24 hour, 7 day a week nursing hotline with a 1-800 number for students who experience any type of emergency. The Pharmacy, which is located in the student health center, was also renovated and has adjusted the hours of operation to accommodate the demands of the campus community. Low cost prescriptions, herbals, and a comprehensive smoke cessation program are a short list of the services provided by the pharmacy.
- Two new ATM machines along with the establishment of a Student Credit Union have been added to campus.
- The Golden Dome Athletic Center has extended the hours of operation to seven days a week, early morning and late into the evenings. The fitness center was renovated, and the recreational program offerings have been enhanced to include leisure learning classes such as yoga, aerobics, swimming, and pilates. Eight graduate assistantships were established to provide students with practical experience working in the department of Athletics.
- A mental health campaign “De-Stress Fest” has been in place since 2004, the purpose of which is to provide programs and services during the final exam period of each semester that aids the students in relieving stress and coping with the rigors of exam time.
- A new Office for Commuter Services was formed along with the creation of a commuter lounge.
- RU New Leads – A Model of Urban Empowered Leadership for students was created with the goal of creating an urban, empowered community of civic-minded persons, who are committed to being life long leaders.
- Homecoming 2005 – the first campus homecoming experience was programmed in the Fall of 2005.
- NJ Transit / College & University Partnership – Rutgers – Newark along with 6 other pilot schools launched a partnership with NJ Transit to educate college & university students about the advantages of using mass transit. This partnership is intended to guide students in discovering off-campus activities, and alleviate some of the parking issues faced by the universities.
- A 24 hour study lounge was established in Stonsby Commons adjacent to the residence halls.
- Customer satisfaction surveys were conducted by the Office of Housing & Residence Life, Paul Robeson Campus Center, and the Dining Services.
- Faculty were invited to become more involved with student life initiatives: Mental Health Sub Committee, Student Life Committee, and Women’s History Month Planning Committee.
- Expanded cultural programming and opportunities to interact with the community include Rutgers Night at NJPAC, Newark is a College Town Career Fair, CHEN Teach for America Fellows Program, and RU New Leads Program Campus to Campus Student Leadership exchange program with Penn State.

The subcommittee noted the following initiatives in progress: Campus Child Care Facility; expanded use of the student id for use with laundry, vending, and community retail; and new Student Life website and online publication (linked to home page and other student life areas).

Parking and Information Sharing

Parking is a perennial issue, but the subcommittee saw this as central to the vitality of campus life at Rutgers-Newark. One of the main factors dissuading students from coming to and remaining on campus is transportation. Many students do not have easy access to public transportation or have other commitments that require them to drive personal vehicles. The traffic on the major arteries and from the major arteries to the campus is difficult enough to dissuade many students. However, the real problem arises when they arrive on campus. There is nothing more effective in putting students in a negative frame of mind than forcing them to circle around campus for 30 to 45 minutes in search of a parking place. They are commonly late for class and their experience at Rutgers-Newark becomes negative. With such a negative outlook, students leave campus as soon as possible and do not even consider remaining or returning for extracurricular activities. This situation is in marked contrast with NJIT and Montclair State University who have invested in large, convenient parking decks. Rutgers-Newark suffers significantly in terms of student attitude, faculty availability and likely recruitment and alumni involvement based purely on this simple shortcoming. This problem must be addressed.

Web Site/Information on Campus Activities

There are a lot of activities available on campus but a relative lack of awareness on the part of students and faculty. Many of the activities are advertised in the newspaper, in fliers, on websites and in broadcast e-mails but each of the activities must be identified separately. A single master website with a popular design and title that lists activities and links to other sites that provide details of each event would solve this problem. Students and faculty could open the page and readily see all available activities over perhaps a week or 3-day period and get all pertinent details by opening the individual links. A longer-term calendar would also be available. If students and faculty get used to opening this page on a regular basis, attendance at events will increase and the attitude about available events will become more positive.

Student and Student-Faculty Issues

Among the issues that were raised by student leaders in the subcommittee meeting was the issue of student-faculty relationships and how these interactions might enhance student life on campus outside of classroom settings. The student leaders noted that they had heard that students felt faculty were not approachable and would like more opportunities to interact with the faculty outside of classroom settings. The students suggested the possibility of departmentally based community projects, or research project, such as those that are completed by honors students but that are not available to other students at present.

Unfinished Business

There are a number of issues that the subcommittee discussed briefly. These include the following:

- The relationship between student experiences in and outside of the classroom, how well various programs for learning outside of the classroom are working (such as internships, the CASE program, learning communities, and other such programs)
- Campus safety came up in a variety of contexts as we discussed engaging students with campus activities particularly in the evenings and on weekends. However, we did not receive student input on this issue nor did we have the opportunity to address this issue specifically with staff. (A class survey on safety is included as an appendix, appendix c-3)
- Although we met with student leaders, we received very little feedback directly from students. This should be a priority as the overall project of the Committee on Assessment of Undergraduate Programs is continued.
- Although some of the above sections address engagement with the community, the relationship between campus life and the community could be further explored

d. Faculty Engagement

Chair: John Sheridan, Chemistry.

The Faculty Engagement subcommittee was given the following charges.

- (i) How can we enhance the quality of our undergraduate programs in the current era of expansion graduate programs? How can we increase the participation of full-time faculty in the teaching of undergraduate courses, particularly general education courses?
- (ii) How can we assess the contributions of part-time lecturers and assistant instructors? What additional support can we provide for these instructors?
- (iii) How do we encourage greater participation of the faculty in advisement of students both general advisement and within the departments?
- (iv) How can we increase the value placed on undergraduate teaching, including its role in the promotion and tenure process?

The committee met 5 times to discuss these charges and create the report, with the majority of discussions focused on the value of undergraduate teaching in the promotion, tenure and FASIP merit award processes, since charges (i) and (iv) ultimately ask the same question: - how can we increase faculty participation in undergraduate education. Thus, the principal recommendation of the committee is to create a climate among the faculty at NCAS and UC-N where undergraduate teaching, advising and mentoring is both valued and rewarded.

As in the case of the other subcommittees, the faculty and students were asked to participate in the discussion through electronic bulletin boards with specific discussion threads on faculty engagement in undergraduate teaching and advising. (Appendix a-3). There were very useful and informative responses from students, with particular concern for the quality and availability of advising both within the major and in general. Notably, students expressed strong frustration with advising during evening hours.

In discussing the first charge to the committee, regarding enhancing the quality of undergraduate programs during the expansion of graduate programs, one concern was the uneven involvement of full-time faculty, particularly tenure-track assistant professors, in undergraduate teaching. It is evident that there is considerable variation among departments in this area, with some departments engaging their young faculty in substantial undergraduate teaching, with others assigning these faculty members primarily to graduate teaching or supervising senior-level independent study. The committee was unable to obtain actual teaching assignments and loads and could not quantify the participation of the full-time faculty in undergraduate teaching. However, the committee agrees that the best practice would be to encourage, facilitate and reward full-time faculty engagement in teaching undergraduate and introductory courses and recommends that all candidates for promotion with tenure should have substantial undergraduate teaching experience.

The expansion of graduate programs at Rutgers-Newark, although vitally important, nonetheless presents constraints for faculty engagement in undergraduate teaching. The tensions between the heavily labor intensive requirements of graduate teaching and dissertation advising often leaves graduate faculty little time for involvement in undergraduate education. The requirements of graduate teaching should not, however, always be at odds with faculty involvement with undergraduates. For

example, doctoral faculty should involve undergraduates in their research program side by side with their doctoral students. These faculty should be encouraged to teach undergraduate seminars as a way of engaging undergraduate students in the creation of knowledge. In addition, given the multiple teaching responsibilities that faculty have, it is important that departments find ways to put their best teachers in undergraduate classrooms for at least part of their load and to encourage faculty, perhaps with release time, to spend time on the development of undergraduate courses.

The committee views the recent creation of the vice-president for undergraduate education in New Brunswick as a very positive move to encourage excellence in undergraduate teaching. The fact that the VP for Undergraduate education sits on the PRC should encourage tenure-track and full-time faculty in all programs (doctoral and non-doctoral granting) to participate in undergraduate teaching, advising and mentoring.

Recommendation: Recognition of Teaching Excellence

Rutgers-Newark should create a climate that values and rewards undergraduate teaching, advising and mentoring. All candidates for promotion with tenure should have substantial undergraduate teaching experience. All departments should include teaching excellence in their criteria for FASIP merit raises.

Explanation:

The criteria for tenure and promotion at Rutgers include teaching, scholarship and service. However, as an AAU Research University, Rutgers requires a significant record of original scholarly achievements that make an impact on one's field of study. Teaching excellence is valued and encouraged, however, given the requirement of scholarly productivity, Rutgers faculty usually devote more of their time to research than teaching and service.

If faculty are to become more involved in undergraduate teaching, advising and mentoring, it is essential that the reward structure and criteria for tenure and promotion more explicitly value contributions to undergraduate teaching and advising. Although we are not suggesting that as an AAU Research University Rutgers deemphasize scholarship, we do recommend that undergraduate teaching and advising receive more emphasis in the review process. The committee recommends that the university investigate models for rewarding excellence in teaching that are in place at other research universities as well as the reports of the Carnegie Foundation for the Advancement of Teaching, (www.carnegiefoundation.org).

In addition to promotion and tenure decisions, the FASIP merit raises should also reward faculty for excellence in teaching, advising and mentoring. Under the current system, individual departments define the weight given teaching, scholarship and service for merit awards. Some departments include teaching and service; others do not. If excellence in undergraduate teaching is to be valued, especially at the post-tenure level, all departments must include teaching excellence in their criteria for FASIP. However, the committee stresses that teaching excellence be rewarded and simply teaching assigned courses with average evaluations should not be worthy of merit increases.

In view of the above, the committee then discussed the current state of teaching evaluation at Rutgers and determined that the current system of relying solely on student evaluations was flawed. Recommendations are presented to establish a more rigorous teaching evaluation protocol for use in promotion and tenure decisions.

Recommendation: Teaching Evaluation

The undergraduate teaching evaluation methods at NCAS and UC-N should be changed to include a teaching portfolio that includes the existing student teaching evaluations and peer reports at all levels (including part-time lecturers and assistant instructors). The University should change Form 1-a to include a more complete teaching evaluation than the present two questions from the student evaluations.

Explanation:

The present method of using just two questions from the student evaluations (Q9. "I rate the teaching effectiveness of the instructor as" and Q10 "I rate the overall quality of the course") is flawed and can be easily manipulated. Although many of the right questions are posed in the evaluation questionnaire, (such as Q7 "I learned a great deal in this course" or Q8 "I had a strong prior interest in the subject matter and wanted to take this course") the data is not used in the overall evaluation even though it forms an essential context for the data that are so used. Moreover, the evaluation only involves student opinions and excludes valuable peer input. If undergraduate teaching is to be valued in the reward structure, the methods by which teaching is evaluated must be improved. The stipulation that Form 1-a be changed is paramount to success of this proposal, and we urge the AAUP and the University Administration to renegotiate this section of the document as soon as possible.

The committee also discussed possible options for improving the teaching of those faculty that had poor evaluations. The committee agreed that if teaching excellence is to be achieved, there has to be some form of assistance and outreach to this group. Possible remedies put forth included peer observation of classes with constructive feedback and the provision of resources by the college for teaching improvement, (e.g. release time and/or summer stipends to restructure classes or attend teaching improvement seminars etc).

