

1. RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY: AN OVERVIEW

INTRODUCTION

Rutgers, The State University of New Jersey, embodies the historical development of higher education in the United States. From its colonial inception as Queen’s College in 1766, the institution grew to become Rutgers College in 1825. In 1864 it was designated the state’s land-grant institution. Assuming university status in 1924, it was further transformed by legislative acts in 1945, and in 1956 the institution became Rutgers, The State University of New Jersey. 1989 marked another historic milestone when the university became a member of the Association of American Universities (AAU), connoting its position as one of the major public comprehensive research universities in the U.S., and the only one of its kind in New Jersey.

Rutgers’ evolution is not yet complete. The university strategic plan, *A New Vision for Excellence*, adopted by the Board of Governors in 1995, sets out goals and strategies for achieving them during the next decade as the university seeks to enter the top quartile of AAU institutions—to become one of the premier public research universities in the U.S.

MISSION

In carrying out its threefold mission of instruction, research and public service, Rutgers strives to uphold the following principles. (See also Appendix A, Mission Statement.)

- To conduct fundamental and applied research, to train scholars, researchers and professionals, and to make knowledge available to students, scholars and the general public.
- To maintain its traditional strength in the arts and sciences, while simultaneously developing such new professional and career-oriented programs as are warranted by public interest, social need, and employment opportunities.
- To make its educational programs accessible to an appropriately broad student body.
- To extend its resources and knowledge to various sectors of the public, and to bring its special expertise to bear on the solution of public problems.

In fulfilling its mission of service to the state of New Jersey, Rutgers maintains three main campuses in strategic regions of the state: Camden, Newark, and New Brunswick. In addition, through the extension agents of its agricultural experiment station, Rutgers has a presence in all 21 counties of New Jersey.

GOVERNANCE

New Jersey statutes designate the Rutgers Board of Governors as the principal decision-making body of the university. It comprises 11 voting members, six appointed by the governor (with the consent of the state senate) and five elected by the university Board of Trustees. (See Appendix B, Table 1.) The president of the university is an *ex officio* member without vote; two faculty members and one student elected by the University Senate are also non-voting members. Voting board members serve unsalaried six-year terms. Standing committees of educational planning and policy, budget and finance, and buildings and grounds discharge many of the board's responsibilities.

Complementing the role of the Board of Governors is the Board of Trustees, which serves in an advisory capacity to the governors and has fiduciary responsibility for assets the university held prior to becoming the state university in 1956. The 59 voting trustees include 28 charter trustees elected by the Board of Trustees, 20 alumni/ae trustees also elected by the Board of Trustees, and 11 public trustees, including six appointed by the governor of New Jersey. Among the voting trustees are three students. Additionally, two faculty and two students serve in a nonvoting capacity as elected representatives of the University Senate.

The university's New Jersey Agricultural Experiment Station (NJAES) receives advice concerning program development in research and cooperative extension from its Board of Managers. It provides liaison between the station and its county constituencies. (See Appendix B, Table 2.)

The University Senate is a university-wide representational governance body. Comprising 56 students, 98 faculty, 40 administrators, and 6 alumni/ae, the senate conducts most of its activities through committee structures and is responsible, under university regulations, for establishing minimum standards with respect to admissions, scholarship, and honors. In addition, it sets the university calendar. It also provides advice to the president on a wide range of institutional matters both academic and administrative. (See Appendix B, Table 3.)

To assist the president in implementing the policies of the Board of Governors is a cabinet that includes senior administrators: the university vice president for academic affairs, the vice president for research, the provosts of the Newark and Camden campuses, the vice president for institutional research and planning, the senior vice president and treasurer, and the vice president for university budgeting. In addition, the president also receives advice from an Administrative Council that comprises all deans and vice presidents within the university and several other senior administrators. (See Appendix B, Table 4.)

At the campus level, each campus has a faculty council or senate that provides advice to the campus provost or campus/university leadership concerning academic and administrative matters. In addition, the campus councils each send three representatives to form a President's Faculty Advisory Committee that meets with the president throughout the academic year.

PROGRAMS AND CURRICULA

The mission of the university is carried out by its 29 degree-granting schools and colleges, the NJAES, and by over 100 centers, bureaus, and institutes (CBIs), supported by myriad administrative offices covering major areas such as academic affairs, research, student affairs, undergraduate education, budgeting, continuous education and outreach, institutional research and planning, and administration and finance. (See Appendix D, Organization Charts.) Among the 29 degree-granting schools and

colleges, 12 offer undergraduate degrees only, 11 graduate or professional degrees only, and six offer both graduate and undergraduate degrees. Sixteen of the degree-granting colleges and schools are located in New Brunswick, eight in Newark, and five in Camden. (See Appendix B, Table 5.) Rutgers awards nearly 10,000 degrees each year.

Approximately 100 undergraduate programs are offered in New Brunswick, 50 in Newark and 30 in Camden. New Brunswick offers more than 80 graduate/professional programs, including over 60 doctoral programs. Newark offers 30 graduate/professional programs, including ten doctoral programs. Camden offers more than a dozen graduate/professional programs. Total enrollment at the university is just over 48,000, with 35,000 undergraduates and 13,000 graduate/professional students: approximately 70% of the total is in New Brunswick, 20% in Newark, and 10% in Camden. In Carnegie classification, the New Brunswick campus is Research I, the Newark campus Doctoral II, and the Camden campus Master's Comprehensive I.

STUDENTS

Rutgers' student body mirrors New Jersey's rich racial and ethnic diversity. Its fall 1996 undergraduate enrollment included 11% African-American students; 16% Asian students, 10% Latino students, 55% white students, and 8% other. (See Appendix B, Chart 1.) The composition of the student body has grown increasingly more diverse over the years. For example, female undergraduates, while they accounted for 48% only 20 years ago, now account for 54% of the total undergraduate enrollment. In fall 1996, 61% of Rutgers' undergraduate student body was of traditional college age (17–22), with wide variation across the campuses. Approximately 80% of undergraduates are enrolled on a full-time basis. Over 90% of the undergraduate student body are New Jersey residents, and just over 25% are transfer students from other institutions, mostly community colleges. The six-year graduation rate of 71% for full-time students entering in 1990 placed Rutgers among the top 10 public AAU institutions. (See Appendix B, Table 6.)

At the graduate/professional level, Rutgers enrolls approximately 13,000 students. Of these, approximately 25% are from out-of-state, about half from the U.S. and half from abroad. Minority students account for 17% of the enrollment, and women, at 54%, form the majority of students. (See Appendix B, Chart 2.) Over 80% of the graduate/professional enrollment are 25 years of age or older, and 64% of the total graduate/professional enrollment attend on a part-time basis.

FACULTY AND STAFF

Rutgers' greatest asset is its distinguished full-time faculty of over 2,400, which includes 39 memberships in prestigious academies or institutes of science, engineering, arts and sciences, and medicine. (See Appendix B, Table 7.) The full-time faculty are augmented by well-prepared part-time lecturers. About 75% of the full-time faculty work in New Brunswick, about 18% in Newark, and 7% in Camden. Among the full-time faculty, roughly one-third are women. Minority faculty comprise about 15% of the total, placing Rutgers among the top 10 public AAU institutions in the percentage of its faculty that are minorities. (See Appendix B, Table 8.) Two-thirds of the faculty are tenured. (See Appendix B, Table 9.) The distribution of faculty among the ranks includes roughly 40% professors, 30% associate professors, 20% assistant professors, and 10% instructors. The excellence of Rutgers' faculty is reflected not only in the number of national academy members, but also in their ability to secure annual external support, which has more than doubled in the last 10 years; and in the quality of the

university's academic programs, which were highly rated in the most recent evaluations conducted by the National Research Council. (See Appendix B, Graph 1 and Table 10.)

Staff support is provided by nearly 6,000 full-time employees. Among the staff, one-third are minorities and 60% are women. Executive and professional staff account for one-third of the total full-time staff, clerical and paraprofessional staff a further one-third, and skilled craft/service maintenance staff the remainder. (See Appendix B, Table 11.) Approximately 80% of the support staff are in New Brunswick, which includes most of the university's central administration, 12% in Newark, and the remainder in Camden. In comparison to its AAU peers, Rutgers is leanly administered, ranking among the lower third in terms of ratio of staff to faculty. (See Appendix B, Table 12.)

BUDGET AND RESOURCES

Rutgers' annual operating budget just exceeds \$1 billion. The bulk of the university's revenues is derived from the state (36%), student tuition and fees (21%), and federal grants and contracts (16%). Major categories of expenditure include instruction and departmental research (30%), student aid (16%), and sponsored research (10%). (See Appendix B, Table 13.)

While student tuition and fees as a percentage of total revenues have remained relatively constant over the last 10 years, state revenues as a percentage of total revenues have declined by 15%. Fortunately, the university has been able to increase significantly the amount of government grants and contracts it receives, to mitigate the decline in direct state appropriations (surpassing \$154 million for the first time in 1997–98). Moreover, underfunding of salaries by the state has led to a funding shortfall of \$92 million during the last seven years. (See Appendix B, Graph 2.) This year, Rutgers received a 4.4% increase from the state, its largest increase in operating support in many years.

A further resource challenge is reducing a debt load of \$460 million, the result of a major building program that occurred during the last 10 years. While state bond issues and programs such as the Higher Education Trust Fund (\$60 million) and the Equipment Leasing Fund (\$20 million) have provided invaluable assistance to the university for capital needs, deferred maintenance continues to be a major challenge. A \$55 million Higher Education Technology Bond Act, recently signed into law by the governor, promises to accelerate the wiring of the state's colleges and universities and will help Rutgers to fulfill its ambitious technology plan, RUNet 2000.

To address major resource issues, the university engaged in a major strategic planning effort that resulted in *A New Vision for Excellence*. To seed promising initiatives and to leverage external support, the university conducted a strategic resource and opportunity analysis in 1995–96 that yielded \$4 million in administrative efficiencies to be applied to academic plans. During the last year more than \$8 million has been allocated to 13 academic areas of excellence. In addition, the university recently hired a new executive director of the university foundation and vice president for development who will spearhead planning for a major capital campaign that will also advance realization of our strategic planning objectives.

LIBRARIES AND COMPUTING

As befits a major research university, Rutgers boasts an outstanding library system. The system comprises 18 locations across the three regional campuses. It offers over 3 million volumes and bound periodicals, roughly 4 million microform units, 2.5 million government documents and collections of

manuscripts, maps, and audiovisual materials. Approximately 23,000 serials are maintained, and some 80,000 volumes are added each year. The Association of Research Libraries currently ranks the system 25th nationally; among public AAU institutions, it currently ranks 13th. In addition to numerous special collections such as those of the Institute of Jazz Studies Library, the Alcohol Studies Library, and the Criminal Justice Library, the university also maintains two major law libraries in Newark and Camden.

The tremendous physical diversity of Rutgers greatly compounds the challenges of providing state-of-the-art computing and telecommunications services. To meet this challenge, the university maintains Rutgers University Computing Services (RUCS), which consists of three campus-based and two university-wide divisions comprising 220 staff. RUCS provides for networking services, centralized batch and timesharing computing platforms, administrative applications software, and instructional computing resources in support of academic, research, and administrative missions. There are over 40,000 network users within the university community. The university's network has grown almost exponentially in recent years, funded in part through the successful implementation of a student computing fee. Currently, 50% of faculty and 10% of students in dormitories have dedicated network access from their desktops. A recent national survey ranked Rutgers' computing capabilities among the top 35 nationally. Still, much remains to be accomplished.

RUNet 2000 is a strategic plan to expand and upgrade the network and provide a comprehensive and advanced communications infrastructure to meet the need for voice, data, and video in the coming decade. It will complement Rutgers' academic aspirations articulated in *A New Vision for Excellence*.

