



Implementation of the Recommendations for Transforming Undergraduate Education (TUE)  
on the New Brunswick Campus

Approved by the Board of Governors on March 10, 2006

Progress Chart as of September 4, 2007

In March 2006, upon the recommendation of President McCormick, and based on the report of his Task Force on Undergraduate Education, the Board of Governors of Rutgers approved the most sweeping structural changes in the academic and campus life of the university's undergraduates in the past 25 years: the merger of the New Brunswick campus's four liberal arts colleges, Douglass College, Livingston College, Rutgers College, and University College, with the New Brunswick Faculty of Arts and Sciences to create the School of Arts and Sciences. During the 2007–2008 academic year, the university will complete implementation of many aspects of the 19 recommendations approved by the Board of Governors for transforming the academic life and campus life of its New Brunswick Campus and support these changes by implementing certain strategic facility and budgetary measures. Implementation of other aspects of the recommendations is in process but not completed. In accord with our intention that this Self-Study Report to the Middle States Commission on Higher Education serve as a living document useful for institutional planning, we have prepared this Transforming Undergraduate Education Progress Chart for the benefit of both the university community and our Middle States Commission on Higher Education visitors.

Recommendations 3/10/06	Accomplishments - As of 9/4/07	In Process	Resources
<p>The university will establish a single School of Arts and Sciences (SAS), responsible for setting criteria for admissions, general education, general advising, scholastic standing and the honors program, and degree certification for all arts and sciences undergraduates in New Brunswick (NB), enrolling its first students in fall 2007. The current Faculty of Arts and Sciences will serve as its faculty and will develop a mechanism for involving the faculty of the professional schools that offer majors/minors to SAS students in matters including admissions and curriculum, as appropriate.</p>	<ol style="list-style-type: none"> <li>1. SAS was established and has recruited a large, academically strong and diverse 2007 entering class.</li> <li>2. SAS bylaws were written and approved; standing committees, plus an Ad Hoc Core Curriculum Committee, have been elected/appointed as specified by the bylaws. Provisional policies and procedures regarding scholastic standing and honors have been approved.</li> <li>3. Faculty from professional schools that offer majors/minors to SAS students can become SAS affiliates, giving them voting rights on matters involving undergraduate education.</li> <li>4. The academic affairs staffs of the four former liberal arts colleges have been reorganized into a single staff reporting to SAS, and advising offices have been set up on the Busch, College Avenue, Douglass, and Livingston campuses.</li> </ol>	<p>Policies and procedures regarding scholastic standing, degree certification, transfer to and from other Rutgers schools, etc., will continue to be refined over the course of the year.</p>	<p>Reallocation.</p>
<p>A single admissions standard for all traditional arts and sciences students will be established, appropriately modified for transfer and nontraditional students.</p>	<ol style="list-style-type: none"> <li>1. The Rutgers undergraduate application was redesigned to reflect the changes in NB and went online in August 2006.</li> <li>2. An Ad Hoc SAS Admissions Committee established the single admissions standard for traditional-aged arts and sciences applicants in NB and modified standards for transfer and nontraditional students.</li> <li>3. Rutgers undergraduate recruiting materials, print and electronic, have been updated and a new SAS postadmit recruiting booklet created and disseminated.</li> </ol>		<p>Reallocation.</p>

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<p>The current Cook College will continue as a distinct professional school to be designated the School of Environmental and Biological Sciences, which will offer both professional and preprofessional majors in its areas of scholarship.</p>	<ol style="list-style-type: none"> <li>1. The name change from Cook College to the School of Environmental and Biological Sciences (SEBS) has been accomplished and SEBS has recruited a large, strong fall 2007 entering class.</li> <li>2. Rutgers undergraduate recruiting materials have been modified to explain the differences between the offerings of SEBS and SAS in the biological/life sciences. A unified noncompetitive advising system for biological/life sciences majors and potential majors at SAS and SEBS has been set up.</li> <li>3. A new SEBS post-admit recruiting booklet has been created and disseminated.</li> </ol>	<p>Policies and procedures are being developed to facilitate transfer of students between SAS and SEBS.</p>	<p>No significant additional resources required.</p>
<p>Rutgers should offer a core curriculum that urges our undergraduates to take full advantage of the academic resources in New Brunswick. Decisions about the nature of this curriculum will be the task of the School of Arts and Sciences in coordination with the professional schools.</p>	<ol style="list-style-type: none"> <li>1. An interim core curriculum for SAS students was developed by an Ad Hoc Core Curriculum Committee consisting of faculty from SAS and from the professional schools and adopted by SAS.</li> <li>2. An SAS Core Curriculum Committee, with representation from the professional schools that offer majors/minors to SAS students, has been established and charged with developing an innovative core curriculum for SAS to take effect with the class entering in fall 2009.</li> </ol>	<ol style="list-style-type: none"> <li>1. The SAS Core Curriculum Committee is continuing its work.</li> <li>2. Concurrently, the New Brunswick Faculty Council has agreed to work with the professional schools, SAS, and the vice president for undergraduate education (VPUE) to develop a campuswide core curriculum, presumably a subset of the SAS core.</li> </ol>	<p>No significant additional resources required.</p>