The third charge to the committee involved faculty participation in student advising and mentoring.

Recommendation: Advising and Mentoring

Academic advising of undergraduates by faculty at both the department and general level should be a more formal process with periodic review. Departments should submit their advising protocols to the Dean of Instruction and demonstrate how they are participating in major and general advising. Students must see an advisor before registration every semester and may only gain access to online registration after an advising session.

Explanation:

Students have commented on the bulletin board posts and in person to individual committee members a lack of credible and accurate advice regarding the curriculum. At present few full-time faculty participate in academic advising, either at the major or general levels, and both faculty and non-faculty advisors are rarely experts in the extensive general education requirements. In some cases, faculty are unaware of their own department's major requirements. Students often attempt to self-advise using the academic audit program, a behavior that is clearly not ideal. One result of inadequate advising has been lower than expected retention rates among upper level students, who find themselves in situations where they cannot complete the degree before funding and/or financial aid expires. The committee realizes that the faculty and non-faculty advisors are not necessarily responsible for the current problems; many work with limited resources and often students fail to seek appropriate advice before registering for classes. The latter problem arises from the fact that students are not required by the current web registration system to see a general or major advisor other than in their first semester in college. The committee recommends that students should be required to see an academic advisor prior to online registration *every* semester. This could be enforced by means of an electronic key or permission number being used to access online registration, with advisors giving out such numbers following meetings with students. In addition, communication between advisors and students could be enhanced by online advising (e.g. instant messaging, particularly for evening students), and attempting to make advising available as often as possible, e.g. more faculty advisors and more advising sessions.

In addition to academic advising, the committee discussed the need for greater faculty engagement with undergraduates as mentors and role models. The proposals outlined in the president's recommendations for transforming undergraduate education and the Task Force document of the same name, are excellent in this regard, and the committee recommends the provision of resources to allow such programs on the Newark campus, (pp.12-13, President's Recommendations to the Rutgers University Board of Governors regarding Undergraduate Education on the New Brunswick/Piscataway Campus, http://ur.rutgers.edu/transform_ru/presidents_plan/pdf/presidents_plan.pdf and the original Task Force document "Transforming Undergraduate Education, <http://www.rutgers.edu/fullreport.pdf>)

In most of the above recommendations, including those for the curriculum in section IIa, the need for coordination and oversight of programs, curricula and advising is mentioned. The committee discussed ways to address this and proposes a dedicated position of Dean of Instruction.

Recommendation: Dean of Instruction

Creation of a position of Dean of Instruction. The Dean of Instruction will have oversight over undergraduate instruction and curriculum at NCAS and UC-N.

Explanation:

The current Associate Dean of Academic Affairs also serves as Dean of Instruction. The Dean of Instruction was formerly a separate staff position at FAS-N but

the responsibilities of the position were subsequently folded into those of the Associate Dean of the Faculty. Undergraduate instruction and curricular affairs at FAS-N, however, require more focused attention than an Associate Dean, tasked with many other responsibilities, can give them. Although the quality of instruction is generally high at FAS-N, and individual departments often manage their curricula and exercise oversight quite well, coordination and monitoring of the overall curriculum and advising structure suffers due to the lack of a coordination and direction that could be provided by a dedicated position. At the present time most of the attention is given – necessarily – to addressing crises or the mundane business that comes out of the departments, such as the approval of new courses. Furthermore, the campus has been without an institutional focus on undergraduate teaching and as a result, there is no impetus for the continuous evaluation of teaching; for continuous curricular improvement and innovation, particularly at the extra-departmental level; or for the institution and maintenance of uniform systems of advising in the departments. A dedicated Dean of Instruction would provide a clearinghouse where department chairs and faculty could share ideas and approaches for excellence in instruction and advising.

The Dean of Instruction will report to the Dean of FAS-N, either directly or through the Associate Dean for Academic Affairs. The Dean of Instruction will have an earned doctorate in an academic field and may, but will not be required to, hold a tenure-track position in FAS-N.

IV. APPENDICES

Executive Summary

Appendix I: Undergraduate Assessment Subcommittee Members

a. General Curriculum Subcommittee

Chair: John Sheridan
Associate Professor of Chemistry

Karen Caplan
Associate Professor of History

Colin Beer
Professor of Psychology

Raffaella De Rosa
Assistant Professor of Philosophy

Rachel Hadas
Professor of English

Douglas Morrison
Associate Professor of Biological Sciences

Lynn Mullins
Director, Dana Library

Alex Sannella
Associate Professor of Management

Lee Slater
Assistant Professor Earth and Environmental Science

b. Technology and Instruction Subcommittee

Chair: Annette Juliano
Professor of Art History and Associate Dean for Academic Affairs
and Dean of Instruction, FASN

Kimberly Da Costa Holton
Assistant Professor of Portuguese
Department of Classical and Modern Languages and Literatures

Sara Markowitz
Associate Professor of Economics

Lee Mosher
Chair, Department of Mathematics and Computer Science

Professor of Mathematics

Betsy Rowe
Director of Office of Instructional Technology, Summer and Winter
Sessions, and Scheduling

Edin Velez
Associate Professor, Video Production
Department of Visual and Performing Arts

Ian Watson
Chair: Department of Visual and Performing Arts
Professor of Theater Arts

c. Campus Life Subcommittee

Chair: Jyl Josephson
Director of Women's Studies Program
Associate Professor of Political Science

Dan Drew
Director of Technical Theater, Theater Program
Department of Visual and Performing Arts

Alec Gates
Chair: Department of Earth and Environmental Science

Timothy Johnson
Associate Dean, Housing and residence Life

Gerald Massenburg
Assistant Provost for Student Life

Timothy Raphael
Assistant Professor of Theater Arts
Department of Visual and Performing Arts

Daniel Jorge Veneciano
Director, Robeson Art Gallery

d. Faculty Engagement Subcommittee

Chair: John Sheridan
Associate Professor of Chemistry

Sherri-Ann Butterfield
Assistant Professor of Sociology

John Gunkel
Director, Honors College

Jan Lewis
Chair: Department of History
Professor of History

Henry Martin
Professor of Music
Department of Visual and Performing Arts

Michael Maxfield
Professor of Criminal Justice

Alan Sadonik
Professor of Urban Education

Maggie Shiffrar
Chair: Department of Psychology
Professor of Psychology

Vanessa Flores
Undergraduate Student
Biology major

a. General Education/Curriculum

Appendix a-1:



CAREER DEVELOPMENT CENTER

University Heights • 360 Dr. Martin Luther King, Jr. Blvd • Hill Hall • Newark • New Jersey
07102-1801

Phone: 973/353-5311 • Fax: 973/353-1853

<http://cdc.newark.rutgers.edu>

The **Career Development Center** hosts hundreds of interviews each academic year by way of its On-Campus Recruiting Program held each fall and spring as well as through its annual Career Fair events. As a result of countless meetings with human resources professionals and managers from a myriad of industries and environments, the Center is well aware of the qualities today's employer is expecting to find in candidates for its internship and entry-level professional career positions. They are:

Communications Skills

Excellent communications skills, both verbal and written, are fundamental to success. Students from all majors MUST be able to express themselves clearly and concisely in both verbal and written formats.

Adaptability / Flexibility

The successful candidate must be willing and ready to embrace life-long learning. They must be flexible to changing {business} environments and be open to changing ways things are done to realize success.

Analytical Skills / Critical Thinking

Students must be able to problem solve. They must be able to identify and analyze a problem, dissect it, and produce suggestions for resolution of this problem.

Honesty / Integrity

Recent business scandals have made employers keenly aware of the need to identify candidates with a strong sense of professional conduct and business ethics. A model employee is creative without infringing upon professional behavior .

Team Work Capacity (Interpersonal Skills)

Today's professional must be capable of working effectively and productively within team settings. They must be able to successful relate to their fellow team members using well developed interpersonal skills.

Computer Skills

The ability to work with and use technology to the fullest is very much desired. Students should come with certain skills already attained (ie; MS Word, Excel, PowerPoint, Access) AND they must be open to learning new skills in these areas as technology continues to move forward.

Thomas J. Hopkins, Director

**Rutgers University – Newark Career Development Center
2005**

Fall

Appendix a-2:

http://www.aacu.org/advocacy/pdfs/LEAP_Report_FINAL.pdf

Appendix a-3:**Bulletin Board threads and Selected Student and Faculty Responses****Bulletin board threads (Faculty)***Curriculum*

The committee would like to know your opinions and ideas regarding the general education requirements. How familiar are you with the current requirements? Do you teach any courses that are mostly used for fulfilling the GE requirements? Which, if any, of the current requirements should be retained or eliminated?

The proposed new brunswick core suggests both an introductory horizontal component and a vertical component to the GE requirements, allowing students to complete some of the requirements within their major in their junior and senior years, should we proceed in this direction?

How can we get away from 'distribution for distribution's sake' in the assignment of courses required for GE requirements?

Many faculty members believe that student writing skills need improvement. Do you agree? If so, do you have suggestions for improving students' writing skills?

Are you familiar with the "Writing Across the Curriculum" (WATC) program? Have you taught in it? If so, please describe your experience. We are eager to hear about both the ways in which the WATC program is succeeding and the ways in which is not.

Campus Life

The committee would like to know your ideas and comments regarding the following questions.

How can the quality of campus life at Rutgers-Newark be enhanced for all constituencies?

How can the physical facilities of the campus be made more conducive to healthy and vital student life on campus?

What kinds of activities would make students, faculty, and staff want to stay on or return to campus for evenings and weekends? What kinds of activities would attract people from the broader community of Newark and Essex County?

How can arts and cultural activities and experiences on campus be enhanced? How could the arts and cultural life contribute to the sense of community on campus?

Should student life and activities be more integrated with the academic side of the university? Through what kinds of programs might such integration of student learning and development be accomplished?

Should the life of the campus and its many constituencies (faculty, staff, students, Community members) be more integrated with the life of the city of Newark?

How might this be accomplished?

What kinds of concerns do you have about campus life, in terms of facilities, safety, sense of community, or any other aspect of campus life, that you believe should be addressed?

Technology and Instruction

The committee is considering recommending changes to course scheduling.

Would you be able to teach more effectively with 50 min periods 3 times per week?

What do you think about the current 2 x 80 min course periods?

How do you feel about a mixed schedule, for example 3 x 50 min (MWF) and 2x 80 min (TTh)?

We are eager to hear about the ways in which the incorporation of Technology into undergraduate teaching is succeeding and the ways in which is not.

Do you use the Blackboard software for your class organization? Does it help?

Do you use Powerpoint in classes? What are the students' reactions to powerpoint classes?

What additional suggestions do you have regarding instructional technology?

Faculty Engagement

Have you served as a mentor to undergraduate students? Advisor? If so, please describe your experience. We are eager to hear about both the ways in which mentoring and advising are working and the ways in which they are not. What are your suggestions for improving mentoring? advising?

Please enter your suggestions about faculty advising of undergraduates, both general and within the majors.

Do you have other suggestions for improving undergraduate education at Rutgers-Newark? We are eager to hear about those programs and practices that are succeeding and areas that need improvement. We are particularly interested in introductory courses and general education courses -- who teaches them, how they are taught, which ones are successful, which ones aren't.

Bulletin board threads (Students)

Curriculum

Many at Rutgers believe that student writing skills need improvement. Do you agree? Are you satisfied with your own writing skills?
Do you have suggestions for improving students' writing skills?
Have you taken a Writing Intensive course or courses?