Rutgers is among approximately 100 colleges and universities nationally participating with federal agencies and leading computer and telecommunications companies to develop the next generation of the Internet—Internet II—which will have important implications not only for research and scholarship at Rutgers but for commercial interests as well.

FACILITIES

Among the largest universities in the U.S., Rutgers comprises over 800 buildings in Camden, Newark, and New Brunswick. Housing is provided to over 14,000 students, and land encompasses 6,000 acres. In New Brunswick, to facilitate movement among its five campuses, the university maintains a bus system that transports approximately 45,000 passengers daily at an annual cost of nearly \$4 million.

During the last decade, Rutgers and the state invested over \$750 million in new and renovated facilities, including over 65 major capital projects. Among these projects were the addition of almost 3,000 beds to the dormitory system, expansion of five student centers, new dining halls, new research and teaching facilities, library additions, and improvements in athletic facilities. In addition to distance-learning classrooms linking each of the regional campuses, 30 new classrooms and lecture halls equipped with Internet access, laser discs, video cassettes and CD-ROMs have recently been activated. To support a renewed emphasis on undergraduate education, Learning Resource Centers and Teaching Excellence Centers have been established on each campus.

In 1993, the university completed a comprehensive audit of the condition of its major buildings. To meet code and regulatory deficiencies and to fund capital renewal needs, funding needs in excess of \$350 million were identified. Unfortunately, consistent capital and renewal funds from the state have not been forthcoming, so that the university has had to tap its reserve in order to reduce the deferred maintenance backlog.

CHALLENGES AND RESPONSES

Like other major public research universities, Rutgers has not been immune to the combination of dramatic cost increases, mounting deferred maintenance, diminished state support, and increased competition that have characterized the national higher education environment during the 1990s. Central to the university's response to this challenge is *A New Vision for Excellence*, a strategic plan for the future developed through a comprehensive process involving all academic units of the university. During 1995–96, faculty from all three campuses worked along broad disciplinary lines to produce a set of documents that articulate Rutgers' agenda for developing undergraduate and graduate/professional education in the future. Four guiding criteria were identified for evaluation and development of academic growth opportunities: excellence, centrality to mission, diversity, and responsiveness to emerging needs. Together these criteria emphasize programs that cut across traditional academic boundaries of department, school, and campus to leverage, across the university, the significant strengths that exist on each of the three campuses. The process has been the best example to date of the concept of "one university, three campuses" charted for Rutgers' future and critical to its long-term success.

To oversee implementation of the plans approved in June 1996 by the Board of Governors, a university-wide Committee for the Future was appointed by President Lawrence and began meeting in fall 1996. The Committee, composed of cabinet members and academic faculty directly involved in developing the implementation plans, met several times during 1996–97 and continues to meet in this academic year to evaluate proposals and to ensure that planning objectives were being met.

Naturally enough, tensions are inherent in the results of this approach to strategic planning. Rutgers' three campus all have significant aspirations for developing new programs and strengthening traditional ones; all need additional faculty and additional research facilities if they are to accomplish their missions and meet their goals. In addition, the decrease in state support coupled with the rise in costs threaten to create a climate that potentially damages the ability of the campuses to work together productively—to share faculty and programmatic resources, rather than to compete for them. The strategic planning process seeks to counteract, or at least to minimize, any discord by stimulating cooperation among disciplines rather than by focusing on departments, schools, campuses. Yet the process also recognizes the need to enhance core functions vital to the ongoing success of our traditional departments and campus-based academic programs; and funding is also being provided to serve this end.

To finance our ambitious plans during a time of fiscal austerity, an innovative set of funding strategies has been developed, including a major capital campaign focusing on strategic planning objectives and leveraging external support through the judicious use of SROA funds. The strategic plan and funding mechanisms are complemented by a series of cost-containment and revenue-enhancing practices. Included among many are: administrative reorganizations, public/private partnerships, development and marketing of intellectual property, dealing creatively with recurring costs, and refinancing debt. While these strategies will significantly advance the university toward meeting its goals, they are no guarantee of ultimate success. To meet this goal, it is essential that the state of New Jersey provide predictable and adequate annual support.

The university strategic plan has been instrumental in focusing attention on undergraduate and graduate/professional education alike. These areas at the heart of the university's mission have increasingly been the subject of public scrutiny. In addition, questions about faculty research and its value, about the balance between research and teaching, about the balance between undergraduate and graduate education, and about diversity on university campuses have received wide media and legislative attention. Business leaders, Congress, the New Jersey Legislature, the New Jersey Commission on Higher Education, and accrediting bodies such as the Commission on Higher Education of the Middle States Association of Colleges and Schools have repeatedly made calls for greater relevance of research and stronger accountability by public research institutions. Indeed, a recent Rockefeller Institute survey found that 35 states are now using, or considering the use of, performance funding as part of the state budgetary process for public higher education.

For Rutgers, the issue of accountability, especially as it relates to instruction and research, has been a major concern. At the undergraduate level, there has been significant discussion and consequent curricular innovation with regard to the nature of undergraduate education. Through major reports and special, campus-provided grant funding, the university has demonstrated its commitment to providing all undergraduates with a solid foundation in the liberal arts and sciences while at the same time ensuring that they acquire technical and critical thinking skills needed to succeed in the information age. Through its Multicultural Blueprint, the university has set out to develop awareness of the roles of civic responsibility and tolerance in students' lives both inside and outside the university community. The report on undergraduate education describes in detail Rutgers' efforts to provide high-quality undergraduate education, including: hundreds of research opportunities; opportunities to engage in community service; the internationalization of the curriculum; and a wide variety of academic support services and programs intended to assure student success. It also describes the various assessment practices that are used to gauge our progress, and the additional steps needed to achieve further improvement.

The reports of the undergraduate and graduate/professional education committees emphasize the university's concerns about the diversity of its students. Rutgers' faculty and administrators have long focused their concerns and discussions on the questions of access and diversity that are crucial in contemporary public education. New Jersey's changing demography has made it one of the most ethnically diverse states in the country, in many ways as diverse as California. Rutgers reflects these changes. Over 90% of our undergraduate student body comes from the state; African-American, Asian, and Latino students comprise 37% of our undergraduate population. Within the next decade, this proportion will increase until the traditional white majority becomes the minority. How Rutgers prepares for this change, how it ensures equal access for traditionally marginalized students (African-American and Latino) in a nation highly skeptical of affirmative action is not clear. But access is central to the public university's educational and civic mission—and it requires more than financial aid to make it speak to the issues of race and ethnicity that so much concern, even threaten, the American social fabric. The university's Multicultural Blueprint is only part of the ongoing discussion of questions whose magnitude seems ever to increase, especially in the area of race—which remains, as DuBois said early in the century, the crucial issue of 20th-century America.

The changing demography of the student body is not limited to ethnic change. Sixty-one per cent of our students are of traditional college age; the balance of 39% represents a significant and increasing population on our campuses, and a population whose needs and expectations we must understand if we are adequately to serve all the people of the state. Furthermore, the university's ability to attract the best

students in the state, whether or not of traditional college age, depends on its ability to inform the state's citizens, especially its public school teachers, of what Rutgers has to offer. In this area, distance learning offers significant opportunities not previously possible for interaction between Rutgers faculty and the state's school systems. These opportunities, which should include lifelong learning/continuing education programs available to all the state's citizens, need to be seized and developed now, especially in the highly competitive environment of the northeast.

In graduate/professional education, the challenges facing us have never been greater. As the number of institutions offering advanced degrees has skyrocketed during the last 30 years, so too have program costs and consequently costs associated with attendance. The time needed to complete advanced degrees has steadily lengthened, and opportunities for postgraduate employment in academia have diminished. The ongoing debate on the nature of the doctorate has never held such moment, especially as the number of doctorates earned in professional fields now outstrips those associated with traditional arts and sciences disciplines.

Furthermore, attempts to balance the federal budget and to satisfy the complaints of many constituencies have created threats to the future of such agencies as the National Endowment for the Arts, the National Endowment for the Humanities; and, to a lesser extent, the National Science Foundation and the National Institutes of Health—all of crucial importance in supporting graduate/professional education. The threats against these and other groups clearly have an adverse impact on the research efforts of major universities and on their graduate programs.

Within the state, the recent restructuring of New Jersey's higher education system presents additional challenges to graduate education at Rutgers. As New Jersey's state colleges seek to become universities and move to expand their missions to encompass doctoral offerings, there will be increased competition for limited state funds to support graduate education. This proliferation of advanced degree programs, especially in narrowly focused programs marketed as "quick fixes" to employment concerns, threatens to undermine any sense of what genuine research is. Genuine education and research are sacrificed for vocational training. In 1988, there were three public universities in New Jersey; in 1997, there were seven, with the prospect of even more to come in the near term. The impact of these changes in name and additions of programs is, of course, not known now. An erosion of program quality may result from too few dollars being spread among too many programs, programs that may have little chance of achieving national excellence.

The report of the graduate/professional education and research committee addresses these national issues in the context of their impact upon Rutgers. The committee cites the significant improvement in the quality of Rutgers' doctoral programs as evidenced by recent NRC rankings and new levels of external research and sponsored program support, but suggests implementation of reforms and innovations that are appropriate to specific disciplines (rather than universally applicable to all programs) which will allow Rutgers to achieve further distinction. In this regard, it clearly acknowledges the differences between graduate education in traditional fields of arts and sciences and that in the professions. Regardless of discipline, however, the report notes not only the essential role that graduate students play in world-class research and teaching, but also the need to provide attractive financial support to enhance the university's competitive position internationally, to ensure timely completion of studies, and to minimize student debt loads upon degree completion. The committee also notes the importance of CBIs to both research and graduate education, and recommends strategies for further integration with academic departments and schools.

Complementary to high-quality instructional and research programs are first-rate academic support and services. As the characteristics of the information age come to predominate in contemporary life, all institutions of higher education are grappling with fundamental change in the way information is stored and accessed. The technology underlying this change is extremely costly and much of it is subject to rapid obsolescence. At the same time, the costs for maintaining and augmenting current print materials have been rising at rates far above general inflation, so that the balance between traditional and new media is precarious at best. The new technologies not only require significant capital investment but also are labor-intensive. Determining and providing for appropriate staffing levels to exploit fully the manifold benefits of technology are fraught with difficulty since the consequences of poor decision-making are extremely serious.

As the report of the information systems (libraries) / information technology committee indicates, Rutgers is confronting this challenge through careful planning and consultative deliberation. Major improvements in our ability to provide access to information have been made recently within classrooms, laboratories, and faculty offices on all three campuses; and within the library system itself through the new on-line library information system. Still, much more needs to be accomplished. Plans to provide an integrated, high-speed, voice, data, and video network have been formalized in the university's RUNet 2000 project. As the report indicates, the financing of this project is a significant undertaking by the university, but it is crucial to the continued fulfillment of Rutgers' mission. The report also suggests strategies for addressing the escalating costs of maintaining the excellence of our libraries and the need to engage the university community in an ongoing dialogue concerning its expectations of what should be the future role of the library system in meeting ever-changing needs.

Related to imperatives of cost-effectiveness and accountability is the need to provide the best services possible. Critics of higher education have long cited organizational inefficiency and the lack of a service orientation as contributors to the rising cost of higher education. Additionally, the competition for the best students is intense. As tuition has continued to rise, so too have expectations concerning the quality of services to be offered by colleges and universities. The report of the quality and communication improvement committee defines the context of the total quality management movement in higher education at the national level, and outlines its nature at Rutgers through the university Program for Quality and Communication Improvement (QCI). QCI has been in existence since 1993 and has been employed on all three campuses of the university. The report details its work to date; provides models for increased institutional effectiveness within the university as well as nationally; and makes recommendations for increasing faculty, staff, and student involvement.