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<p>New Brunswick faculties will be encouraged to develop a series of capstone experiences to be made available to undergraduates in their final year, broadly defined to range from studio projects to honors theses to research and service projects.</p>	<p>All students in the SAS General Honors Program will be required to complete a senior research project or other capstone experience.</p>	<p>The Center for Teaching Advancement and Assessment Research is working with departments that do not at present offer students a capstone senior experience to develop appropriate capstone experiences as part of their long-term assessment strategies.</p>	<p>A substantial endowment has been obtained from a university donor, plus university reallocated resources, to support undergraduate research – a major feature of the capital campaign.</p>
<p>A campuswide honors program for high-achieving students will be established.</p>	<ol style="list-style-type: none"> <li>1. The SAS General Honors Program (replacing four college-based honors programs) was established, headed by a dean and an administrative director. The program recruited a very strong and diverse group of first-year honors students.</li> <li>2. Honors housing, open to honors students in all the NB schools, has been set aside on all five geographic campuses: Busch, College Avenue, Cook, Douglass, and Livingston.</li> <li>3. A proposal for a NB campuswide honors program has been developed and endorsed by the TUE Implementation Steering Committee.</li> </ol>	<p>Implementation of the proposal for a campuswide honors program is under way, spearheaded by the vice president for undergraduate education.</p>	<p>Reallocation.</p>
<p>Rutgers will create First-Year Seminars available to all New Brunswick first-year students. These will be academically exciting, 1-credit courses taught by regular faculty members in small, interactive settings.</p>	<ol style="list-style-type: none"> <li>1. In fall 2007, 53 First-Year Seminars are being offered to interested first-year students, and over 70 are scheduled for spring 2008.</li> <li>2. The newly hired director of the First-Year Seminars Program organized a well-attended workshop for faculty interested in teaching these seminars.</li> </ol>		<p>Substantial philanthropic contributions are being raised to support First-Year Seminars.</p>

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<p>Rutgers will honor its rich tradition of women's education and scholarship and provide new directions and resources. Highly distinguished microbiologist Dr. Joan Bennett will join the Rutgers faculty and serve as an associate vice president responsible for advancing the entry of women into the science, technology, engineering, and math (STEM) professions. Rutgers will also enhance its growing strength in the study of women in the arts through the establishment of an Institute for Women and Art.</p>	<ol style="list-style-type: none"> <li>1. Dr. Joan Bennett joined Rutgers in January 2007; she has set up an office, hired an administrative assistant, formed a faculty advisory committee, and begun to offer programs for women faculty and students in the STEM disciplines.</li> <li>2. The award-winning Douglass Project for Rutgers Women in Math, Science, and Engineering, formerly run by Douglass College, is now being run by the Douglass Residential College, with increased support from the Rutgers central administration.</li> <li>3. The Institute for Women and Art has been established.</li> </ol>	<p>Dr. Bennett will continue to expand her efforts on behalf of women faculty, graduate students, and undergraduates in the STEM disciplines, in cooperation with the Douglass Project, which offers both precollege programs and support programs for undergraduate women.</p>	<p>Reallocation. Grant support. Enhancing women's education and scholarship is a major component of upcoming capital campaign.</p>
<p>A radically redefined position of vice president for undergraduate education (VPUE) will provide leadership in addressing the academic needs of our students, engaging faculty in undergraduate education, and initiating opportunities for intellectual growth. This individual will oversee campus deans, undergraduate research, the honors program, disability services, and other cross-cutting areas.</p>	<ol style="list-style-type: none"> <li>1. Dr. Barry Qualls has been appointed as interim VPUE and has assumed responsibility for the Aresty undergraduate research program, First-Year Seminars, the study abroad program, career services, disability services, educational opportunity fund (EOF) and other academic support programs, the Learning Resource Centers, scheduling and space management, learning communities, and the campus and University College Community deans.</li> <li>2. The office of the VPUE has been set up and all administrative and staff positions filled.</li> <li>3. EOF Programs of the four former liberal arts colleges have been consolidated into a single SAS EOF Program; the reorganized program ran a very successful summer program for new students.</li> </ol>	<ol style="list-style-type: none"> <li>1. As noted above, Dr. Qualls is spearheading efforts to develop a campuswide honors program, which he will oversee.</li> <li>2. A director of fellowship support has been hired and is setting up an office to assist undergraduates in applying for external fellowships.</li> </ol>	<p>Reallocation. Work with Advisory Board for Undergraduate Education (alumni and established supporters) for philanthropic support.</p>