We are eager to hear about both the ways in which the writing intensive courses are succeeding and the ways in which they are not. Your comments do not have to be about a particular course but rather a more general view.

What is your opinion of the current General Education requirements? Did you complete the requirements at a community college before you entered Rutgers? Which, if any, of the current Gen Ed requirements should be retained or eliminated?

Campus Life

(see threads above for Faculty discussion)

Faculty Engagement

Do you have other suggestions for improving undergraduate education at Rutgers-Newark? We are eager to hear about those programs and practices that are succeeding and areas that need improvement. We are particularly interested in introductory courses and general education courses -- who teaches them, how they are taught, which ones are successful, which ones aren't. We need your candid assessment. We want to know what's working and what's not.

Please discuss the advising system at RN, both college advising and advising in your major. Do you believe you've received good advice? We're interested in learning about instances in which advising works well and those in which it does not. What are your suggestions for improving advising?

Have you been mentored by a faculty member or members? If so, please describe your experience. We're interested in finding good models so that we can build upon them, as well as identifying problems so that they can be addressed.

What are your suggestions for improving mentoring?

STUDENT COMMENTS ON WRITING

Having taken writing courses at other schools, and now taking ENG102 at Rutgers, I find the introductory writing program to be extremely lacking. I do believe that I am a proficient writer, and hope that writing intensive courses in my major, Biology, will offer me some challenge or advice on how to improve as a writer as I know that the writing program in 102 has not taught me anything. Learning to be an effective writer should be more than proper use of MLA style. My particular ENG 102 class has focused on MLA style only 2-3 times this semester. The class is more literary analysis which should not be the focus of a writing course.

My suggestion would be to evaluate the current writing program and staff as there is no real universal approach to writing/grading. There needs to be a better, more well-defined standard for performance in a writing course and the departmental exam is a poor substitute as the course work is subject to each instructor's individual biases towards writing structure and language function. My basis for this analysis is that my ENG 102 class seems to be a class where you learn to impress your instructor. It is not a course that teaches a student how to make an argument or write descriptively or creatively. I find it to be a waste of time. When discussing my ENG102 class with other students who have other instructors, the emphasis of each class is different, the work load differs and grading policies vary greatly. This does not serve the Rutgers student well at all.

Moreover as a biology major, the type of technical writing that will be necessary for journal publication or dissertation is dramatically different than literary criticism in terms of diction and manner of expression. I believe that strengthening ENG 101, making that course more comprehensive, and requiring 3 writing intensive electives, 2 in the major area of study, would improve a student's writing more so than the current system.

We need to learn a stronger foundation when it comes to writing college level papers and essays. In high school, many students are taught that a basic 5 paragraph would suffice for a decent grade. In college, it is a different story. Writing a paper is very detailed and follows a certain format. In my opinion, incoming freshmen need writing skills courses that will focus on writing at a college level.

I have no problem with my writing, however, I have tutored other students with their papers and I personally have found that the level of style, proficiency in grammar and spelling, and variety of sophisticated vocabulary are surprisingly below what anyone would expect of college students. I think English Composition courses should be required to incorporate some kind of review in grammar and writing techniques to improve the sub par writing that many students face, but are allowed to ignore. Perhaps some students, by analysis of the teacher can be required to seek a tutor in the writing center. As I see it, young adults about to embark on a professional career with a college degree should not be making the types of mistakes that I see in editing my peers' papers. It is so bad that some students do not know the difference between "their" and "there" when writing essays. Something should definitely be done.

I do believe that over all, writing skills need to be improved. In my experience, English teachers here teach different skills that may not prepare you for the next level. As an evening student, and an English major, one suggestion I have is to make certain fundamental classes more available. For example, I would love to take a grammar course, but have found the only semester this course is available is in the summer and during the day. As an evening student, I can not take the class. Please make English courses that improve writing skills more accessible for all students.

I am a part time evening returning student. I have tested out of the writing classes, and consider myself to be a decent writer. The experience I have had in group projects has been alarming. Most of my fellow students cannot coherently form sentences, link ideas, or write reports. In every class I have wound up doing, or completely revising, written projects. I do not believe writing intensive courses are the full answer. I believe the basic English class should address this, and possibly every entering student should be forced to submit a writing sample to place them in this class. Unfortunately I believe the problem is larger than Rutgers, though. Writing begins in grade school. Without teachers taking the time to address poor writing, and forcing students to begin analytical writing on the high school level, students do not have a fair shot at success since they have been allowed to slide until this point.

STUDENT COMMENTS ON ADVISING

As a RU student, I can honestly say that over the past 3 years that I've been here, I can count on one hand the pleasant, smiling faces that were willing to help. I have

encountered attitudes, snapping of the hand and neck , and just overall dissatisfaction with those in support positions. These positions include Financial Services, Advisors, and even Dean's at times. It always seems as though we are being a nuisance when asking simple questions. I have actually planned my education at RU with the Academic Audit because I simply got tired with negative advisors telling me what I wouldn't be able to do instead of encouraging me. I am happy to be finally excaping RU where I feel that there is a lack of support for students especially night students which I've been since January 2003.

Wow, a fellow kindered spirit in that last comment! I am a part time evening student who works full time during the day. I have been attending RU since September 2003 and have yet to meet an advisor face to face. I have had to fight for every refund check, every service I needed, and every class I registered for. I have left messages for so many advisors without any of them calling me back I have given up. I took a class last semester (I am officially a junior) that I found out too late was a senior level class that I shouldn't have taken until I had three other classes under my belt. I got an A in the class so I hope it counts, but I don't know if it will come back to haunt me. Applying for and changing majors is an almost impossible task for someone like me. I have been happy with just about all my professors, with two exceptions. One was an economics professor who did not teach, and one was a dean who was the least supportive professor I have ever had. Very disappointing, and it makes the university look bad. Every other professor has been accommodating, patient, and worked with me through every possible worst case scenario a student can go through (from extended illnesses to my mother passing away in another state). I wish the deans and advisors would follow the lead of the average professor in showing concern and dedication to the "returning adult learners" like me. Thank you.

STUDENT COMMENTS ON GEN ED

I am a transfer student from Hampton University in VA... and i have not had any problems with the general education... but...I think that community service and education should be added to the curriculum... many other universities have such a program or are in the process of adding one... I feel that this would get us better in touch with the Newark community... provide another form of education unattainable in the classroom... further develop our students... and open up Rutgers-Newark up to more state and national monies being given to school with required volunteer programs... for example university of Penn... had increased their overall income this way and become faster and more thorough in their research especially when it comes to urban related phenomenal...something as simple as on 40 hour semester of CASE required in general education could do wonders for the school. its students and the community...

how feasible is this?

Appendix a-4: Unified Writing Curriculum document as pdf file.

Appendix a-5: Rutgers-Newark Writing Program handbook and learning goals as pdf file.

c. Campus Life Subcommittee

Appendix c-1: Subcommittee on Campus Life Meeting Minutes

Campus Life Subcommittee

Summary, October 12, 2005 meeting

Present: Beryl Satter, John Sheridan, Tim Johnson, Daniel Veniciano, Dan Drew, Alec Gates, Gerald Massenburg, Jyl Josephson

Discussion/brainstorming regarding the Mission/Purpose of the Committee:

- Student needs: the committee needs to ensure that there is significant input from students on campus life
- Residential life: seeks to create learning communities as part of expanded residence halls and needs input from the academic side on living/learning communities
- Faculty interaction with students: buy-in from faculty with respect to relationships with the student life side of the university
- A major issue is the relationship between the academic and student life aspects of the university—they are connected
- Orientation and advising are both aspects of student services that need to be addressed
- Communication of services to students: students often cannot find the information that they need
- Services: parking
 - Class scheduling is the root of this problem
- Campus life is a cultural concern of the university—so the focus of the committee should be the quality of life on campus.
- Need to discuss the cultural life of the university and how that affects students
 - For example, the availability of food, transport, and other amenities is a problem after business hours
 - This affects the quality of life for both residential and commuter students
- Building more relationships with cultural institutions, for example
 - Programs that take students to events on and off campus
 - Programs that might be run by students
 - Performances in the gallery and other campus spaces
 - Film series at the Newark Museum especially for students
 - Other student activities that combine entertainment and cultural institutions/activities
 - Robeson Center and how students use/could use it

A decision was made that further discussion regarding the mission and focus of the committee will be needed, so that we can clarify our goals. We then proceeded to discuss next steps.

Survey:

After the committee had concluded that some means of assessing or surveying student interests and needs is necessary, Gerald Massenburg suggested that we modify the survey questions from the 2004 Student Services survey. After discussion, the committee decided we may want to ask a broader range of questions, and that committee members would draft potential questions for the next meeting.

We discussed means of distributing such a survey, and how to compile the data. Gerald mentioned that incentives could be given to students to complete the survey, such as meal credit points, and that RUCS/computing services could compile the data.

Next steps:

- Committee members will write suggested questions and send them to the committee chair by October 31, 2005.
- The committee will meet again on November 7, 2005 at 11:30 to
 - Further discuss the mission and focus of the committee
 - Finalize the survey questions and discuss survey procedures

MINUTES

Campus Life Subcommittee

November 7, 2005

Present: Tim Johnson, Daniel Veniciano, Alec Gates, Gerald Massenburg, Jyl Josephson

We continued discussion of subcommittee's purpose and mission that began at the first meeting.

Among the topics discussed:

- Parking and its impact on campus life. It seems like a perennial issue, but the problem impacts the ability of students and faculty to spend time on campus, of visitors to have access to campus, etc. so the problem must be addressed. We discussed public transit and making it more attractive as well.
- Making campus life more attractive for commuter students versus for residential students: there may be some commonalities and some differences between the interests and needs of these two groups.
- The Arts
 - For example, R-N has not been formally involved in the African-American film festival in Newark
 - The campus gallery electronic media space (set to open in January) could be a space for art films, for a student film festival
 - Student organizations should use the gallery for cultural programs
 - There is a lack of student exhibition space; can the new residence halls be a possible space for student exhibitions?
 - There is a real need for more performance spaces on campus, as well as rehearsal spaces.
- Existing Events
 - Many things are already happening on campus and one issue is making sure that the word gets out about various events.
 - We discussed coordination of publicity or calendars, the ways that this is already happening, whether people are using those calendars and sources of information, and how to effectively communicate information on events to the campus. This is especially a problem for events that are not planned months or even (for some publicity outlets) a year in advance.
 - Personal contacts are also important especially for students to get them involved in campus life.
 - Residence life is already doing some things to integrate learning experiences for students.
 - Broadcast email might be used this way, specific to RN.