Individual campus documents provide valuable context to the self-study and further campus perspective to issues of instruction, institutional management, and academic support. These are included as supplemental texts to the self-study.

NOTE TO READERS

The following reports represent the work of university-wide committees composed of faculty, students, and administrative staff. See Appendix C for a complete list of Middle States Self-Study Committee members. Each committee was urged to interpret the charge in whatever ways best allowed members to articulate their sense both of the accomplishments to date and of the challenges to come. Consequently, in submitting the several reports we have not sought homogenized consistency of presentation or discussion. Rather, we have sought acknowledgment of our successes and critical analysis

of the issues that confront the university, examined within the context of the current national debate on higher education.

APPENDIX A

UNIVERSITY MISSION AND GOALS

As the sole comprehensive public research university in the New Jersey system of higher education and the state's land-grant institution, Rutgers University has the mission of instruction, research, and service. Among the principles the university recognizes in carrying out this three-fold mission are the following:

- Rutgers has the prime responsibility in the state to conduct fundamental and applied research, to train scholars, researchers, and professionals, and to make knowledge available to students, scholars, and the general public.
- Rutgers should maintain its traditional strength in arts and sciences, while at the same time developing such new professional and career-oriented programs as are warranted by public interest, social need, and employment opportunities.
- Rutgers will continually seek to make its educational programs accessible to an appropriately broad student body.
- Rutgers is committed to extending its resources and knowledge to a variety of publics, and bringing special expertise and competence to bear on the solution of public problems.

Consistent with this mission, the Board of Governors in 1980, following a review of the university's achievements and capabilities as well as New Jersey's needs, adopted a statement of goals that set the bold aspiration of enhancing Rutgers' national and international standing and establishing the university as a major center of higher education.

By pursuing these goals in the 1980's the university has made major strides towards the attainment of a new level of national distinction. These goals shall continue to guide the development of the university in the decade ahead as Rutgers achieves even greater eminence and contributes even more fully to New Jersey's well being in the tradition of this nation's great land-grant universities. As the goals state, Rutgers will:

- Continue development of the university as a national and international resource by:
 - improvements in the quality of its instruction, research and public service;
 - increased emphasis on the contributions of its scholars; and
 - increased emphasis on an atmosphere that stimulates learning, encourages creativity, rewards service, and contributes to the personal and professional growth of all the members of the Rutgers community.

- Increase the number of areas of graduate education, research, and scholarship of national and international renown.
- Improve the already high quality of the undergraduate experience in the liberal arts, seeking both to preserve the diversity of its programs and to develop students who will provide future leadership for the state, the nation and the world.
- Develop and improve programs to serve society's needs for broadly educated, humane, competent professionals.
- Serve the needs of the State of New Jersey by:
 - conducting research on such basic issues of public policy as energy, transportation, urban affairs, agriculture, human services, coastal and marine science and similar areas, especially those of emerging importance;
 - fostering programs in the arts, music, and theater to enhance the cultural environment;
 - conducting research and retraining programs to improve education in the schools;
 - working with state and local government officials to help improve the quality of citizens' lives;
 - working with business, industry and labor to provide a resource for their research and development needs and for the future education of their personnel; and
 - working to strengthen and improve the institutional capability and performance of state governmental bodies.

CAMPUS MISSIONS AND GOALS

Within the context of the overall university goals, each campus has articulated a statement of mission and goals appropriate to its history, traditions, location, population served, size, and stage of development.

CAMDEN CAMPUS

Rutgers-Camden is committed to assuming academic leadership for carrying out the university's goals of teaching, research and service in southern New Jersey. It will implement these goals through the development of a comprehensive campus that will provide a broad range of undergraduate and graduate educational opportunities to a diverse and expanding student body. While ensuring the continued quality of its undergraduate offerings, Rutgers-Camden will develop as a distinguished center for graduate and professional education, including participation in doctoral-level education in selected areas, in southern New Jersey. In addition, the campus will establish centers of research appropriate to its geographic region and expertise, and bearing national and international recognition for excellence. The campus will enhance the quality of its teaching, research and public service programs through recruitment and development of outstanding faculty to complement and augment the existing body of faculty. While continuing to serve the needs of students in southern New Jersey and the Delaware Valley region, Rutgers-Camden will expand the size of its student body through recruitment from a national pool, consistent with maintaining and improving student quality.

NEWARK CAMPUS

Rutgers-Newark is a major public university center committed to excellence in teaching, research, and service to the community. Through its undergraduate programs, the institution aims to equip students with knowledge and skills to participate in the economic, scientific, cultural and political life of the community and the nation. Through its graduate and graduate-professional schools, the institution aspires to prepare the nation's scientific, commercial, social and political leaders. This broad definition of goals is also shaped in significant ways by the metropolitan area location in which Rutgers-Newark operates -- a location which is one of the most densely populated regions in the nation.

Rutgers-Newark is ideally positioned, by its location, history, and program emphases, to take the leadership role in educating leaders and citizens who are technologically literate, racially and socially diverse, and readily adaptable to future opportunities and challenges.

Rutgers-Newark has entered into a new period in its history, an era in which institutional growth in size and stature will be the benchmarks of its future; a major goal is to offer educational and research programs of high quality and impact which will be recognized nationally and internationally. Rutgers-Newark aims to compete at national and international levels in the recruitment of faculty and students and, simultaneously, to pursue vigorously those initiatives that will facilitate access of students from northern New Jersey to its classrooms, laboratories and professional training programs. Indeed, in this highly urbanized state, Rutgers-Newark can become a national role model for urban university centers which wish to pursue the dual goals of excellence and access.

NEW BRUNSWICK CAMPUS

Rutgers-New Brunswick is committed to promoting excellence in graduate and undergraduate education, in research and scholarship, and in service to the community, state, and nation. With its rich traditions, its size and diversity, and its comprehensiveness of academic programs, it occupies a strategic leadership position within higher education in New Jersey and in the nation. The high quality of its faculty and programs in a wide array of areas, and its momentum toward increased distinction, provide rich opportunities for the campus to continue its evolution toward becoming one of the world's outstanding research universities. With its distinguished history in undergraduate education and its innovative educational structures, the campus will promote the highest quality of instruction and broad learning environments that benefit students at all levels and with varying needs. Rutgers-New Brunswick, through systematic and innovative program development, will continuously strive to meet the highest educational and research standards and thereby join the ranks of the small number of truly distinguished university centers.

Rutgers-New Brunswick is committed to increasing systematically the number of instructional, research, and service programs of distinction; to retaining and enhancing its strong commitment to undergraduate education; to attracting the most highly qualified students and faculty; and to insuring broad access to its programs. Only by achieving excellence across a broad array of educational, research, and service programs, while maintaining a vigorous commitment to diversity, can the campus fulfill its responsibility to the state and nation and be true to its own history and traditions.

Rutgers-New Brunswick is dedicated to providing instructional, research, and public service programs that will insure the continued economic, social, and cultural development of the state and its people. In pursuing these goals, the campus will insure that the interrelationship among undergraduate and graduate education, research, and service, which is the hallmark of the best public research university centers, is maintained and strengthened.

NEW JERSEY AGRICULTURAL EXPERIMENT STATION

In the land-grant tradition, the New Jersey State Agricultural Experiment Station (NJAES) is committed to the development and delivery of basic and applied research in the areas of food, agriculture, and environmental and life sciences, and the application of knowledge gained through research to help the people of New Jersey acquire the understanding and skills needed to address problems in the renewable natural resources. NJAES will seek to build strength in the relevant sciences that will lead to excellence in research and extension, and will give increased emphasis to multidisciplinary approaches to solving complex problems facing modern agriculture and the environment. In adapting the land-grant concept to contemporary circumstances, NJAES will exploit the new technologies which will permit greater efficiency in agriculture and food production and success in solving environmental problems.

Building on existing strengths, NJAES will focus on specific thrust areas of critical importance to New Jersey's economic and social development: intensive production agriculture; food science and nutrition; marine and coastal sciences; environment; and biotechnology.

APPENDIX B

Table 1

BOARD OF GOVERNORS - January 1, 1998

Anne M. Thomas, *Chair*
Richard A. Levao, *Vice Chair*
Joan L. Bildner
Ruben Cardona
Anthony S. Cicatiello
Kevin J. Collins
Albert R. Gamper, Jr.
Nancy L. Lane
Francis L. Lawrence, *Ex Officio*

Nancy K. Lotstein
Eugene M. O'Hara
Thomas A. Renyi
Louie Crew, *Faculty Representative*
Harry W. Janes, *Faculty Representative*
Gwendolyn McLoof, *Student Representative*
Mildred R. Schildkamp, *Secretary*
Enrica Gioe Chretien, *Assistant Secretary*
Joseph P. Whiteside, *Treasurer*

BOARD OF TRUSTEES - January 1, 1998

Dean J. Paranicas, *Chair*
David J. Harris, Jr., *Vice Chair*
Ronald W. Giaconia, *Vice Chair*
Alton A. Adler, *Emeritus*
Jerald D. Baranoff
Henry E. Bartoli
Felix M. Beck, *Emeritus*
E. Ralph Biggadike
Joan L. Bildner
Floyd H. Bragg, *Emeritus*
Ruth Ann M. Burns
Ruben Cardona
John Herbert Carman
Peter Cartmell, *Emeritus*
Judith T. Caruso
Anthony S. Cicatiello
Michele Cortese
Clinton C. Crocker
Thomas G. Dallessio
Frederick D. DeSanti
Donald M. Dickerson, *Emeritus*
Louis T. DiFazio
Carleton C. Dilatush, *Emeritus*
Milita B. Dolan
Robert P. Eichert
Evelyn S. Field
Jeanne M. Fox
Bruce G. Freeman
Albert R. Gamper, Jr.
Leslie E. Goodman
Kenneth J. Grispin
Jorge L. Hernandez
Richard W. Hill
Carleton A. Holstrom, *Emeritus*
Paul B. Jennings, *Emeritus*
Charles A. Jurgensen, *Emeritus*
Robert Kaplan, *Emeritus*
Robert A. Laudicina
Francis L. Lawrence, *Ex Officio*
Jeffrey M. Lawrence
Walter L. Leib
Janice H. Levin, *Emerita*
Edward V. Lipman, *Emeritus*
J. Bruce Llewellyn
Nancy K. Lotstein
Henry A. Lubinski
Michael C. MacDonald
Duncan L. MacMillan
Colleen M. McCann
Katherine N. McGinnis
James W. Mitchell
Ernest C. Mueller
Patricia Nachtigal
Claire W. Nagle, *Emerita*
E. Allen Nickerson
Eugene M. O'Hara
Brian D. Perkins
Harold S. Perl, *Emeritus*
Eileen L. Poiani
Gail L. Powers
Paul V. Profeta
Norman Reitman, *Emeritus*
Thomas A. Renyi
George T. Reynolds, *Emeritus*
Lillian Ringel
Alvin J. Rockoff, *Emeritus*
Bethany Rocque-Romaine
Jeanne G. Romer
Michael T. Salpas
John J. Scally, Jr.
Philip S. Schein
Marijane Singer, *Emerita*
Edward J. Slotkin, *Emeritus*
Dorothy M. Stanaitis
Arthur L. Taub, *Emeritus*
Anne M. Thomas
Karen J. Thorburn
Karen M. Torian
Michael R. Tuosto, *Emeritus*
Mary Vivian Fu Wells
W. Kevin Wright
Robert S. Boikess, *Faculty Representative*
Francoise S. Puniello, *Faculty Representative*
Michael A. Benevento, *Student Representative*
John D. Ruvolo, *Student Representative*
Mildred R. Schildkamp, *Secretary*
Enrica Gioe Chretien, *Assistant Secretary*
Joseph P. Whiteside, *Treasurer*