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<p>A new vice president for enrollment management, who will oversee admissions, financial aid, and the registrar, will work with University Undergraduate Admissions to recruit and enroll an entering class that is academically well prepared and diverse in composition.</p>	<ol style="list-style-type: none"> <li>1. Dr. Courtney McAnuff, formerly vice president for enrollment services at Eastern Michigan University, was appointed as vice president for enrollment management and joined Rutgers in September 2006.</li> <li>2. Dr. McAnuff has undertaken a number of initiatives to improve enrollment management at Rutgers, including the formation of a largely faculty Task Force on Enrollment Management, with subcommittees on admissions and recruitment, scholarships and financial aid, and retention and graduation. The Task Force is charged with developing an enrollment management strategic plan.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Task Force on Enrollment Management has begun its work, looking at all aspects of enrollment management in New Brunswick.</li> <li>2. University Undergraduate Admissions is working with an external consultant on ways to market Rutgers more effectively to prospective students and their families, both in-state and nationally.</li> </ol>	<p>Institutional support; allocation of additional resources for recruitment, retention, and financial aid programs.</p>
<p>Consistent with Rutgers' long-standing commitment to adult learners – those of nontraditional age who come to higher education at various stages of their lives and careers – a new Committee on Nontraditional Students will recommend the best structures and programs to serve this vital Rutgers population.</p>	<ol style="list-style-type: none"> <li>1. The Taskforce on Nontraditional Students submitted its final report with a series of 51 recommendations concerning how best to meet the needs of nontraditional students; prominent among the recommendations was the formation of the University College Community (UCC), with which nontraditional students may choose to affiliate and which will serve their needs and advocate for them.</li> <li>2. The UCC has been formed and Dr. Susan Schurman appointed as director of lifelong earning and UCC acting dean. The UCC dean's office has been set up on the Livingston Campus.</li> </ol>	<p>Dr. Schurman has been charged with strengthening existing programs and developing new support and cocurricular programs for nontraditional students.</p>	<p>Reallocation. Additional funding from expansion of programs.</p>

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<p>The university will expand on the models of the Aresty undergraduate research program and the Citizenship and Service Education (CASE) program to provide greater opportunities for student-faculty engagement in research and service learning. Rutgers will seek additional ways to encourage and reward faculty engagement in undergraduate education.</p>	<ol style="list-style-type: none"> <li>1. Additional funding has been provided for the highly successful Aresty undergraduate research program.</li> <li>2. The CASE program is being redesigned as the Civic Engagement and Service Education Partnership Program to provide greater opportunities for student-faculty engagement in service learning.</li> <li>3. An exciting new learning community, Writers' House, has been established on the College Avenue Campus.</li> <li>4. Several living-learning communities called Discovery Houses have been established on the Livingston Campus. Participants live together and take four courses in common.</li> <li>5. Additional first-year interest groups are being offered in fall 2007.</li> </ol>	<p>Efforts are under way to develop additional learning communities and other cocurricular programs and activities involving faculty-student engagement outside the classroom. Efforts are also under way to make existing learning communities, special interest housing, first-year interest groups, etc., available to more students.</p>	<p>Philanthropy and capital campaign.</p>
<p>First-year students who choose to live on campus will select from among five residential campus communities, as available – Busch, College Avenue, Cook, Douglass (remaining an all-women living environment), and Livingston – and will be able to move freely from one campus to another. All New Brunswick programs, resources, and facilities will be open to all undergraduate students no matter where they live, on or off campus.</p>	<ol style="list-style-type: none"> <li>1. Fall 2007 first-year students were asked to rank their choices of residential campus and were then assigned to housing on a first-come, first-served basis, irrespective of their school. Continuing students could also request housing on any campus, regardless of their school, although preference was given to students who lived on a particular campus the year before.</li> <li>2. The collegiate residence life programs have been combined into a single, consolidated unit, headed by an executive director of residence life and three associate directors.</li> </ol>	<p>Efforts are continuing to make housing and other facilities more nearly equal in desirability on the five residential campuses.</p>	<p>New residence halls to be developed through revenue-supported, debt-financed construction and public-private contributions. No new resources required for residence life programs.</p>