After discussing these topics we came back to summarizing the purpose and mission, which we described in this way:

- Enhancing opportunities for students' learning experiences both inside and outside of the classroom through greater integration between academics and student life on campus.
- This may consist of both
 - Activities and
 - Structural factors (facilities, parking, communications)

As we discussed this general purpose and mission, we discussed:

- What additional proposals, activities, etc. would enhance student life?
- How can offices on campus coordinate these experiences
 - Examples: learning communities
 - How can the administrative tasks and logistics of student life be streamlined so that the student experience with the campus as a whole is enhanced?
- How can these enhancements be marketed and publicized?
- How can we make it easier for all constituencies to participate in student life
 - Communicate opportunities
 - Enhance the experience
 - Make it beneficial to be on campus more
 - Popular style website with a calendar of events as well as a "How to do it" section to streamline the mire of Rutgers administrative processes
 - Better access to the campus events especially parking
- Other Services:
 - Standardized test prep programs
 - Tutors
- Social Events:
 - Regular popular movie series
 - At least one big name concert per year
 - Organized social event (parties)
 - Sporting events

As discussed at our previous meeting, there is a need to gather more information from students directly. We can still learn more from the following documents, which the committee has not discussed in depth:

- Impact statement from Housing and Residence Life (distributed at first meeting by Tim Johnson)
- Campus climate survey results and updates
- Other materials provided by committee members

As agreed at our first meeting, we should consider methods of further information gathering. In this light, we will meet next time in Stonsby Commons on December 5 during free period (11:30 to 1:00). We will talk with students about the mission of the committee, and take a tour of the residence halls.

Campus Life Subcommittee Meeting Minutes

December 5, 2005

Present: Gerald Massenburg, Daniel Veneciano, Tim Johnson, Alec Gates, Jyl Josephson and Guests: Student Government Association Presidents:

Andrew Vigario - NCAS Student Governing, President

Mubarak Guy - University College Student Governing Assoc. President

This lunch meeting took place in Stonsby Commons, the student-dining hall, so that committee members could become acquainted with this student space.

The primary purpose of the meeting was to hear input from the two student leaders regarding campus life. The following topics were addressed:

- Robeson Campus Center: The students stated that the Center needs to be renovated to make it more student and user-friendly. In particular, they noted that the main area feels too generic, and needs more of a sense of student ownership and a clear identity as Rutgers-Newark. This could be done with more visible Rutgers symbols and signs (the students talked about “branding” and “marketing”). Also, there is a need for more student-friendly meeting spaces for student organizations that are accessible and visible to the students who utilize Robeson. For example, third-floor spaces are underutilized, partly due to lack of visibility or student awareness that there are lounges on the third floor. Also mentioned was a definite need for more performing arts space on campus, including perhaps in Robeson, and more display space for arts students on campus.
- Students mentioned the need for greater school spirit and identity, for example by carrying more Rutgers-Newark athletic gear and products in the bookstores.
- Students mentioned that they feel that faculty members are not approachable. They mentioned the need for more academic forums and other ways for students to engage with faculty outside of the classrooms. The “Dialogues on Diversity” were mentioned as one model.
 - The question of learning communities was raised, and student mentioned that faculty/student projects perhaps organized by departments would be one way to create a larger sense of community between faculty and students. It was mentioned that honors college students have these opportunities, but that this would be useful for students outside of the honors college as well.
- Student fees: Students mentioned that the student fees are fairly low, and that this means that it is difficult to bring in high-profile speakers and performers to campus. The Program Board is also not as active as it could be.
- Activities on weekends: the question of expanding this, especially with the addition of the new dorm, was discussed. Committee members asked what kind of activities would get students to stay on campus for weekends, or for commuter students to come to campus on weekends. Students mentioned the following:
 - Weekend film festivals
 - Better communication of events and advertising to students
 - Intramural sports activities for students
 - Including students in planning weekend events

(Committee member Daniel Veneciano mentioned to students that he was glad to hear this idea s as they were very much in keeping with a number of projects that he is planning for the Robeson Gallery).

- Observer: There was a brief discussion of the student newspaper, the Observer. These two students feel the Observer and its negative coverage of student government is a barrier to student engagement.
- Student engagement with the community: Students also mentioned the need to develop more of a relationship between students and the Newark community. They mentioned the current project with Dean Holloman and how much this had enriched their experience as student leaders. They noted that incentives such as internships or class-related community projects were needed to ensure that students would engage with the community.

Next Steps: Committee members expressed an interest in hearing from a wider array of students; Gerald Massenburg noted that the Campus Conversations would be a good way to do this, and that the February conversation could be scheduled for this purpose.

Appendix c-2: Campus Conversations

Two forums were scheduled during the Spring semester.

February 27, 2006: Exploring Academic Affairs at Rutgers Newark

March 27, 2006: Exploring Student Life & Campus Operations at Rutgers – Newark

The report from these two forums as submitted by the student leaders is below:

February 27, 2006: *Exploring Academic Affairs at Rutgers-Newark*

Academic Affairs

- ❖ Curriculum & Availability of Courses
 - Increase in availability of programs offered at master's and graduate levels
 - Smaller classroom sizes
 - Consistency of curriculum across faculty
 - Possibility of diversity requirement
 - Recommendations:
 - Offer more diverse classes in different departments
 - Creating a major and/or department on diversity issues
 - Create more sections for larger lecture hall size classes
 - ❖ Faculty / Departments
 - Student / Faculty Engagement
 - Lack of minorities on faculty
 - Lack of cohesiveness between academic departments
 - Recommendations:
 - Engaging students and faculty through academic forums & out-of-classroom activities
 - Hiring professors based on teaching ability in addition to their research credentials
 - ❖ Dean's Office
 - Hours of operation need to be extended
-

March 27, 2006: *Exploring Student Life & Campus Operations at Rutgers-Newark*

Student Services & Operations

- ❖ Hours of Operation
 - Paul Robeson Campus Center
 - Recommendation: Have campus center open during the weekend from 8:00am – 3:00pm to match the hours of class times on Saturday and Sunday.
 - Blumenthal Mall Services
 - Student Services are available online, however, sometimes the system is down.
 - Recommendations: Offer one additional night a week for late night services, and have a FAQ section on the website for online registration.
 - Psychological Services
 - There is a high rate of no-shows for Psych Services appointments
 - Recommendations: Expand hours and staffing.

- Health Center
 - There is a 24 hour Nursing Hotline at (866) 212-9674
 - There is a high rate of no-shows for Health Center appointments
 - Recommendation: Have doctor round-the-clock, especially with the creation of the new residence hall; as well as expanding hours and staffing.
- RUPD
 - Lobby is only open M-F 8:30am-4: 30pm, and should be open longer.
 - Dispatcher is available 24/7.
 - New substation will be created at the Paul Robeson Campus Center on Student Street across from the R-Place next semester.
 - Recommendations: Have quicker dispatch time, and more cameras around campus.
- ❖ Increase in student common spaces (i.e. lounges)
 - Increase in common spaces & furniture around campus (i.e. couches, chairs, TV, coffee machine)
 - Keep Paul Robeson Campus Center Cafeteria open until closing to be utilized as lounge / study space.
 - Bradley Hall Café to be used as common space.
 - Furniture has been put around Paul Robeson Campus Center to be more student-friendly.
- ❖ Public Safety
 - Crosswalks (i.e. speeding vehicles)
 - Parking decks and lots
 - Walkway to Broad Street Station
 - Attitudes of dispatchers, especially during the evening, are unprofessional.
 - Shuttles need to be advertised more proficiently.
 - Lattimore: Formal complaints must be addressed at time of incident – (973) 353-5111; Internal Affairs Flow Sheet – formal report to be filled out with Lattimore.
 - Campus Conversations committee members encouraged to join Steering Committee meetings in April that prioritizes what the RUPD does
 - Recommendations: Better attitudes; and extended hours for officers on the crosswalks to ensure safety.
- ❖ Parking
 - New parking structure
 - More resources for commuter students
 - No overnight parking
 - Recommendation: Personal meeting with Vocaturo, Parking Manager
- ❖ Paul Robeson Campus Center
 - Renovations to amenities
 - Increase in meeting space
 - Lounges (i.e. furniture)

- Increase in technology
 - Copy Center (i.e. Kinko's, UPS)
 - Renovations will be done this summer on the U-Club to make it a more professional dining experience.
 - Office of Student Life & Leadership may be moved to Room 352 to be closer to student organization offices; further creating more meeting space on the second floor.
 - FEDEX or Kinko's may move into the Program Board office on the 2nd floor.
 - Recommendations: fix furniture; revamp campus ID card system to pay for new services provided in the campus center.
- ❖ Office of Student Life & Leadership
- Increase in resources
 - Staff increase to provide more support for student services
 - Funding increase (i.e. Handbook)
 - Rutgers Beat (primary advertising) debuts every two weeks.
 - Recommendations: Provision of more designated spaces for advertising; Creation of handbook – place for all information and websites.
- ❖ Housing & Food Services
- Food quality
 - Inferiority of food quality
 - Ethnic / Religious Menu
 - Customer Service
 - Sanitary concerns
 - All issues must be addressed with Shelby and/or Paul Vazapolos at time of incident.
 - Cooks do cook for individual needs when approached.
 - Housing
 - Increase in quality of maintenance
 - Increase in student activities (i.e. weekend and holiday activities)
 - Recommendations: Additional advertising for dormitories / residence halls; Suggestion for student organizations to be brought into the dorms for programming.
- ❖ Blumenthal Hall Services
- Blumenthal Mall
 - Lack of cohesiveness amongst administrative offices (i.e. registrar, business office, financial aid)
 - Customer service
 - Recommendations: Provision of a trouble-shooter person to stop the run-around between offices.
 - Health Services
 - Communication lack of specified qualifications
 - Lack of available doctors
 - Psychological Services
 - Slow response time
 - Not effective

Some Findings and Suggestions on Security for the Rutgers-Newark Campus

During the Spring 2006 semester, the Lab class in Social Psychology decided to do a pilot study of security on our campus. Discussions among the seven class members led to the development of an interview guide, which was used with 7 members of campus security personnel (Police Officers, as well as students working as Campus Safety Officers) and 5 undergraduate students. A questionnaire designed by the class was also administered to 57 undergraduates. Admittedly, the information gathered represents the views of only a small number of respondents, but it may be of use as a preliminary exploration of issues faced and suggestions for improvement. It should also be emphasized that we were aware that the actual incidence of crimes on campus is fortunately very low, but that fearful perceptions are held by many, based in part on Newark's reputation.

The interviews suggested that female safety personnel felt more strongly than their male counterparts that women on campus are more vulnerable than men. Although the numbers were much too small to draw any conclusions, the consensus was that acting confident, not flashing expensive jewelry or other belongings, and staying with others, especially during evening hours were helpful ways to reduce vulnerability. Although some female students favored carrying defensive weapons, chiefly in the form of pepper spray or Mace, the security personnel interviewed was unanimous in pointing out the risks of their being incorrectly used and hurting the woman or a bystander, instead of the victimizer. Several added that, if the perpetrator was hurt in the process, the intended victim might be held liable.

The 57 students were predominantly juniors and seniors, and the majority was female. This was a deliberate choice by class members, who felt that the opinions of those who had been here longer would be of greater interest than those of recent arrivals, and that female students feel more vulnerable than males. Of the respondents, 79% were commuters and the same number took night classes, even though the questionnaire was given to daytime students primarily.

The majority of respondents feel comfortable on campus and feel safest during daytime hours and in campus locations where there are many others, such as Dana Library, Hill Hall and Robeson Center. However, students reported feeling particularly unsafe in the City Subway station, the Essex Street lot and the two parking decks. Going home after dark, whether by car or public transportation, was associated with some anxiety.

54% of the students also reported being uncomfortable or very uncomfortable around the many homeless people present on campus. Class discussion suggested that many of the homeless are perceived as mentally ill, and make students upset by asking for money or using campus computers even when they are in great demand.

70% of the students knew of the blue light security phones and 12% had actually used them; 60% knew of the escort service, which had also been used by 12%. The service most frequently used was the University shuttle.