APPENDIX B

Table 2

1996-1997

Board of Managers

James A. Abma, Sr.	Louis S. Makrancy
Maria T. Bohle	Dean G. Marzocca
Dennis M. Donio	Hugh McKittrick
Leonard Dujets	Patrick O'Neill
Harold O. Farrand	Kenneth Porch
William Fox	Christopher Ruske
Richard D. Gardner	Jonathan Sayre
John A. Hargreaves, III	Doug Zee
John Kupcho	

Statewide Advisory Committee

J. Stephen Carnahan	Alison E. Mitchell
Burt D. Ensley	Takashi Moriuchi
Al J. Knipper	

Ex Officio

Francis L. Lawrence
Arthur R. Brown, Jr.
Bruce Carlton

1996-1997 Officers

William Fox	Hugh McKittrick
Patricia Kastner	Louise C. Wilson
Louis S. Makrancy	

APPENDIX B**Table 3****RUTGERS UNIVERSITY SENATE**

**Membership Roster, 1997-1998
(As of October 1997)**

CAMDEN***Faculty of Arts and Sciences - Camden***

Michael Lang, Faculty Senator
Jon Van Til, Faculty Senator

Camden College of Arts and Sciences

Mirta Barrea Marlys, Faculty Senator
(Vacant, Faculty Senator)
Nicole Rainey, Student Senator
Darrell Staton, Student Senator

University College - Camden

Harvey Lesser, Faculty Senator
(Vacant, Student Senator)

School of Business - Camden

Samuel Rabinowitz, Faculty Senator
Helen McCloskey, Student Senator

Graduate School - Camden

(Vacant, Faculty Senator)
(Vacant, Student Senator)

School of Law - Camden

Arno Liivak, Faculty Senator
Matthew Kaplan, Student Senator

At Large - Camden

Robert Bailey, Faculty Senator
Dinesh Bhoj, Faculty Senator
Robert Evans, Faculty Senator

NEWARK

Faculty of Arts and Sciences - Newark

Edward Boylan, Faculty Senator
Stan Hall, Faculty Senator
Pheroze Wadia, Faculty Senator
Myroslava Znayenko, Faculty Senator

Newark College of Arts and Sciences

Louie Crew, Faculty Senator
Ann Watts, Faculty Senator
Matthew Drewes, Student Senator
George Elias, Student Senator
Alex Fitzgerald, Student Senator

Erica Toth, Student Senator

University College - Newark

Henry Levinson, Faculty Senator
(Vacant, Student Senator)

College of Nursing

Judith Lucas, Faculty Senator
Carla Anderson, Student Senator

Faculty of Management

Nancy DiTomaso, Faculty Senator
Leonard Goodman, Faculty Senator
Bin Srinidhi, Faculty Senator
Ted Szatrowski, Faculty Senator

Graduate School of Management

Robert McManus, Student Senator

School of Management - Newark

(Vacant, Student Senator)

Graduate School - Newark

Frances Bartkowski, Faculty Senator
Alan Gilchrist, Faculty Senator
Max Rodriguez, Student Senator

School of Criminal Justice

Candace McCoy, Faculty Senator
Jennifer LeBaron, Student Senator

School of Law - Newark

Peter Simmons, Faculty Senator
Curtis Tao, Student Senator

Other Research and Academic Units - Newark

Teresa Perney, Faculty Senator

At Large - Newark

Mark Feighn, Faculty Senator
Robert Rothberg, Faculty Senator
Beverly Whipple, Faculty Senator

NEW BRUNSWICK

Faculty of Arts and Sciences - New Brunswick

Benjamin Barber, Faculty Senator
Helen Berman, Faculty Senator
Alice Crozier, Faculty Senator
Philip Greven, Faculty Senator
Jennifer Jones, Faculty Senator
Lee Jussim, Faculty Senator
Peter Li, Faculty Senator
Richard Miller, Faculty Senator
Carlos Narvaez, Faculty Senator
Joseph Naus, Faculty Senator
Michael Rockland, Faculty Senator
Antonia Tripolitis, Faculty Senator
Aurea Vasconcelos, Faculty Senator
Terence Watts, Faculty Senator

Douglass College

Robert Boikess, Faculty Senator
Francoise Puniello, Faculty Senator
Gina Fischetti, Student Senator
Lori Krantz, Student Senator
Betty Pelaez, Student Senator

Livingston College

Melvin Gary, Faculty Senator
Gerald Pomper, Faculty Senator
Shanti Tangri, Faculty Senator
Jacqueline Douriet, Student Senator
Ameenah Poole, Student Senator
John Ruvolo, Student Senator

Rutgers College

Rudolph Bell, Faculty Senator
John Belton, Faculty Senator
Ellen Idler, Faculty Senator
John Kenfield, Faculty Senator
Joseph Pifer, Faculty Senator
Barbara Reed, Faculty Senator
Kathleen Scott, Faculty Senator
Arthur Tomie, Faculty Senator
Carlos Arias, Student Senator
Carrie Davenport, Student Senator
Chris Decker, Student Senator
Alexander D'Jamoos, Student Senator
Abosedede George, Student Senator
Jonathan Kaplowitz, Student Senator
Gwendolyn McLoof, Student Senator
James Molnar, Student Senator
Michael Shapiro, Student Senator
Tony Solimine, Student Senator
Vacant (Student Senator)

University College - New Brunswick

Stanley Nash, Faculty Senator
Georgette Adamcik, Student Senator
Christine Tortajada, Student Senator

Cook College

Melvin Finstein, Faculty Senator
Chaim Frenkel, Faculty Senator
Harry Janes, Faculty Senator
Jack Rabin, Faculty Senator
Joseph Rosen, Faculty Senator
(2 Vacant, Faculty Senator)
William Appleton, Student Senator
Brian Shappell, Student Senator
Scott Sugarman, Student Senator

College of Engineering

William Bottega, Faculty Senator
Richard Lehman, Faculty Senator
Sigrid McAfee, Faculty Senator
Jerry Scheinbeim, Faculty Senator
Paul Calabrese, Student Senator
Vincenza Italiano, Student Senator

College of Pharmacy

Joseph Barone, Faculty Senator
Robert Snyder, Faculty Senator
Christopher Cooney , Student Senator

Mason Gross School of the Arts

Paul Bruner, Faculty Senator
Patricia Mayer, Faculty Senator
Jennifer Monaco , Student Senator

School of Business - New Brunswick

James O'Donnell , Student Senator

School of Communication, Information and Library Studies

Robert Kubey, Faculty Senator
Vacant (Student Senator)

Edward J. Bloustein School of Planning and Public Policy

(Vacant, Faculty Senator)
Jeffrey Doshna, Student Senator

School of Management and Labor Relations

Richard Beatty, Faculty Senator
Nicole Jarvis , Student Senator

Graduate School - New Brunswick

Carol Bagnell, Faculty Senator
Omer Bartov, Faculty Senator
P. Dennis Bathory, Faculty Senator
Robert Blumenschine, Faculty Senator
Joanna Burger, Faculty Senator
Ira Gang, Faculty Senator
Donald Krueckeberg, Faculty Senator
Paul Panayotatos, Faculty Senator
Henrik Pedersen, Faculty Senator
Susana Rotker, Faculty Senator
Gary Taghon, Faculty Senator
Richard Williams, Faculty Senator
Nikola Stojcin, Student Senator
Nuri Emanetoglu, Student Senator
Kyle Haidet, Student Senator

Graduate School of Applied and Professional Psychology

Louis Sass, Faculty Senator
Ruth Orenstein , Student Senator

Graduate School of Education

Kenneth Carlson, Faculty Senator
Charlene Crupi , Student Senator

School of Social Work

(Vacant, Faculty Senator)
(Vacant , Student Senator)

Other Research and Academic Units - New Brunswick

Stephen Crystal, Faculty Senator
Lily Young, Faculty Senator

At Large - New Brunswick

Douglas Blair, Faculty Senator
Michael Shafer, Faculty Senator
George Sigel, Faculty Senator

UNIVERSITY-WIDE

Libraries

Natalie Borisovets, Faculty Senator
Myoung Chung Wilson, Faculty Senator

Alumni Federation

Beverly Aisenbrey, Faculty Senator
Robert Koehler, Faculty Senator
Mariagnes Lattimer, Faculty Senator
Phyllis Logie, Faculty Senator
Bert Manhoff, Faculty Senator
Robert McCloughan, Faculty Senator

Non-Voting Membership

Michael Benevento , Student Senator
Michele Cortese , Student Senator
Michael Salpas , Student Senator

ADMINISTRATORS

Roger I. Abrams, Dean, School of Law-Newark
P. George Benson, Dean, Faculty of Management
John F. Burton, Dean, School of Management and Labor Relations
Raphael J. Caprio, Vice President for Continuous Education and Outreach
Bruce C. Carlton, Executive Dean for Agriculture and Natural Resources; Dean, Cook College;
and Executive Director of the New Jersey Agricultural Experiment Station
Ronald V. Clarke, Dean, School of Criminal Justice
John L. Colaizzi, Dean, College of Pharmacy
Mary E. Davidson, Dean, School of Social Work
Emmet A. Dennis, Dean, University College-New Brunswick
Roger J. Dennis, Camden Provost
Ellis H. Dill, Dean, College of Engineering
Jay M. Feinman, Acting Dean, School of Law-Camden
James M. Flanagan, Vice President for Research
Richard F. Foley, Dean, Faculty of Arts and Sciences-New Brunswick and Dean, Graduate School-New Brunswick
Susan G. Forman, Vice President for Undergraduate Education
Marianne I. Gaunt, University Librarian
Hurdis M. Griffith, Dean, College of Nursing
Sandra L. Harris, Dean, Graduate School of Applied and Professional Psychology
Christine M. Haska, Vice President for Institutional Research and Planning
David H. Hosford, Dean, Faculty of Arts and Sciences-Newark
James W. Hughes, Dean, Edward J. Bloustein School of Planning and Public Policy
Todd T. Hunt, Acting Dean, School of Comm., Information, and Library Studies
Arnold G. Hyndman, Dean, Livingston College
Ian Jacobs, Camden Associate Provost, External Affairs
Carl Kirschner, Dean, Rutgers College
George G. Laskaris, Executive Director for Computing & Information Technology
Francis L. Lawrence, President
Andrew Lees, Acting Dean, Camden Faculty of Arts and Sciences and Acting Dean, Graduate School-Camden
Milton Leontiades, Dean, School of Business-Camden
Donald L. McCabe, Newark Associate Provost
Gary Roth, Associate Dean, Faculty of Arts and Sciences- Newark
Norman Samuels, Newark Provost and Dean, Graduate School-Newark
Joseph J. Seneca, University Vice President for Academic Affairs
Barbara A. Shailor, Dean, Douglass College
Marilyn F. Somville, Dean, Mason Gross School of the Arts
Corinne M. Webb, Associate Vice President for Enrollment Management
Louise C. Wilkinson, Dean, Graduate School of Education
Roselle L. Wilson, Vice President for Student Affairs
Nancy S. Winterbauer, Vice President for University Budgeting