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<p>Each campus community will be headed by a campus dean who will oversee and coordinate students' academic, cocurricular, and cultural life, and will be served by an Office of Student Affairs, reporting to the vice president for student affairs and responsible for such areas as housing, dining, and student life.</p>	<ol style="list-style-type: none"> <li>1. Campus deans have been appointed for the Busch, College Avenue, Cook, Douglass, and Livingston campuses.</li> <li>2. A senior dean of students and deans of students for each of the five geographic campuses have been appointed.</li> </ol>	<p>Mechanisms are being developed to ensure effective coordination and cooperation among the campus dean, dean of students, and academic advisers on each residential campus.</p>	<p>Added institutional support and reallocation.</p>
<p>The university will provide an array of unified services, including premajor advising, residence life, academic support, health services, career counseling, mental health services, student centers, and recreation centers on each campus.</p>	<ol style="list-style-type: none"> <li>1. Advising and student affairs offices have been set up and staffed on each of the five geographic campuses; an advising office for transfer students has been established on the Livingston Campus.</li> <li>2. The administrative staffs of residence life programs, academic support services, health services, career counseling, mental health services, student centers, and recreation centers have all been consolidated, enabling the more efficient use of existing resources and more nearly uniform services across the geographic campuses.</li> </ol>	<p>Despite the current fiscal constraints, continuing efforts are under way to make available comparable levels of services on each campus.</p>	<p>Reallocation.</p>



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<p>The university will establish the Douglass Residential College (DRC), situated on the Douglass Campus and led by its dean. It will provide interested women with single-sex living opportunities, an environment of innovative cocurricular programs, and, should the School of Arts and Sciences faculty approve, curricular opportunities as well. Alumnae are invited to help develop the program under the coordination of the Douglass dean. Other residential colleges with clearly defined missions and purposes may also be established in the future, subject to approval by the Board of Governors.</p>	<ol style="list-style-type: none"> <li>1. The Douglass Residential College has been established and approximately 360 new first-year and transfer students have opted to participate; in fall 2007 approximately 270 of the participants are living in the residence hall reserved for the DRC.</li> <li>2. Funding and staff support have been provided to permit the DRC to provide participating students with special advising and mentoring to foster academic success and leadership skills, as well as to maintain, with the help of Douglass alumnae, the highly successful support programs and learning communities previously sponsored by Douglass College.</li> <li>3. A new first-year course entitled "Knowledge and Power: Issues in Women's Leadership" has been developed and is being taught by the Department of Women's and Gender Studies. It is required of all participants in the DRC, who are also required to take one other course, from any department, dealing with gender issues.</li> <li>4. A document outlining the purposes of a residential college and specifying the requirements that must be met by any group wishing to establish another residential college in New Brunswick has been written and endorsed by the Implementation Steering Committee.</li> </ol>	<p>Efforts are under way to recruit interested continuing students to the DRC and to increase outreach to make prospective Rutgers students aware of the DRC as an option for undergraduate women in any school on the New Brunswick Campus.</p>	<p>Reallocation. Directed philanthropic support will be a feature of the upcoming capital campaign.</p>

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<p>A campuswide facilities and planning committee will work with the administration to advance the facilities goals of the TUE report. Immediate attention will be paid to the Livingston Campus, starting with a significant expansion of the Livingston Student Center that will break ground in 2008. New and renovated classrooms will be a priority for capital planning.</p>	<ol style="list-style-type: none"> <li>1. A proposal for a design review board to review proposals for new buildings and major renovations to existing buildings in light of the facilities goals of the TUE has been endorsed by the Implementation Steering Committee.</li> <li>2. A number of improvements have been made on the Livingston Campus, including renovation of all the public spaces in the residence halls.</li> </ol>	<ol style="list-style-type: none"> <li>1. Planning for major construction on the Livingston Campus is under way, starting with the expansion of the student center.</li> <li>2. A committee to plan for renovation of university classrooms is being formed.</li> </ol>	<p>Reallocation. Institutional support. Revenue-supported debt financing. Advancing the facilities goals will be a major feature of the upcoming capital campaign.</p>
<p>Existing university resources will be prudently marshaled to implement the recommendations, and the transformation of undergraduate education will be a featured objective of the next capital campaign.</p>	<p>As outlined above, existing staff and financial resources have been reallocated to support implementation of a number of aspects of the transformation.</p>	<p>A number of fundraising proposals to support various aspects of the transformation of undergraduate education are being developed in preparation for the capital campaign.</p>	
<p>Rutgers will make strategic investments, such as initial funding of the First-Year Seminars, women's programs, and seed money that campus deans can use to invest in their cocurricular programs and that faculty can use to develop learning communities.</p>	<p>As outlined above, a number of strategic investments have been made to support First-Year Seminars, women's programs, undergraduate research, learning communities, and other cocurricular programs.</p>	<p>Fundraising proposals to provide long-term and expanded support for First-Year Seminars, women's programs, undergraduate research, and cocurricular programs are being developed in preparation for the capital campaign.</p>	