When students were asked what they could do to improve the situation, the most frequent recommendation (35%) was to walk in groups rather than alone. A few also suggested the need to be aware of surroundings and available programs. With regard to security personnel, the most frequent suggestion was to have greater police visibility (44%), with more attention to students and less socializing, and a greater police presence at night.

Class discussions also led to the following suggestions:

1. Review the scheduling of night classes, both from the standpoint of timing and location. At present, some end at 8:20, others at 9 or 9:50, and the elimination of a break in double sessions leads some faculty to dismiss students at varying times. Students also stated that they feel more secure in classes scheduled in Hill Hall, and less on the upper floor of Boyden or the second floor of Bradley Hall. Unless specific equipment or study materials are essential, clustering classes near one another would help increase the visible mass, and could conceivably save money on heating, cooling and electricity.
2. Instead of individually requesting escorts to the parking decks or subway, it might be more efficient to have a visible police presence in the areas where classes are dismissed or the parking decks. Students urged that foot patrols inside buildings be increased, rather than primarily squad cars on the street.
3. Clear plastic shelters with blue phone access and/or frequent police patrols would be useful at the designated shuttle stops. The shelters would make waiting more comfortable in inclement weather, and could ideally provide information as to waiting times and delays, as is apparently already done on the New Brunswick campus.
4. Short-term lockers in classroom buildings, Dana Library and Robeson Center would permit students to safely stow heavy books and other property. Some of the incidents where books or coats are stolen from the cafeteria or library may reflect the difficulty of carrying bulky paraphernalia to the bathroom. However, class members recognized that leaving wallets and other valuables in unlocked gym lockers or in public spaces showed carelessness and a lack of "street smarts" on the part of some students.
5. Traffic lights would be helpful in the middle of Warren Street and in front of Robeson Center. Coming or going from the Bradley Hall parking lot to most other campus buildings can be

very hazardous, as can dodging cars to get to and from NJIT or Central High School.

There are problem areas that we did not inquire into. For instance, the fire alarm rang in Smith Hall at approximately 5:30 pm on Monday April 17, and again at around 11:30 am on Wednesday April 19. On both occasions, people left the building promptly and milled around it. When the alarm stopped, people went back into the building without having any Official give the all-clear signal that it was safe to return. Nor was it apparent at the Plaza entrance that any security personnel had been in the building to check out possible problems.

It is also clear that, with an increased number of dorm students starting this fall, steps will have to be taken to increase the visibility of safety personnel on a 24/7 basis. It is urgent that the budget cuts being faced do not reduce the availability of security personnel.

We are aware that our information is based on a very limited sample, and does not include the views of dorm residents, graduate students, faculty or staff. But we thought it useful to prepare this report as part of the essential ongoing review of campus security needs. In this context, we are most appreciative of the efforts made by Police Chief Michael Lattimore and his initiation of an advisory board this past spring. Improving both perceptions and realities of campus safety needs to be a collaborative effort by the entire Rutgers-Newark community.

Lillian Robbins

On behalf of the Lab Class in Social Psychology:

Margaret Aliparo
Sreedevi Manohar
Losa Osaronu-Obu
Reena Patel
Roshni Patel
Rubbayyia Salaam
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July 2006

TRANSFORMING UNDERGRADUATE EDUCATION

**President's Recommendations
to the Rutgers University Board of Governors
regarding Undergraduate Education
on the New Brunswick/Piscataway Campus**

**Richard L. McCormick
President
Rutgers, The State University of New Jersey
March 2006**

TRANSFORMING UNDERGRADUATE EDUCATION

Today at Rutgers, we put forth a model for a new public research university – with robust faculty engagement in undergraduate education and the proper mix of learning, research, and service that gives our students a deeper sense of their role in the university and in the world. We envision a New Brunswick/Piscataway campus in which students are empowered, faculty are reconnected to undergraduates, and the public gains a much clearer understanding of a Rutgers education. We will bring the more than 26,000 undergraduate students in New Brunswick/Piscataway into full participation in the dynamic life of discovery and of service to society that characterizes Rutgers at its best. Together, we will complete the evolution that began with a bold reorganization in 1981 that led directly to Rutgers' emergence as one of the top public research universities in the nation. We have the vision, the means, and the will to create a Rutgers education that is truly worthy of a great public research university. In transforming the experience of every undergraduate on this campus, we will propel Rutgers, The State University of New Jersey, to a new and higher level of excellence and achievement.

I have the privilege of presenting a plan that advances the goals enunciated by the Task Force on Undergraduate Education at Rutgers–New Brunswick/Piscataway in its July 2005 report, *Transforming Undergraduate Education* – goals that have been nearly unanimously endorsed by the university community throughout the conversations of the past eight months. It is important to restate these goals because they form the underpinning of all the recommendations that I will bring forth to the Board of Governors. The goals are to:

- Offer all undergraduates equal access to Rutgers' high-quality academic programs and to the distinctive educational experiences that characterize a research university.
- Engage students in the exciting intellectual work that characterizes our campuses, from the time of admission to the time of graduation and beyond.
- Reconnect the Rutgers–New Brunswick/Piscataway faculty to the work of undergraduate education and provide opportunities for faculty to focus energy and time on undergraduates.
- Provide undergraduates on all New Brunswick/Piscataway campuses ready access to learning communities of students with similar interests, as well as to facilities, services, and programs that meet their diverse needs.
- Recruit and admit to Rutgers–New Brunswick/Piscataway high-quality students who contribute to the rich diversity of the campuses and who seek the challenges and opportunities of a major research university.
- Improve the attractiveness, clarity, organization, and accessibility of undergraduate education at Rutgers–New Brunswick/Piscataway.

THE NEW RUTGERS UNDERGRADUATE EXPERIENCE

Pursuing these goals will achieve the objective described in the original charge to the Task Force nearly two years ago: reinvigorate the undergraduate experience at Rutgers to create a more satisfying, more coherent, less frustrating, less confusing, and more rational academic environment for all students. But reinvigorating undergraduate education at Rutgers requires more than merely fixing problems and removing obstacles. Through the recommendations offered here and the fundamental re-engagement of our faculty and students that stands behind them, I seek to give shape to some of our highest aspirations for our university and for the next generation of New Jersey citizens who will pursue their education at Rutgers.

This vision offers the new Rutgers student the fullness of opportunities represented by the scope of the university to study almost anything, to explore almost every area of human endeavor. It gives our students self-determination, confidence, and the skills to succeed in a rapidly moving and technologically oriented world.

RELATING UNDERGRADUATES TO THE THREE PILLARS OF THE PUBLIC RESEARCH UNIVERSITY: TEACHING, RESEARCH, AND SERVICE

Students arriving at our reimagined Rutgers will find a cohesive, welcoming environment that is no longer confusing. From Day One they will begin to interact with senior faculty and learn the nature of the research university and the role it has played in bringing our country to the forefront in access, opportunity, and economic development. Through a new first-year seminar, students will study with a faculty member to explore an area of mutual interest independent of school or intended major.

Thus introduced to intellectual activity and to addressing an issue through analysis and synthesis, the new Rutgers student will engage in a dynamic core of academically rich courses, horizontally and vertically integrated to provide both breadth of understanding within a broader intellectual context and depth of knowledge within a chosen discipline. This will occur through an integrated core curriculum and a major that reflects each student's passion and enables him or her to explore it in great depth.

Engaging with faculty throughout this academic journey, Rutgers students will become involved with the three pillars of a public research university: teaching, research, and service. They will see firsthand how knowledge is made in the arts, humanities, and sciences through undergraduate research in the Aresty Research Center, a model that we will expand. At the same time, successful programs such as Citizenship and Service Education (CASE), which we will make available to a larger number of students, will imbue them with a spirit of service to constituents, true to Rutgers' proud standing as New Jersey's state university.

The new Rutgers student will then be encouraged to complete his or her undergraduate career with a capstone experience – a senior thesis, a research project, a service learning experience – that puts in context and clarity everything he or she has learned at Rutgers.

These undergraduate experiences and opportunities will be the value added in coming to the Rutgers we are creating. It is a Rutgers education that is about intellectual complexity, about scope, and about understanding the world in its many dimensions and levels. It is the unique engagement of students and faculty in the dynamic life of a major public research university. It is the portal to opportunity. It is why the best and the brightest come to Rutgers.

THE RECOMMENDATIONS

I am pleased to present for Board approval a blueprint for improving undergraduate education that closely follows the thoughtful and comprehensive recommendations that were proposed by the Task Force and reaffirmed in large measure throughout the discussion process of the past eight months. Where my recommendations diverge from the Task Force, they reflect ideas gleaned from the campuswide discussion and my own observations.

This is a plan that enriches the academic life of Rutgers undergraduates by providing the kind of educational experience that our students deserve today and will require in the future. It ensures that all our undergraduate students have full and equal access to the resources that only a great university provides. And it eliminates the complexity that often makes Rutgers a difficult and confusing place for our students to learn, our faculty to teach, and the public to understand.

THE NEW STRUCTURE

My first recommendation, upon which many others are based, and which speaks most directly to the challenges and problems that hinder undergraduate education at Rutgers, focuses on basic structure. The university will establish a single **School of Arts and Sciences** as the school responsible for setting admissions criteria, general education, general advising, scholastic standing expectations, honors program, and degree certification for all arts and sciences undergraduate students in New Brunswick/Piscataway. All New Brunswick/Piscataway arts and sciences students entering Rutgers in fall 2007 or later will matriculate in and will receive their degrees from this school. The current Faculty of Arts and Sciences (FAS) will serve as its faculty, led by its executive dean.

I strongly agree with the Task Force that Rutgers' fragmented, confusing structure has impeded our best efforts to improve undergraduate education, despite numerous attempts to do so in the years since the last major reorganization in New Brunswick/Piscataway. It is essential that we reunite the faculty of the FAS with the students they teach in a structure that makes clear the faculty's responsibility for vital aspects of the undergraduate experience, starting with standards for admission and extending through requirements for graduation. It is also essential that Rutgers bring all its arts and sciences undergraduates together into a system that eliminates any vestiges of unfair or unequal treatment, real or perceived, that may exist among the current undergraduate colleges – Cook, Douglass, Livingston, Rutgers, and University. Uniting these students with the faculty who teach them is the most important change we can make to improve undergraduate education on the New Brunswick/Piscataway campus.

Regarding nomenclature, I respectfully depart from the Task Force recommendation and concur with the New Brunswick Faculty Council and the University Senate that the name “School of Arts and Sciences” is most appropriate and consistent with the terminology employed elsewhere in New Brunswick/Piscataway that refers to degree-granting units as schools.

Integrally related to the creation of a single arts and sciences school is the establishment of a common admissions standard for arts and sciences students across the New Brunswick/Piscataway campus. The Task Force argues that the current disparity in admissions standards has created a belief that there is a hierarchy of colleges, engendering confusion among applicants and leading some to reject Rutgers University if they are not admitted to Rutgers College. The New Brunswick Faculty Council has described the disparate standards as “damaging, unstable, and misrepresentative since the same faculty teach the students in all of these colleges.”

I recommend that a **single admissions standard** be established for all traditional arts and sciences students, to be appropriately modified for transfer and nontraditional students. Transfer students will be accepted in the School of Arts and Sciences under a uniform set of admissions criteria. To ensure an ongoing focus on admissions standards and guidelines, as well as enrollment goals, there will be an active faculty admissions committee for the School of Arts and Sciences and for each professional school in New Brunswick/Piscataway. All admissions policies will enable us to maintain the diversity that is so important to the character of a Rutgers education, and I will monitor our progress by asking for regular reports on diversity from the Vice President for Enrollment Management, a new position.