APPENDIX B

Table 4

MEMBERS OF THE ADMINISTRATIVE COUNCIL

Francis L. Lawrence	President
Roger I. Abrams	Dean, School of Law-Newark
Sharon A. Ainsworth	Director, State Relations
P. George Benson	Dean, Faculty of Management
John F. Burton	Dean, School of Management and Labor Relations
Raphael J. Caprio	Vice President for Continuous Education and Outreach
Bruce C. Carlton	Executive Dean for Agriculture and Natural Resources; Dean of Cook College; and Executive Director of the New Jersey Agricultural Experiment Station
Michael W. Carroll	Executive Director of the Rutgers University Foundation and Vice President for Development and Alumni Relations
Ronald V. Clarke	Dean, School of Criminal Justice
John L. Colaizzi	Dean, College of Pharmacy
Mary E. Davidson	Dean, School of Social Work
Emmet A. Dennis	Dean, University College-New Brunswick
Roger J. Dennis	Camden Provost
Ellis H. Dill	Dean, College of Engineering
Jay M. Feinman	Acting Dean, School of Law-Camden
James M. Flanagan	Vice President for Research
Richard F. Foley	Dean, Faculty of Arts and Sciences-New Brunswick and Dean of the Graduate School-New Brunswick
Susan G. Forman	Vice President for Undergraduate Education
Marianne I. Gaunt	University Librarian
Hurdis M. Griffith	Dean, College of Nursing
Sandra L. Harris	Dean, Graduate School of Applied and Professional Psychology
Christine M. Haska	Vice President for Institutional Research and Planning
David H. Hosford	Dean, Faculty of Arts and Sciences-Newark
James W. Hughes	Dean, Edward J. Bloustein School of Planning and Public Policy
Todd T. Hunt	Acting Dean, School of Comm., Information, and Library Studies
Arnold G. Hyndman	Dean, Livingston College
Carl Kirschner	Dean, Rutgers College
George G. Laskaris	Executive Director for Computing & Information Technology
Andrew Lees	Acting Dean, Camden Faculty of Arts and Sciences and Acting Dean of the Graduate School-Camden
Milton Leontiades	Dean, School of Business-Camden
Richard M. Norman	Vice President for Administration and Associate Treasurer
Brent D. Ruben	Executive Director, University Program for Quality and Communication Improvement
Norman Samuels	Newark Provost and Dean of the Graduate School-Newark
Mildred R. Schildkamp	Secretary of the University and Assistant to the President
Marilyn F. Somville	Dean, Mason Gross School of the Arts
David R. Scott	University Counsel
Joseph J. Seneca	University Vice President for Academic Affairs
Barbara A. Shailor	Dean, Douglass College
William N. Walker	Executive Director for University Communications
Joseph P. Whiteside	Senior Vice President and Treasurer
Louise C. Wilkinson	Dean, Graduate School of Education
Roselle L. Wilson	Vice President for Student Affairs
Nancy S. Winterbauer	Vice President for Budgeting

APPENDIX B**Table 5****PROFILE OF THE 29 DEGREE GRANTING DIVISIONS OF THE UNIVERSITY**Divisions Granting Undergraduate Degrees Only*Camden*

Camden College of Arts and Sciences
University College-Camden

Newark

Newark College of Arts and Sciences
University College-Newark
School of Management
College of Nursing

New Brunswick

Douglass College
Livingston College
Rutgers College
University College-New Brunswick
Cook College
College of Engineering

Divisions Granting Graduate Degrees Only*Camden*

Graduate School-Camden
School of Law-Camden

Newark

Graduate School-Newark
School of Law-Newark
School of Criminal Justice
Graduate School of Management

New Brunswick

Graduate School-New Brunswick
Graduate School of Education
Graduate School of Applied and Professional Psychology
School of Social Work
School of Management and Labor Relations

Divisions Granting BOTH Undergraduate and Graduate Degrees*Camden*

School of Business-Camden

New Brunswick

College of Pharmacy
Edward J. Bloustein School of Planning and Public Policy
Mason Gross School of the Arts
School of Communication, Information, and Library Studies
School of Business-New Brunswick

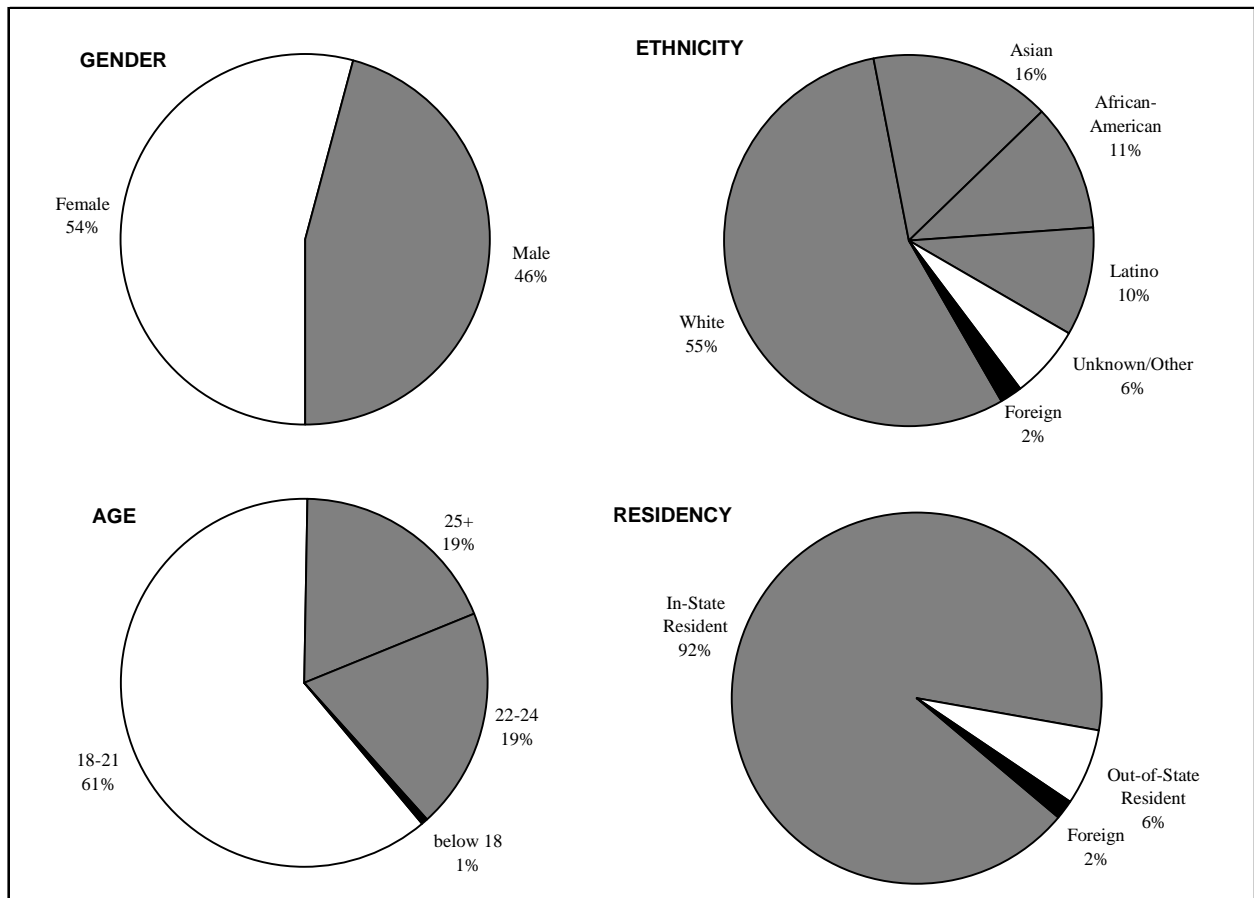
APPENDIX B

Chart 1

UNDERGRADUATE STUDENT PROFILE

Fall 1996

Total Undergraduate Enrollment: 35,059



APPENDIX B**Table 6****SIX-YEAR GRADUATION RATES FOR PUBLIC AAU INSTITUTIONS****Fall 1990 Full-Time, First-Year Students**

Institution*	Graduation Rate**
University of Virginia	91
University of Michigan	84
University of North Carolina	82
University of California - Berkeley	80
University of Illinois	78
Pennsylvania State University	78
University of California - Los Angeles	77
University of California - Irvine	72
University of Wisconsin	72
Rutgers, The State University of New Jersey	71
University of California - Santa Barbara	70
Indiana University	70
University of Washington	69
Purdue University	69
University of Colorado	66
Michigan State University	66
University of Texas	63
University of Florida	63
University of Iowa	63
University of Pittsburgh	62
University of Maryland	61
Iowa State University	60
State University of New York - Buffalo	60
University of Missouri	57
University of Oregon	56
University of Kansas	56
Ohio State University	55
University of Minnesota	52
University of Arizona	51
University of Nebraska	49

* Includes all students who graduated through August 1996.

**Data not available for: University of California - San Diego and University of California - Davis.

Source: NCAA 1997 Division I Graduation-Rates Report

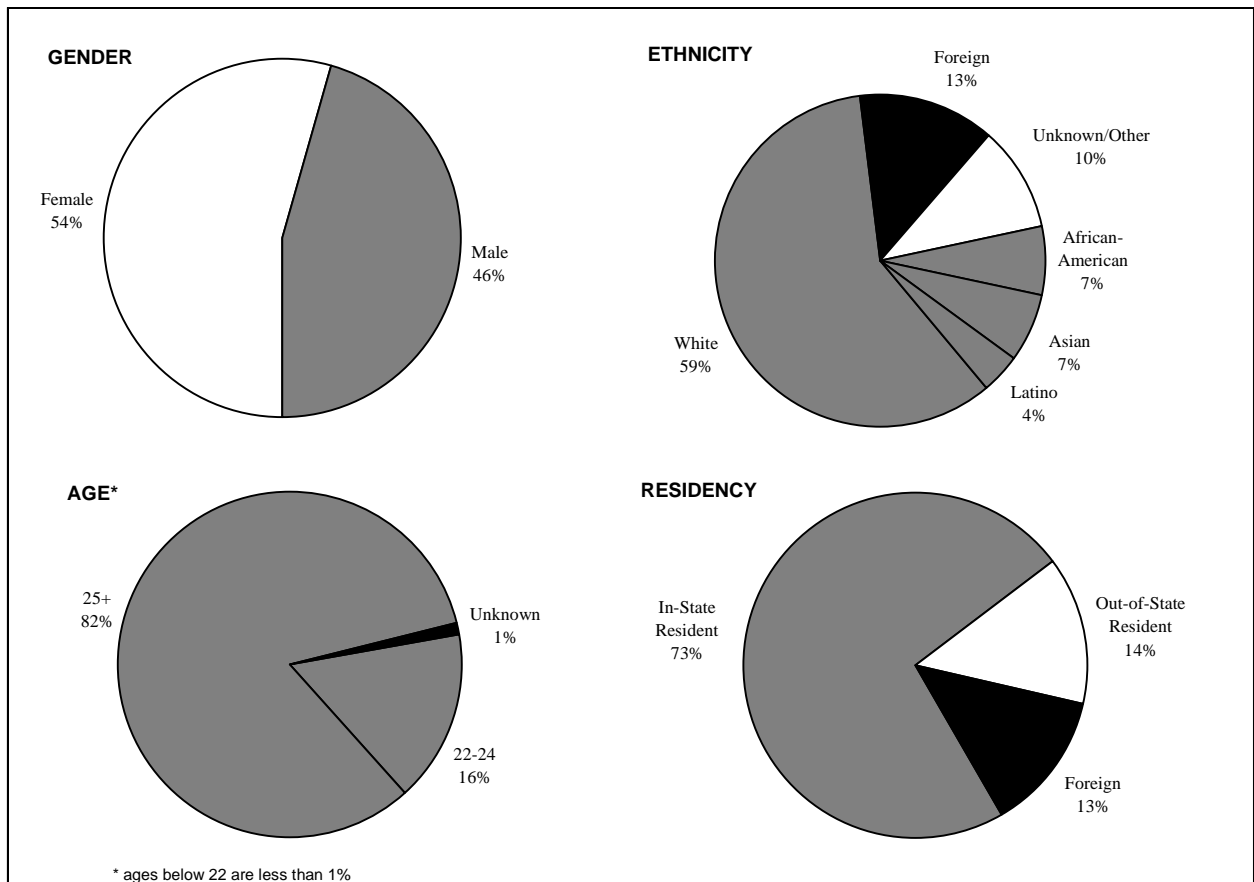
APPENDIX B

Chart 2

GRADUATE STUDENT PROFILE

Fall 1996

Total Graduate Enrollment: 12,753



APPENDIX B**Table 7****FACULTY MEMBERSHIPS**

**The National Academy of Sciences, the National Academy of Engineering,
the Institute of Medicine and the American Academy of Arts and Sciences**

NATIONAL ACADEMY OF SCIENCES	AMERICAN ACADEMY OF ARTS AND SCIENCES
Elihu Abrahams (Physics) Felix Browder (Mathematics) Allan Conney (Pharmacology) James Flanagan (Computer Engineering) Israel Gelfand (Mathematics) Ronald Graham (Mathematics) Bela Julesz (Psychology) Martin Kruskal (Mathematics) Joel Lebowitz (Mathematics) David Mechanic (Behavioral Sciences) Herbert Robbins (Mathematical Statistics) Aaron Shatkin (Biological Sciences) Lawrence Shepp (Statistics) Evelyn Witkin (Genetics)	Felix Browder (Mathematics) James Flanagan (Computer Engineering) Ronald Graham (Mathematics) Rachel Hadas (English) Henryk Iwaniec (Mathematics) Shirley Jackson (Physics) Bela Julesz (Psychology) Donald Kelley (History) Martin Kruskal (Mathematics) David Mechanic (Behavioral Sciences) Richard Poirier (Literature) Herbert Robbins (Mathematics) Charles Wuorinen (Music)
NATIONAL ACADEMY OF ENGINEERING	INSTITUTE OF MEDICINE
James Flanagan (Computer Engineering) Richard Frenkiel (Computer Engineering) James Idol (Ceramics) Bernard Kear (Materials Science and Technology) Elias Snitzer (Ceramics)	Jack Elinson (Institute for Health) Gerald Grob (History) Casimir Kulikowski (Computer Science) Howard Leventhal (Behavioral Sciences) David Mechanic (Behavioral Sciences) Louise Russell (Economics) Lawrence Shepp (Statistics)

APPENDIX B

Table 8

FULL-TIME FACULTY BY GENDER AND RACE/ETHNICITY - RANKING OF RUTGERS

Fall 1995

Percent Female Faculty

Rutgers ranked third among public AAU institutions

Percent Total Minority Faculty

Rutgers ranked eighth among public AAU institutions

Percent African American Faculty

Rutgers ranked third among public AAU institutions

Percent Asian Faculty

Rutgers ranked thirteenth among public AAU institutions

Percent Latino Faculty

Rutgers ranked tenth among public AAU institutions

APPENDIX B

Table 9

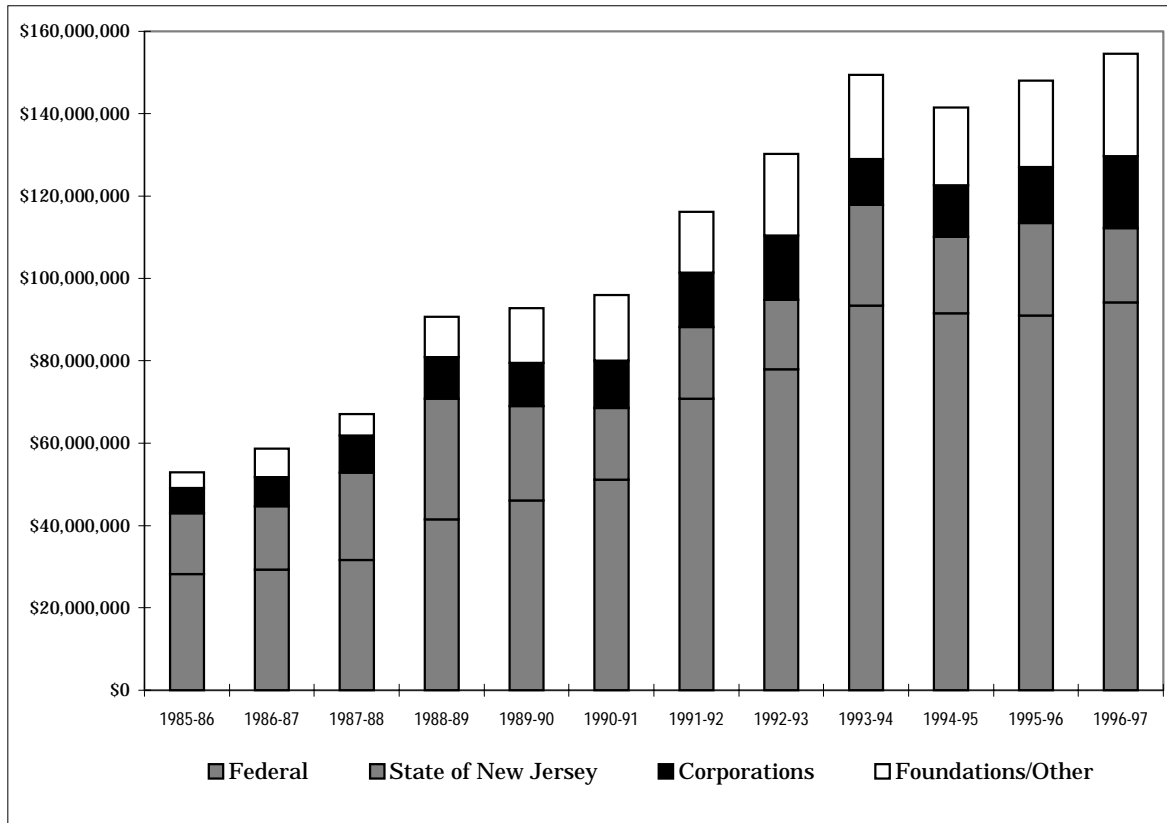
**TENURED FACULTY
1995**

<i>Faculty Headcount and Percentage</i>														
	AFRICAN AMERICAN		AMERICAN INDIAN		ASIAN		LATINO		WHITE		NON-RESIDENT ALIEN		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
FT Male	52	4.2	1	0.1	79	6.3	22	1.8	1,082	86.4	16	1.3	1,252	100
FT Female	30	7.4			14	3.5	8	2.0	348	86.4	3	0.7	403	100
TOTAL	82	5.0	1	0.1	93	5.6	30	1.8	1,430	86.4	19	1.1	1,655	100

Source: Integrated Postsecondary Education Data System (IPEDS) Fall Staff Survey 1995

APPENDIX B Graph 1

RESEARCH, OTHER CONTRACTS AND GRANTS AWARDED Fiscal Years 1985/86 - 1996/97



Source: Office of Research and Sponsored Programs

APPENDIX B

Table 10

SCHOLARLY QUALITY OF PROGRAM FACULTY
By Mean Score of All Programs, for U.S. Public AAU Institutions

RANK	INSTITUTION	(A) MEAN SCORE*	(B) NUMBER OF PROGRAMS RATED
1	University of California - Berkeley	4.49	37
2	University of California - San Diego	3.93	29
3	University of California - Los Angeles	3.85	36
3	University of Michigan - Ann Arbor	3.85	41
4	University of Wisconsin - Madison	3.70	39
5	University of Texas - Austin	3.63	37
6	University of Washington - Seattle	3.60	39
7	University of Illinois - Urbana	3.56	37
8	University of Minnesota - Minneapolis	3.45	39
9	University of North Carolina - Chapel Hill	3.44	34
10	University of California - Irvine	3.35	24
11	University of Virginia - Charlottesville	3.34	32
12	Purdue University - W. Lafayette	3.31	25
13	University of Arizona - Tucson	3.25	29
14	Rutgers, State University of New Jersey	3.23	33
15	University of California - Davis	3.18	26
15	Pennsylvania State University - University Park	3.18	39
16	Ohio State University - Columbus	3.16	39
17	Indiana University - Bloomington	3.15	28
18	University of California - Santa Barbara	3.08	32
19	University of Colorado - Boulder	3.05	31
20	University of Maryland - College Park	3.04	28
21	University of Iowa - Iowa City	2.97	33
22	University of Florida - Gainesville	2.92	32
22	University of Pittsburgh - Pittsburgh	2.92	40
23	Michigan State University - East Lansing	2.89	30
24	Iowa State University - Ames	2.81	23
25	University of Oregon - Eugene	2.70	20
26	State University of New York - Buffalo	2.65	35
27	University of Kansas - Lawrence	2.60	33
28	University of Missouri - Columbia	2.25	24
29	University of Nebraska - Lincoln	2.22	21

* The mean score (Column A) is the average of individual academic program ratings of all academic programs rated for each institution. Column B is the number of programs rated. Program areas include Arts and Humanities, Biological Sciences, Engineering, Physical Sciences and Mathematics, and Social and Behavioral Sciences. The scale used ranges from 0 ("Not sufficient for doctoral education") to 5 ("Distinguished"). These reputational ratings were derived by surveying thousands of scholars in specific disciplines in the National Research Council's 1993 survey conducted by the Committee for the Study of Research-Doctorate Programs in the United States.

Source: David S. Webster and Tad Skinner,
 "Rating PhD Programs: What the NRC Report Says...and Doesn't Say"
 Change, The Magazine of Higher Learning, May/June 1996

APPENDIX B
Table 11

NUMBER OF FULL-TIME STAFF BY RACE/ETHNICITY AND GENDER
Academic Year 1996-97

	TOTAL UNIVERSITY																	
	African American			Asian			Latino			White			Foreign			Total*		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Professor	14	23	37	6	49	55	3	10	13	147	723	870	0	10	10	170	815	985
Associate Prof.	14	29	43	8	39	47	5	13	18	229	381	610	5	11	16	261	473	734
Assistant Prof.	17	18	35	20	32	52	6	4	10	167	184	351	21	50	71	231	288	519
Instructor	0	2	2	4	5	9	1	1	2	39	23	62	8	28	36	52	59	111
Other	2	2	4	2	6	8	5	2	7	46	45	91	5	8	13	60	63	123
TOTAL FACULTY	47	74	121	40	131	171	20	30	50	628	1,356	1,984	39	107	146	774	1,698	2,472
PERCENTAGE	6.1	4.4	4.9	5.2	7.7	6.9	2.6	1.8	2.0	81.1	79.9	80.3	5.0	6.3	5.9	100	100	100
Exec. Admin. Mgr.	9	15	24	0	4	4	2	1	3	65	140	205	0	0	0	77	160	237
Professional	149	78	227	32	28	60	49	28	77	926	571	1,497	3	11	14	1,159	716	1,875
Tech. Para-Prof.	42	11	53	28	13	41	15	6	21	179	133	312	0	1	1	264	164	428
Sec./Clerical	251	23	274	22	4	26	70	5	75	919	92	1,011	0	1	1	1,264	125	1,389
Skilled Craft	13	70	83	0	2	2	1	39	40	28	297	325	0	1	1	42	409	451
Serv. Maint.	195	202	397	35	17	52	192	154	346	158	310	468	3	0	3	583	683	1,266
TOTAL STAFF	659	399	1,058	117	68	185	329	233	562	2,275	1,543	3,818	6	14	20	3,389	2,257	5,646
PERCENTAGE	19.4	17.7	18.7	3.5	3.0	3.3	9.7	10.3	10.0	67.1	68.4	67.6	0.2	0.6	0.4	100	100	100

* Includes American Indian.