Related to the creation of the School of Arts and Sciences is the structure of Cook College, which has both professional and pre-professional missions and a proud and vital role in Rutgers’ designation as a land-grant university. Informed by the thoughtful deliberations of Executive Dean Robert Goodman and the Cook faculty and student community, I recommend that what is today known as Cook College continue as a distinct professional school within Rutgers–New Brunswick/Piscataway, to be designated the **School of Environmental and Biological Sciences**.

The faculty of the School of Environmental and Biological Sciences will offer both professional and pre-professional majors in its areas of scholarship. Students interested in professional majors will be admitted to the school as first-year students or at the time they declare a major. Those interested in the pre-professional majors offered by the faculty of the School of Environmental and Biological Sciences will be admitted to that major at the time they declare the major. Admissions requirements will be coordinated with those of the School of Arts and Sciences to ensure that a student admitted to the School of Environmental and Biological Sciences who later wishes to transfer to a major offered by the School of Arts and Sciences, or *vice versa*, can easily do so.

The Executive Vice President for Academic Affairs will appoint a committee of faculty drawn from both the School of Arts and Sciences and the School of Environmental and Biological Sciences to consider and make recommendations regarding ways in which to cooperate in areas of mutual curricular interest.

THE CURRICULUM

The Task Force has recommended an ambitious **core curriculum** that will define the common experiences and knowledge that make up the root of a Rutgers education. I recommend without qualification that Rutgers, as a great public research university, should offer a core curriculum, especially in its general education requirements, that urges our undergraduates to take full advantage of the academic resources of the New Brunswick/Piscataway campus. Decisions about the nature of this curriculum are the prerogative of the faculty, and I will charge the relevant deans with convening faculty to discuss a *Rutgers* curriculum that offers a distinctive vision of how undergraduate education is connected to the work of a major research university. This work will mainly be the task of the School of Arts and Sciences. However, I have heard the concerns of professional school faculty in the discussion and agree that core curriculum recommendations will need to be coordinated with the professional schools; this process should be carried out by means of the assembly structure that the New Brunswick Faculty Council has recommended. The Executive Dean of the Faculty of Arts and Sciences is now forming committees to focus on our curriculum, using the Task Force's model of a core curriculum as a starting point for discussion. That discussion, with its rethinking of what a "core" Rutgers education might be, presents a bold vision that our faculty can reshape and define specifically for all our students.

Clearly this discussion will require many hours of faculty work and cannot be ready for the entering class of fall 2007; nevertheless, a core curriculum should be in place for the following curriculum cycle, should be annually evaluated and, where needed, should be modified in the years to come. In the short term, I will ask the School of Arts and Sciences to develop interim general education requirements, applied uniformly to all our Arts and Sciences students. In order to serve our undergraduates effectively, we must present all who enter Rutgers in fall 2007 with a clear, coherent set of general education requirements that are applied uniformly.

As the faculties in New Brunswick/Piscataway take up discussion of a core curriculum and graduation requirements, I will encourage them to develop a series of formal, though not necessarily required, **capstone experiences** available to undergraduates in their final year. In many departments such opportunities already exist but may not be labeled as such. Ideally, by the time students entering Rutgers in 2007 become seniors, every department will have identified at least one if not a menu of capstone options, broadly defined to range from studio projects to honors theses to graduate-level seminars to research and service projects.

It is essential that Rutgers constantly works to enhance the overall academic experience of all our undergraduate students in New Brunswick/Piscataway, those in the professional schools as well as those in the School of Arts and Sciences. Consistent with the recommendations of the Task Force and the sentiment of the University Senate and the New Brunswick Faculty Council, we will, therefore, invest resources and responsibilities in a radically redefined Office of the **Vice President for Undergraduate Education**. The university will look to this individual for leadership and advocacy in addressing the academic needs of our students, engaging faculty in undergraduate education, and initiating exciting opportunities for intellectual growth campuswide.

ATTRACTING EXCELLENT STUDENTS

The Task Force working group on admissions articulated as one of its chief goals to ensure that Rutgers attracts “an excellent body of students prepared to use the resources of a research university.” Toward that end, I endorse the Task Force recommendation for a **New Brunswick-wide honors program** that will serve as a magnet for ambitious, high-achieving New Jersey and out-of-state students. In spring 2005, the Faculty of Arts and Sciences endorsed a similar program for all liberal arts college honors students. I will ask the Vice President for Undergraduate Education to work with the deans of the schools to consolidate this work and plan a full New Brunswick/Piscataway-wide program. It should be ready to recruit students for the class entering in fall 2007.

Furthermore, I propose the creation of a new **first-year seminar** available to all first-year students at Rutgers–New Brunswick/Piscataway and anticipate the faculty’s leadership in designing the program. We will offer each first-year student the opportunity to take an academically exciting, one-credit class on a topic of personal interest to him or her, in a small interactive setting and taught by a regular faculty member. The seminars will enroll no more than 20 students each and be taught by tenured or tenure-track faculty members who will be encouraged to choose a subject of particular interest to them. These faculty members will serve as academic mentors for those in their seminars until the students choose a major. Rutgers will offer several modes of recognition for this additional effort on the part of our faculty, including the provision of small research accounts. Funding to permanently support this initiative, which will be the most extensive of its kind in New Jersey, will be a featured objective of our next fund-raising campaign.

FOSTERING COMMUNITY IN NEW BRUNSWICK/PISCATAWAY

Under the transformation proposed here, Rutgers undergraduates will be served by **five residential campus communities** – to be known as Busch Campus, College Avenue Campus, Cook Campus, Douglass Campus, and Livingston Campus. (This reflects a slight departure from the Task Force recommendation to use Queen’s instead of College Avenue to name the campus.)

Each campus will be headed by a **campus dean** who will oversee and coordinate students’ academic, co-curricular, and cultural life and will have the staff and resources to do his or her job. Each campus will also be served by a local **office of student affairs**, which will report to the Vice President for Student Affairs and will be responsible for the coordination of housing, dining, student life, recreation, health services, counseling and psychiatric services, and other student affairs functions. Working together with the local office of student affairs and the various program staffs, the campus dean will build community among students associated with that campus.

Once a new Rutgers student is admitted as an undergraduate to the School of Arts and Sciences or one of the professional schools, he or she will be able to choose a campus on which to live, as available: Busch, College Avenue, Cook, Douglass (which will continue to provide a single-sex living environment for women), or Livingston. Those living off-campus will be given the option – and the encouragement – to affiliate with one of the campuses, which will make more readily accessible the rich array of curricular, co-curricular, cultural, and social activities available in New Brunswick/Piscataway.

At every stage, our structure, our curriculum, our co-curricular initiatives, and our campuses and facilities must be designed with both on- and off-campus students in mind. With more than half of our New Brunswick/Piscataway undergraduates living off-campus, we must ensure that they gain full access to the university's programs and resources. Toward that end, I will charge each of the campus deans with developing specific programs and services to address the unique needs of our off-campus students.

EQUAL ACCESS ACROSS CAMPUSES

Again and again during the Task Force process, in the discussion phase, and at the student-services retreats that preceded the Task Force's formation, students expressed frustration over the unequal distribution and provision of programs, services, and facilities across New Brunswick/Piscataway. The quality of a Rutgers undergraduate education must not depend on where one lives, either on- or off-campus. Through this transformation, we will ensure that our students gain the maximum benefit from their time at Rutgers by providing full and equal access to Rutgers resources and academic programs and by expanding opportunities for meaningful co-curricular experiences throughout our campuses. We will establish as a fundamental principle that all New Brunswick/Piscataway programs and opportunities will be open to all undergraduate students no matter where they live. We will ensure that every undergraduate student at Rutgers may move from one campus to another and be certain of receiving the same high level of service and the same quality of programs, and of working with staff who serve all of New Brunswick/Piscataway, not one campus only.

As Rutgers increases access, my administration is also committed to maintaining local campus communities. The most prominent concern I heard voiced in the campus forums was that students want a sense of community. They don't want to get lost in a giant bureaucratic structure. They want assurance that the educational opportunities and services currently available to them locally will remain locally delivered and well administered by men and women with whom they have a face-to-face relationship. As the Task Force noted, services provided locally "often encourage the kinds of personal connections our students value," with each other and with staff and administrators.

Thus, the Rutgers administration is committed to **providing locally on each of the campuses an array of unified services, available New Brunswick/Piscataway-wide**, which includes pre-major advising, residence life, academic support, health services, career counseling, mental health services, student centers, and recreation centers. Among the responsibilities of the campus deans will be to ensure the quality and availability of these local services.

To further enhance these local communities and students' connections to them, a full complement of all campus services will be available to students on the Busch campus for the first time, coordinated by a newly appointed Busch campus dean. In addition, I will direct the Vice Presidents for Undergraduate Education and Student Affairs to establish and coordinate central advising offices on each campus that will serve on-campus, off-campus, and transfer students; that will bridge the gaps between pre-major and major advising; and that will include career services as a component of their work.

Current students have raised important questions about how these changes – and the transition to full implementation while they are at Rutgers – will affect them. While current students (and those entering in fall 2006) will continue to follow the curricular requirements of the undergraduate system now in place and graduate with degrees from their colleges, they will immediately share in all the benefits of full access to student life programs, student services, facilities, and co-curricular programs across the New Brunswick/Piscataway campus.

LEARNING COMMUNITIES AND RESIDENTIAL COLLEGES

The Task Force has given considerable attention to the concept of learning communities of students, and I applaud the work in this area as a further way to create a sense of place within the larger Rutgers community. I support learning communities as a vital complement to the academic life of our students, and we will empower faculties and campus deans, in coordination with students and the Vice President for Undergraduate Education, to develop such communities where appropriate, ensuring that they will be open to any undergraduate and not be a requirement of living on a particular campus.

In addition, in order to emphasize the academic nature of our campuses, and to foster strongly focused intellectual learning communities there, I am proposing that the term “**residential college**” be used to denote a portion of a campus that has a clearly defined mission and purpose involving most of the students who live and/or study there.

Connecting classroom learning with students’ living experience, residential colleges can provide a supportive community that enriches the intellectual, social, and personal growth of undergraduate students with such elements as increased faculty participation, enhanced academic, cultural, and co-curricular programs, faculty mentoring, and on-site classes. Along with co-curricular programs developed under the leadership of the campus dean, residential colleges may also contain curricular elements if deemed appropriate and approved by the faculty of the relevant schools. Such entities by their nature will be larger and more intensely focused than other learning communities and will include residential requirements. As stated in the appendix, the creation of a residential college will require formal approval by the Board of Governors.

The first of these is proposed for the Douglass campus. I concur with the eloquent appeals I have heard from Douglass students and alumnae for a unique, women-focused experience within a public research university, and also the recommendations of the New Brunswick Faculty Council for such an experience. It is clear that there is value both to our students and to Rutgers in upholding the tradition and spirit of the New Jersey College for Women and Douglass College even as we establish a single degree-granting School of Arts and Sciences.