Source: IPEDS Fall 1995 Staff Survey

**APPENDIX B
TABLE 12**

ANALYSIS OF STAFFING TRENDS

Rutgers University and 29 Other U.S. Public AAU Institutions, Fall 1995

CATEGORY	PEER AVERAGE	RUTGERS UNIVERSITY (ALL CAMPUSES)	
		Average	Rank
	%	%	
Executive, Administrative and Managerial Employees per Faculty	0.19	0.10	23
Non-Instructional, Professional Employees per Faculty	1.01	0.75	20
Technical Employees per Faculty	0.28	0.19	19
Support Staff per Faculty	2.76	2.35	21
Secretarial Staff per Faculty	0.75	0.59	24
Skilled Craft and Service Employees per Faculty	0.54	0.72	7
Non-Faculty Staff per 100 FTE Students	20.93	14.99	23
Faculty per 100 FTE Students	7.71	6.38	22
Faculty as a Percent of Total Employees	28.30	29.90	10

Note: University of California - Davis and University of California - Irvine not included.

Source: Integrated Postsecondary Education Data System (IPEDS) Fall Staff Survey 1995

APPENDIX B
TABLE 13

REVENUE SOURCES AND UNIVERSITY EXPENDITURES

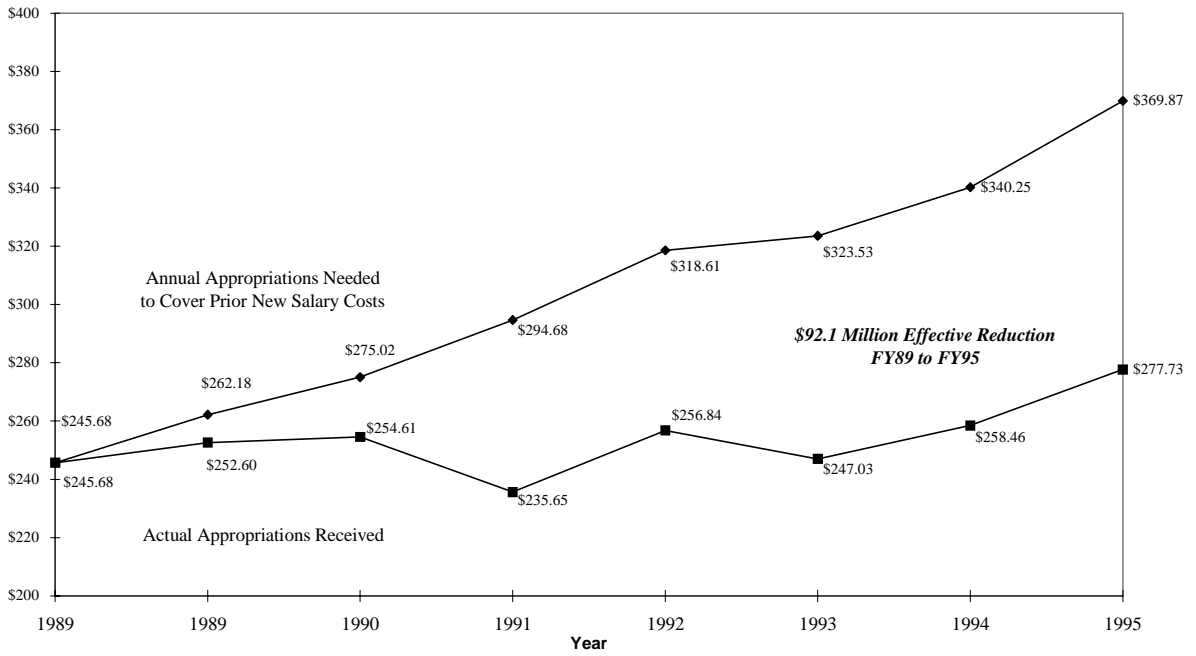
Fiscal Year 1997

Revenue Sources	\$ in millions	%
State appropriations	374	34.5
Student tuition and fees	235	21.7
Federal grants and contracts	183	16.9
State and municipal grants and contracts	56	5.2
Auxiliary enterprises	130	12.0
Gifts, private grants, and contracts	40	3.7
Other sources	66	6.1
TOTAL Revenues	1,084	100
<i>*Consists principally of recovery of indirect costs from contracts and grants and investment and endowment income</i>		
<i>Source: Division of University Accounting</i>		

University Expenditures	\$ in millions	%
Instructional and departmental research	325	30.0
Student aid and services	218	20.1
Auxillary expenses	128	11.8
Operation and plant maintenance	84	7.7
Sponsored research	76	7.0
General administration	64	5.9
Other separately budgeted research	53	4.9
Other	136	12.5
TOTAL Expenditures	1,084	100
<i>Source: Division of University Accounting</i>		

APPENDIX B GRAPH 2

STATE BUDGET SHORTFALLS, 1989-1995 (in millions)



Source: Office of Budget and Resource Studies

APPENDIX C

MIDDLE STATES SELF-STUDY COMMITTEES

SELF-STUDY STEERING COMMITTEE

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 Roger Dennis, Camden Campus
 Yale Ferguson, Political Science, FAS-Newark
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 Richard F. Foley, FAS-New Brunswick
 Ziva Galili, History, FAS-New Brunswick
 Christine M. Haska, Institutional Research and Planning
 Elpidio Laguna-Diaz, Classics and Modern Languages and Literatures, FAS-Newark
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 Gary A. Gigliotti, Teaching Excellence Center

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(ruben@qci.rutgers.edu)

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(dfish96198@aol.com)

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P. George Benson, Faculty of Management
Douglas H. Blair, Economics, FAS-New Brunswick
Deborah Bowles, Admissions
Paul Breitman, Rutgers College
James Burkley (staff), Institutional Research and
Academic Planning (burkley@instlres.rutgers.edu)
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Emmet A. Dennis, University College-New
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Linda C. Lederman, SCILS
Jennifer K. Lehr, graduate student, QCI
Cal Maradonna, Student Life
Timothy P. Martin, English, FAS-Camden
Richard M. Norman, Administration and Associate
Treasurer
Corey D. Powell, student
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Cheryl A. Wallace, graduate student, QCI
Matthew J. Weismantel, Campus Information
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Vice Chair: Norman Schnayer, Newark Campus (schnayer@andromeda.rutgers.edu)

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John K. Adams, Intercollegiate Athletics and
Recreation
Nicole Berliner, student, Graduate School of
Management
Edward M. Bonder, Biological Sciences, FAS-
Newark
Regina Brisgone, student, School of Criminal Justice
Geraldine Brooks, Newark Campus
Karl Buch, student, School of Law-Newark
Charles Campbell, student
Maria J. Canino, Public Administration, FAS-
Newark
Tracey Cherry, student, Student Government
Association, University College-Newark
Sunday DiPalma, Graduate School-Newark
Elaine Dolinsky, College of Nursing
Miguel Estremera, Registrar
Carolyn Gerdes, student, Behavioral and Neural
Sciences

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Systems, Faculty of Management
Phillip Huskey, Chemistry, FAS-Newark
Gene Miller Jonakait, FAS-Newark
Annette Juliano, Visual and Performing Arts, FAS-
Newark
Asela Laguna-Diaz, Classical and Modern Languages
and Literatures, FAS-Newark
Elpidio Laguna-Diaz, Classical and Modern
Languages and Literatures, FAS-Newark
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Jonathan Lurie, History, FAS-Newark
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Dan Palmon, Accounting and Information Systems,
Faculty of Management
Phylis J. Peterman, Social Work, FAS-Newark

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 FAS-Newark
 Janice Robinson, Academic Foundations Center
 Lydia Rodriguez, FAS-Newark
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 Alexander J. Sanella, Accounting and Information
 Systems, Faculty of Management
 Mary Ann Scoloveno, College of Nursing
 John Scott, Undergraduate Admissions
 Alfred Slocum, School of Law-Newark

Raymond T. Smith, Newark Campus
 David Spencer, student, Graduate School of
 Management
 Heather St. John, student, School of Law-Newark
 James M. Tepper, Center for Molecular and
 Behavioral Neuroscience
 Laura Valente, Housing and Residence Life
 Gene Vincenti, Newark Campus
 Marcia Whicker, Public Administration, FAS-
 Newark

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 Clayton P. Alderfer, GSAPP
 Joseph Barone, College of Pharmacy
 Lisa Bellincampi, student
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 Brunswick (bbender@rci.rutgers.edu)
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 Brunswick
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 Leonardo A. Hernandez, student
 Ian Hodos, Undergraduate Admissions

Edward Kozack, Auxiliary Services
 Barbara A. Lee, School of Management and Labor
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 Roberta Leslie (staff), Academic Affairs
 (leslie@oldqueens.rutgers.edu)
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 Marie Logue, Rutgers College
 Marc K. Manganaro, English, FAS-New Brunswick
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 Ryoko Toyama, Alexander Library
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 Engineering

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 Dianna Black, student
 Deborah Bowles, Admissions
 Marie Cornelia, Liberal Studies, FAS-Camden
 Robert DeMartino, Sponsored Research
 Ann Freedman, School of Law-Camden
 Larry Gaines, School of Business-Camden
 Gary Golden, Robeson Library

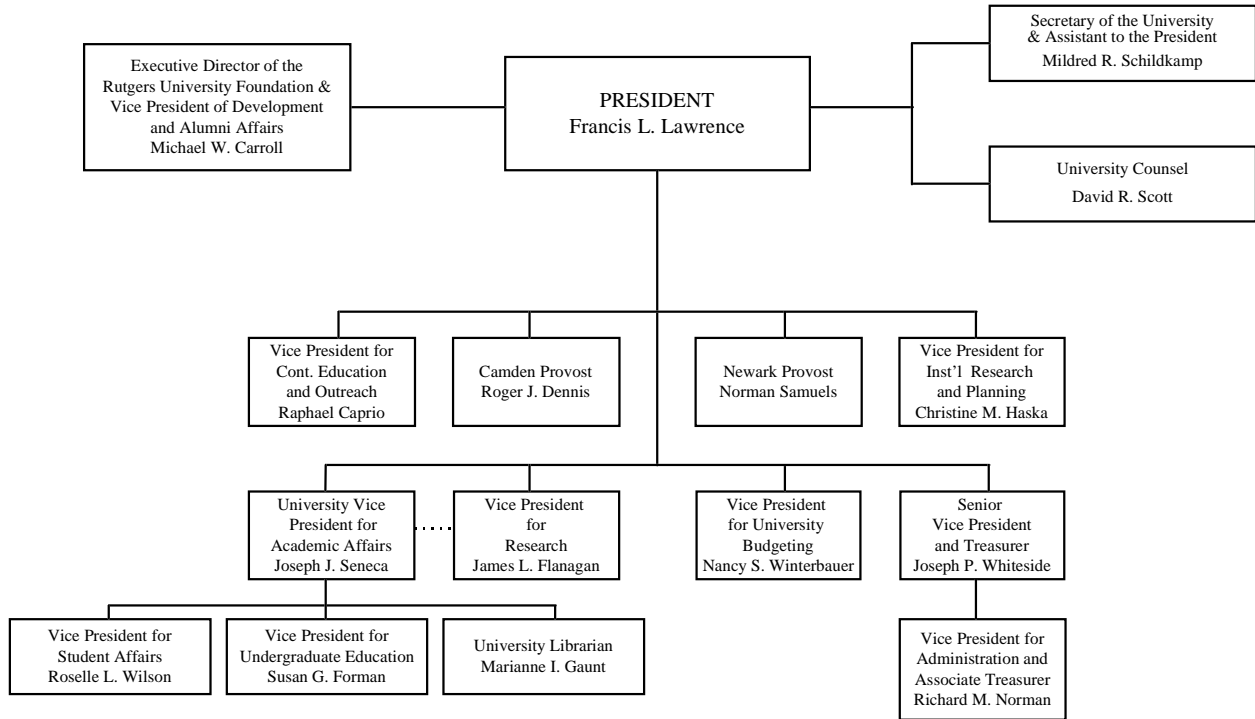
Nancy Gulick, University College-Camden
 Louise Horowitz, French, FAS-Camden
 Dennis Joslyn, FAS-Camden
 Kathleen Kearns, student