Therefore, upon approval by the Board of Governors on March 10, we will establish the **Mabel Smith Douglass Residential College**, to be located on the Douglass campus and led by the Douglass campus dean. We will provide interested women with single-sex living opportunities, an environment of innovative co-curricular programs, and, should the School of Arts and Sciences faculty approve, curricular opportunities as well. Such curricular components could become part of the optional four-year women-centered curricular, co-curricular, and student-life educational experience that has been recommended by the New

Brunswick Faculty Council and the University Senate. It must be emphasized that all such programs, curricular and otherwise, must be open to all New Brunswick/Piscataway undergraduates, even if an undergraduate chooses not to become part of the residential college.

In making this recommendation, I recognize the tremendous concern our alumni have expressed for the opportunities that Rutgers makes available to students. Therefore, I invite the participation of our graduates in developing the Mabel Smith Douglass Residential College program and other such initiatives, and I charge the Douglass dean to enlist and coordinate their participation.

Based on Rutgers' long tradition of providing educational opportunities for women in all fields, the Mabel Smith Douglass Residential College offers one model for learning communities and more specifically for other residential colleges that may develop in New Brunswick/Piscataway. For instance, the faculty of the School of Environmental and Biological Sciences is empowered to develop programs that may become a residential college on the George H. Cook campus.

Having described one particular residential option, let me emphasize that Rutgers provides a wide variety of housing and living-learning options for students at multiple locations across its several campuses in New Brunswick and Piscataway. We will continue to ensure that comparable and varied housing options are made available to students of both genders in terms of quantity, quality, and cost.

IMPROVING FACILITIES AND CAMPUSES

The Task Force has fittingly described New Brunswick/Piscataway as “a complicated group of campuses rather than one contiguous campus.” Given the challenges that our physical layout presents, Rutgers must make every effort to make each campus an inviting space for the students, faculty, and staff who will spend their time there each day, as we are doing through the College Avenue campus design competition. I agree with the overall recommendations made by the Task Force regarding campus planning and facilities and will direct the university administration to increase student and faculty involvement at every level of facilities planning, including buildings and furnishings, infrastructure, and landscape. The report speaks forcefully about the need for more and better classrooms, and we must and will make this a priority in capital planning.

In pursuit of such improvements, I will ask Professor Carla Yanni to chair a **campuswide facilities and planning committee** that will work with Executive Vice President for Administrative Affairs Karen Kavanagh to advance the facilities goals of the Task Force report. Of particular urgency is the recommendation that the university address the disparities between the **Livingston campus** and the other campuses in New Brunswick/Piscataway. If this new plan is going to succeed fully, all five of our New Brunswick/Piscataway campuses will need to be attractive to students. Through the discussion and my own observations, it is obvious that the Livingston campus has been neglected over the years. There is an absence of a feeling of community, characterized by the nameless streets and the clearly inadequate student center on the Livingston campus.

Livingston's current and future students deserve a focused effort by the university to improve the campus's facilities and sense of place, in addition to and more immediate than our plans for College Town.

While costs are a major consideration in making renovations or committing to new construction, there are also likely to be many smaller-scale, short-term opportunities to promote a greater sense of community, including the suggestion to rename the nameless roadways on the Livingston campus. And because the Livingston Student Center has for too long been a source of student frustration, we will make an immediate commitment to a significant expansion of that facility, for which we will break ground by fall 2007. I commend the leadership of the Livingston College Governing Association for its advocacy on this issue.

Throughout the Task Force process, the **student government** organizations in New Brunswick/Piscataway have contributed thoughtful comments, provided forums for student input, and offered effective advocacy for their constituents. Their constructive participation is a source of pride for the university. The new structure, with the establishment of a deanship at Busch, presents new opportunities for student government and for student leadership on our multiple campuses. I will look to the student leadership to determine for itself how student government should work under a new structure, and my administration will offer any assistance they may need.

EXPANDING RUTGERS' COMMITMENT TO WOMEN'S EDUCATIONAL OPPORTUNITIES

Of great concern throughout the work of the Task Force and the subsequent discussion has been the university's future commitment to providing **educational opportunities for women**, who now represent a majority of Rutgers undergraduates and are engaged in learning and leadership in every school and on every campus. Rutgers–New Brunswick/Piscataway has one of the most distinguished traditions of serving women in higher education of any college or university in the nation. The New Jersey College for Women that became Douglass College; the Institute for Women's Leadership that brings together our many centers and institutes focusing on women and women's issues in a global context; the Department of History's nationally acclaimed faculty working in women's history; the undergraduate and graduate programs in the Department of Women's and Gender Studies that now constitute the premier women's studies group in the nation; the editing project that is producing the papers of Susan B. Anthony and Elizabeth Cady Stanton; the Institute for Research on Women that has for more than 25 years served as a pioneer in producing and disseminating research on women's work, education, and living conditions in a global context; the coming of the women's academic journal *Signs* to our campus in 2005 – the list of our support for both women's educational opportunities and research on women is long, the accomplishments significant.

In reimagining the education of undergraduate women at Rutgers in the 21st century, we honor our history and provide it with new directions and resources. Building on a strong foundation, we want women across the university to achieve at levels beyond what they already have achieved. Women's development – as professionals, as leaders, and as scholars – now happens in a world that is much different from the past. We must in particular address

the need to increase the number of women going into the sciences and engineering, where women make up only about one-fourth of all employed doctorate holders.

Thus, I have asked Dr. Joan Bennett, a highly distinguished microbiologist, to join the Rutgers faculty and to serve as an **associate vice president** responsible for advancing the entry of women in the science, technology, engineering, and math professions; mentoring and helping advance women faculty in these areas; and developing new programs for attracting and retaining women in these professions. Dr. Bennett, a member of the National Academy of Sciences and former president of the American Society for Microbiology, is nationally and internationally known for her work fostering the careers of women. Dr. Bennett, who will continue her research and teaching, will work with the Douglass Project for Rutgers Women in Math, Science, and Engineering to expand the recruitment and support of undergraduate women and to prepare them for graduate and professional careers in the sciences, math, engineering, and medicine.

In addition to initiatives in the sciences, we will continue to enhance the university's considerable and growing strength in the study of women in the arts. With support from the university's Academic Excellence Fund, we are establishing an **Institute for Women and Art**, which will bring together faculty, curators, researchers, and artists to promote dialogue and interdisciplinary projects related to this key area. The Institute will be led by Professor Emerita Judith K. Brodsky of the Department of Visual Arts and Dr. Ferris Olin, head of the Margery Somers Foster Center of the University Libraries. This initiative complements the arrival this year at Rutgers of the *Women's Art Journal* under Professor Joan Marter's co-editorship. Our emergence as a center of excellence for women and art will yield benefits not only for undergraduates but also for the entire campus and the community at large.

SERVING NONTRADITIONAL STUDENTS

Rutgers' commitment to educational opportunities for women is matched by its proud history of serving adult learners – those of nontraditional age who are coming to higher education at various stages of their lives and careers. Since 1934, Rutgers has consistently sought to provide academically rich opportunities for these students, who currently number more than 2,000 in New Brunswick/Piscataway and are predominantly students of University College. While arts and sciences students of all ages will be enrolled at the School of Arts and Sciences, the Task Force was prudent in recognizing the necessity for special focus on the needs of nontraditional students in the proposed new structure.

Consistent with the Task Force recommendations, and in consultation with the dean, students, and alumni of University College, I intend to establish a new **Committee on Nontraditional Students**, made up of appropriate students, faculty, and staff, to develop recommendations for the best structures and programs to serve this unique and vital Rutgers population.

ENSURING DIVERSITY AND ACCESS

The Task Force working group on admissions and recruitment set diversity as one of its four goals and called for competitive yet broad-based admissions standards “to ensure the access that has made Rutgers a richly diverse campus for all students.” The New Brunswick Faculty Council and others have echoed this goal.

As New Jersey's premier public research university, Rutgers values educational diversity and promotes it through its admissions programs. A diverse undergraduate community provides our students with the intellectual stimulation and vibrant educational experience that come uniquely from interacting with people of widely varied backgrounds, life experiences, beliefs, and ideas. Learning in this type of environment prepares our students to fully participate in an increasingly diverse society by fostering the development of respect and understanding among its members.

The university's long and proud history of providing access for students from all backgrounds ensures that each has sufficient opportunities to reap the benefits of higher education. Our mission is to enroll students who will contribute to and benefit from the broad socio-economic, racial, ethnic, gender, and geographic composition of the Rutgers community. Once enrolled, the university is committed to preparing such students to compete in a global economy and to live in a diverse democracy.

Under the direction of a new Vice President for Enrollment Management, University Undergraduate Admissions will continue aggressively to recruit and enroll an entering class that is both academically well prepared and diverse in composition. University Undergraduate Admissions will continue to reach out to first-generation college-bound students and those in New Jersey's distressed municipalities to ensure an undergraduate class inclusive of a wide variety of experiences and backgrounds. The admissions application evaluation process will continue to incorporate talents, leadership, and the cultural, community, and volunteer experiences of applicants in shaping each entering class.

Intentions must be backed by action and accountability. University Undergraduate Admissions, under the Vice President for Enrollment Management, will be accountable to the President on this issue, and if there are problems we will address them.

ENGAGING FACULTY IN UNDERGRADUATE EDUCATION

Throughout this document I have emphasized the value of bringing students into the exciting work of a major research university. It is also crucial that Rutgers actively seek to increase the presence and impact of faculty in undergraduate education, not only in setting academic policy but also in direct engagement with our students. Fulfilling our highest aspirations for Rutgers demands regular and significant faculty interaction with undergraduates in carrying out the exciting work of a public research university and its three pillars of teaching, research, and service.

The first-year seminars will provide an excellent opportunity for interaction, as will our encouragement of faculty involvement in learning communities. I will ask the Vice President for Undergraduate Education to expand the Aresty undergraduate research program model to provide incentives for faculty to involve undergraduate students in their research and to match students and faculty. Similarly, the Vice President will work to expand the CASE program to increase opportunities for faculty-guided service learning. Working with the academic deans, we will encourage departments to use the Faculty Academic Service Increment Program (FASIP) and promotion processes to reward faculty work with students such as advising on honors theses and independent studies.

Other approaches to increasing faculty engagement that will be considered during and beyond the implementation process include asking academic departments to develop plans for advising first- and second-year prospective majors as well as for advising declared majors; recruiting faculty members to function as student mentors, complementing the more structured role of a student's primary academic advisor; and providing a privately funded pool on which faculty can draw to take small groups of students to lunch or dinner, an outside lecture, or a cultural event.

My recommendations to the Board of Governors are not meant to be exhaustive of all the wise suggestions put forth by the Task Force. Indeed, a multitude of specific recommendations in the Task Force report are not mentioned or described here, many of which require decisions by Rutgers faculty, not the Rutgers administration. The school deans and their faculties have already begun a process that will result in the consideration of those proposals and their appropriate and timely implementation. Other recommendations made by the Task Force and by key constituencies such as the University Senate and New Brunswick Faculty Council will be shared with the appropriate implementation committees for consideration.

INVESTING IN THE TRANSFORMATION

What I am recommending is a significant change for Rutgers that will have budgetary implications and will require a community united behind the vision. In accomplishing this transformation, we will prudently marshal existing university resources and will make this effort a feature of our capital campaign to ensure its viability in perpetuity. Doing so will enable Rutgers to make **strategic investments** such as initial funding of first-year seminars, program support for the new associate vice president charged with addressing women's advancement in the sciences, and seed money that campus deans can use to invest in their co-curricular programs and that faculty can use to develop initiatives that might lead to the development of learning communities.

Making this commitment during a period of constrained financial resources will be difficult, but these changes cannot wait. We cannot walk away from our commitment to our students.

ADMINISTRATION AND IMPLEMENTATION

In presenting recommendations to the Board of Governors, it is important to describe the administrative appointments and assignments necessary under the new structure envisioned here, and to outline a phased plan of implementation.

Rutgers will vest much of the responsibility for advancing the goals set forth by the Task Force in a newly conceived office of the **Vice President for Undergraduate Education**. As proposed by the Task Force, this position will have primary responsibility for academic matters related to undergraduate education that cut across the schools. He or she will have oversight of campus deans, Undergraduate Research, Honors Program, Disability Services, and other cross-cutting areas. The Vice President for Undergraduate Education will report directly to the Executive Vice President for Academic Affairs and will be a member of the Cabinet and the Promotion Review Committee.

The **Vice President for Student Affairs** also will play a significant role in implementing these recommendations. This vice president's portfolio will include oversight of Housing, Dining, Residence Life, Health Services, Mental Health Services, Student Centers, Recreation Centers, Student Financial Services, Disciplinary Affairs, and Student Life policies. The Vice President for Student Affairs will continue to report to the Executive Vice President for Academic Affairs and serve in the Cabinet.

As Rutgers heightens its commitment to the admissions and recruitment of undergraduates, we are creating an elevated position of **Vice President for Enrollment Management**, who will be responsible for overseeing Undergraduate Admissions, Financial Aid, and the Registrar and will report directly to the Executive Vice President for Academic Affairs.

Obviously, close cooperation and collaboration among these individuals will be essential in ensuring the success of these transformative changes. To make certain that this occurs, I am establishing a **continuing task force on undergraduate education**, chaired by the Vice President for Undergraduate Education, whose membership will include the Vice President for Student Affairs, the Vice President for Enrollment Management, and other key members of the administration, staff, and faculty to provide ongoing evaluation of our progress in achieving the goals articulated in this report.

Contingent on the Board's approval of the recommendations set forth in this document, I will execute an ambitious **plan of implementation**, including the appointment of a steering committee led by a **Director of Implementation** and served by 14 subcommittees to address various areas such as organization, admissions and recruitment, student life, campus programming, faculty engagement, and learning communities. These groups will benefit from the widest participation of staff, faculty, and students, particularly from those people with direct experience in the relevant areas. The full list of subcommittees and the broad topics on which they will focus is attached as an appendix.

While it will take several years to fully realize this plan and the benefits it provides, we will set an aggressive **timetable for completion of significant steps**, understanding that the structure I am proposing will be substantially in place in time for first-year students

arriving in fall 2007. While a more detailed timeline will be developed early in the implementation process, we will take the necessary steps to achieve urgent deadlines, including those listed here:

- The admissions process, including recruitment materials and a single admissions standard, will be in place in time to recruit, admit, and enroll first-year students in the School of Arts and Sciences in fall 2007.
- Unified policies for housing, residence life, student centers, and recreation centers will be determined by fall 2006 for implementation in spring 2007.
- Committees of faculty, students, and staff for New Brunswick/Piscataway Facilities and New Brunswick/Piscataway Planning will be in operation by fall 2006.
- Information to appear in the new (2007-2009) campus undergraduate catalog will be prepared by fall 2006 to appear in spring 2007.
- Curricular and Scholastic Standing issues will be determined in 2006 for fall 2007 implementation.
- Academic programs and co-curricular programs for the New Brunswick/Piscataway Honors Program will be decided upon by spring 2007 for implementation in fall 2007.

ASSESSMENT AND ACCOUNTABILITY

Such a significant transformation calls for clear **accountability measures**. We will monitor our success or failure in implementing this plan in a timely fashion in areas such as admissions, advising, co-curricular programming, faculty engagement, and student life. Through an implementation subcommittee on Assessment and Accountability, we will identify means by which to measure whether the Rutgers undergraduate experience – academic and co-curricular – has improved in meaningful ways. We intend to track and report publicly on such measures as:

- Graduation rates and post-graduation placements;
- Use of advising opportunities;
- Faculty/student participation in first-year seminars and undergraduate research and service;
- Use of student centers, recreation centers, and residence life programs; and
- Strength and diversity of entering classes.

As stated in the Task Force report, this effort will be especially timely in light of the upcoming reaccreditation review by the Middle States Association of Colleges and Schools.

Aligned with the subcommittee's work, I will charge the Vice President for Student Affairs with defining baselines against which we can regularly measure overall student satisfaction. The Vice President will report to me on a regular basis, and I will report publicly on student satisfaction and the university's progress on other key measures of success.

CONCLUSION

It is time to transform the undergraduate experience at Rutgers–New Brunswick/Piscataway. We envision a university in which students are empowered, faculty are reconnected to undergraduates, barriers to opportunities are eliminated, and the public gains a much clearer understanding of a Rutgers education. All of these recommendations are designed to move Rutgers forward in a genuinely new direction for undergraduate education – one that intensifies our commitment to preparing all students for life and leadership through wide access to the outstanding faculty and programs uniquely available at New Jersey’s public research university. While it is exciting to contemplate the future under these recommendations, I recognize that making a dramatic transformation will be difficult. Not everyone will be willing to take the bold steps outlined here. Some well-intentioned people may disagree with these recommendations and may actively resist altering the status quo. But our current structure and policies are not nearly good enough for our students; they present far too many impediments and perpetuate an inequality of opportunity and access. For the sake of our undergraduates, we need to change. We cannot and should not hold Rutgers back. It is time to move Rutgers forward.

ACKNOWLEDGEMENTS

We are a fortunate university, a community of women and men deeply committed to ensuring the best possible undergraduate experience for our students. We have held an extraordinary and lively discussion over the past eight months. Many dozens of meetings and forums have taken place, more than 3,000 concerned individuals have written e-mail and letters, and every major body of faculty, students, and alumni, including the University Senate, the New Brunswick Faculty Council, and the Rutgers Board of Trustees, has offered comments and resolutions on the Task Force report.

The conversation has been enlightening and important and has revealed some valuable insights that are not fully captured or expressed in the Task Force report. Those insights are reflected in the several areas in which my recommendations have amplified, transcended, or in some cases differed from the Task Force report, including issues of nomenclature, the establishment of residential colleges, the creation of first-year seminars, and the appointment of an associate vice president responsible for women's advancement in the sciences.

It is my pleasure to thank all the students, faculty, staff, and alumni who have offered comments and suggestions, to those who proposed alternative models, and to all the university bodies that issued reports and resolutions expressing the consensus opinion of their membership on the Task Force recommendations. I thank each of the deans who hosted campus forums and provided opportunity for dialogue. Many citizens of New Jersey have taken time to offer comments, and I am grateful to the many legislators who have shared their opinions while respecting the deliberative process here at Rutgers.

The leadership and members of the University Senate and the New Brunswick Faculty Council deserve special applause for their extensive discussions and thorough analysis of the Task Force report over the past several months and the thoughtful and cogent reports and recommendations they have issued.

Most important, the university owes a deep debt of gratitude to Chairperson Barry Qualls and all the members of the Task Force who worked so hard to produce a thoughtful and visionary document, the vast majority of which has been affirmed by the university community and forms the basis of my recommendations to the Board of Governors. Their bold ideas have energized a debate that has gone beyond the narrower issues of reporting lines and structural inequities to focus on the meaning and purpose of a liberal education in the 21st century and the fundamental connection between student and professor that is at the heart of any great university.

APPENDICES

- Implementation Subcommittees and Topics
- Residential Colleges
- Rutgers–New Brunswick/Piscataway Organizational Chart by Function

Transforming Undergraduate Education Implementation Subcommittees and Topics

Academic Issues

- Honors Academic Program Requirements
- Interim Core Curriculum
- Academic Policies and Procedures, including grandfathering
- Academic Advising
- Transfer Students
- Convocations and Commencement

Admissions, Recruitment and External Communications

- Admissions and Recruitment materials, message
- Transfer Students Admissions

Assessment and Accountability

- Areas – admissions, academic, advising, co-curricular, faculty, student activities, student life, student satisfaction
- Information Collection
- Establishment of Expectations

Cross-Area Communications and Processes

- Internal Communication and Processes cutting across/among VPUE, VPSA, Schools

Early Implementation Issues

- Catalog
- Issues of Registration, Computing, etc.
- Campus Selection and Affiliation
- Orientation
- Web Info, including FAQs on the Transition
- Appointment of Task Force on Nontraditional Students

Facilities, Policies, and Programming

- Student Centers
- Recreation
- Student Clubs and Organizations
- Student Life Policies
- Residence Life
- Housing, including selection

Faculty Engagement

- First-Year Seminars
- Mentoring
- Advising
- Curriculum
- Undergraduate Research
- Incentives

Honors and High-Achieving Students

Recruitment
Programming
Undergraduate Research
Fellowships and Graduate School Advising
Scholarships and Stewardship

Legal and Financial

General External
State
Foundation

Office of the Vice President for Student Affairs**Organization, Services, and Management**

Psychological Counseling
Student Disciplinary Code (non-academic)
Business and Management Affairs – Office of the VPSA

Office of the Vice President for Undergraduate Education**Organization, Services, and Management**

Educational Opportunity Fund
Office for Diversity and Academic Success in the Sciences
Teaching and Learning Support Services
Citizenship and Service Education Program
Career Counseling
Academic Integrity
Business and Management Affairs – VPUE and Campuses

Organization

VPUE, VPSA, Schools

Overall and Individual Campus Programming

Campuses, Learning Communities, and Residential Colleges
Programming
Cultural Enrichment
Off-Campus Students

Space

Initial - Unified Office Locations and Campus Office Locations
Long Term – Facilities and Planning, Faculty and Students

VPSA - Vice President for Student Affairs

VPUE - Vice President for Undergraduate Education

Residential Colleges

It is the mission of a residential college to promote the intellectual, social, and personal growth of undergraduate students by strengthening the relationship between the classroom instruction they receive and their lives outside the classroom. This mission is realized in the following ways:

- Building a supportive and inclusive residential community, supported by faculty, in which students can further their scientific, professional, liberal arts, artistic, or other intellectual interests;
- Offering programs that instill in students a commitment to and habit of learning; promote self-determination, integrity, independent thought, self-discipline, and tolerance and support for diverse cultures and beliefs; and promote the common good;
- Providing common experiences that help students form a sense of community and mutual support;
- Enriching their experiences through programs, seminars, lectures, and field experiences that increase opportunities for students to learn together, enhance communication skills, and grow academically, professionally, and personally; and
- Furthering the university's mission of creating an informed and responsible citizenry through civic engagement, community service, and public dialogue.

Proposals to create a residential college require approval by the Board of Governors. They must demonstrate careful planning and adhere to institutional guidelines for the creation of residential colleges. Among other elements, proposals must include the following:

- A clear statement of mission and purpose including programmatic elements such as programs, seminars, lectures, travel experiences, service learning, civic engagement, field trips, speakers, faculty-approved common academic experiences, intern and extern experiences, and self-government available to students;
- An admissions policy that conforms to university policy and requires a commitment by students to participate in the programs that are part of the residential college; and
- Plans for faculty involvement, administrative and staff support, and a budget that includes private sources of support where appropriate.

Rutgers-New Brunswick/Piscataway Organizational Chart By Function