Barbara Kreider, Biology, FAS-Camden
Paul Larkin, student
Milton Leontiades, School of Business-Camden
C. Paul Loane, Alumni Relations
Cal Maradonna, Student Life
James Marino, Career Planning and Placement

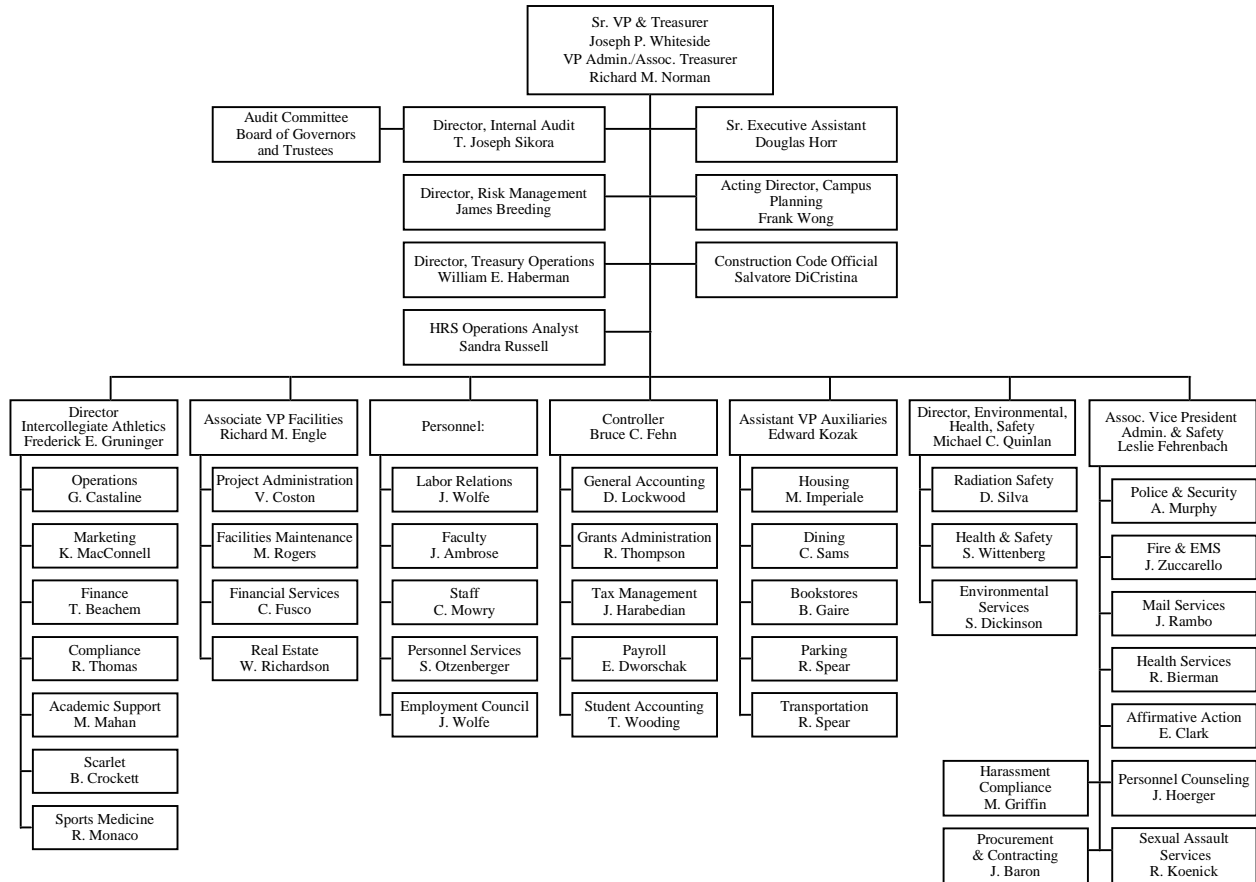
Donna Parker, School of Business-Camden
John Podolski, School of Law-Camden
Cynthia Riggs, Student Life
William Tucker, Psychology, FAS-Camden
Gary Urban, Administrative Services
Jon Van Til, Urban Studies, FAS-Camden
Robert Wood, Sociology, FAS-Camden

APPENDIX D
ORGANIZATIONAL CHARTS

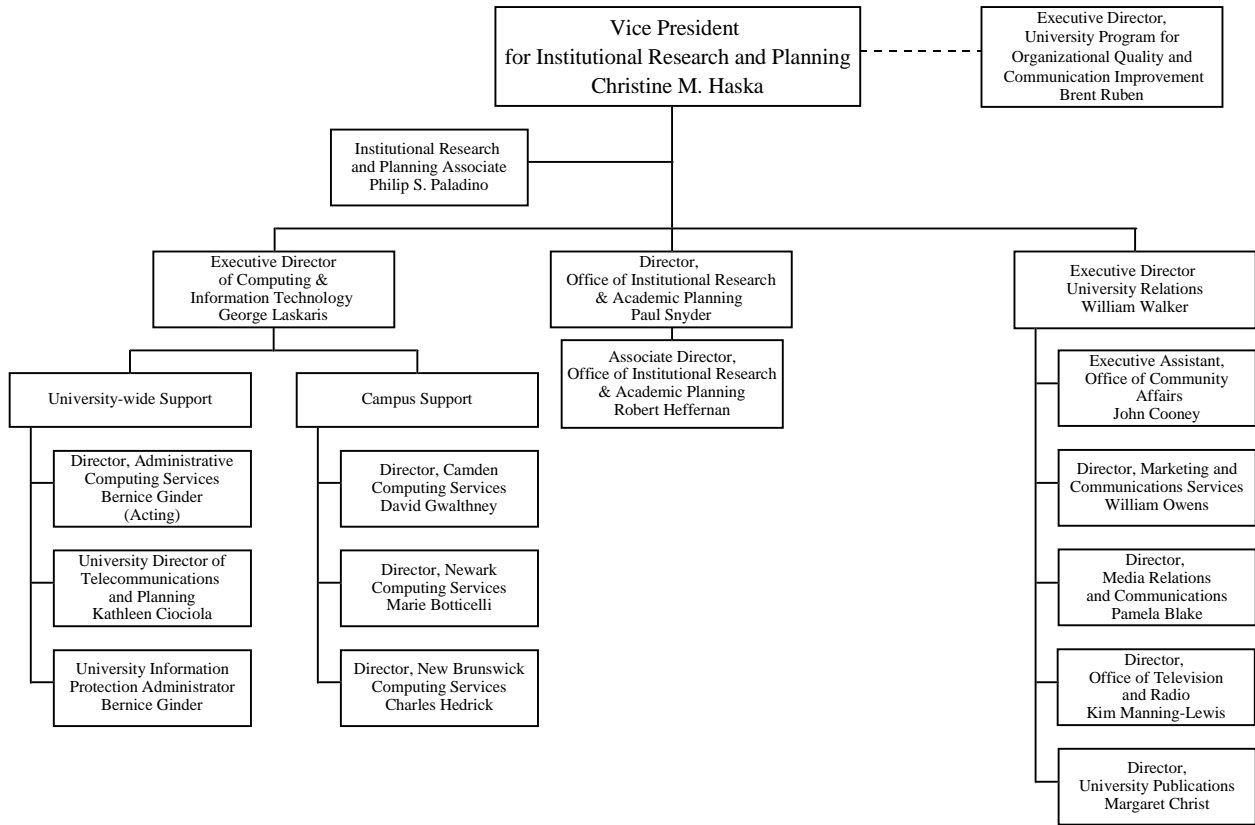
Rutgers, The State University of New Jersey University Administration



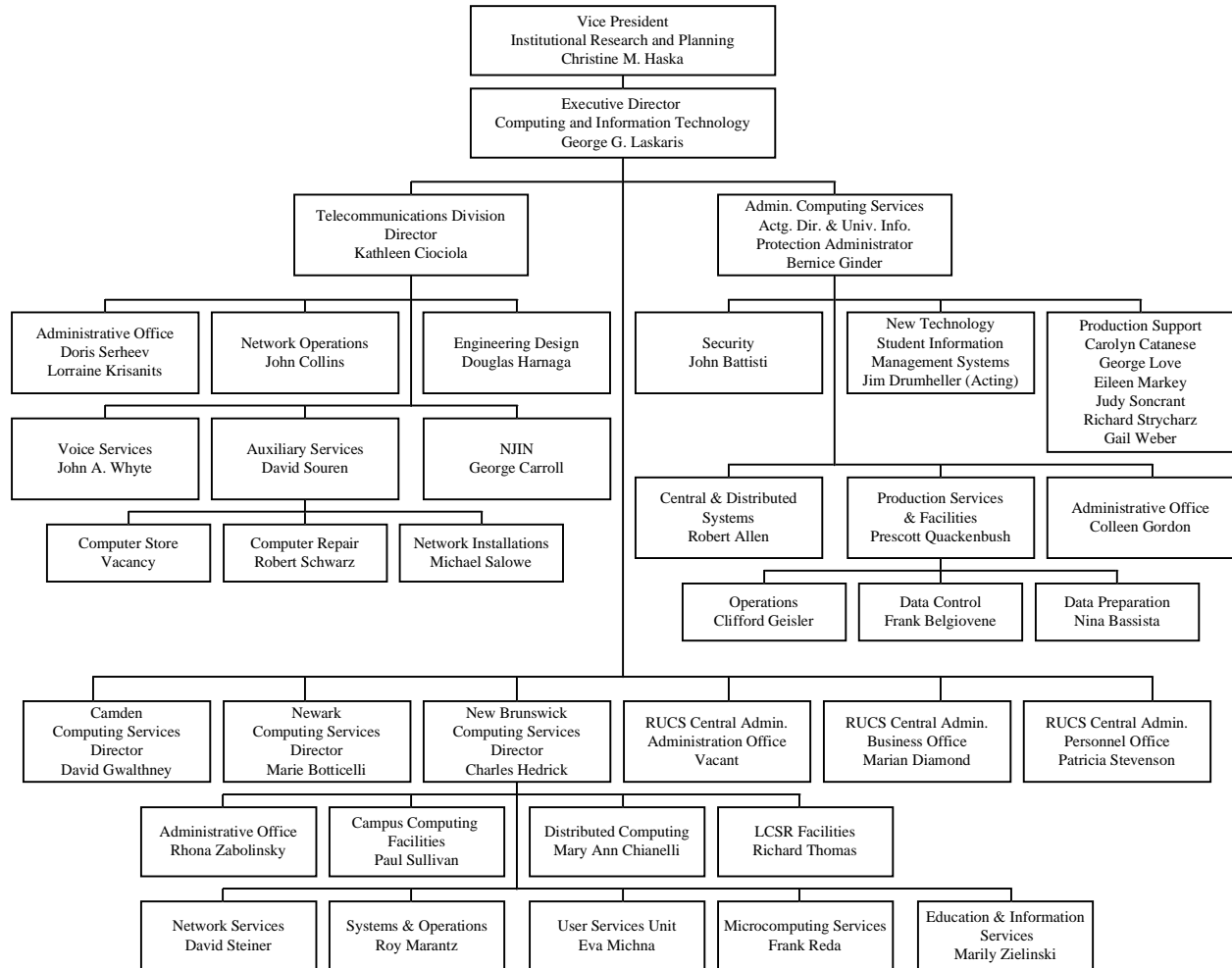
Sr. Vice President & Treasurer



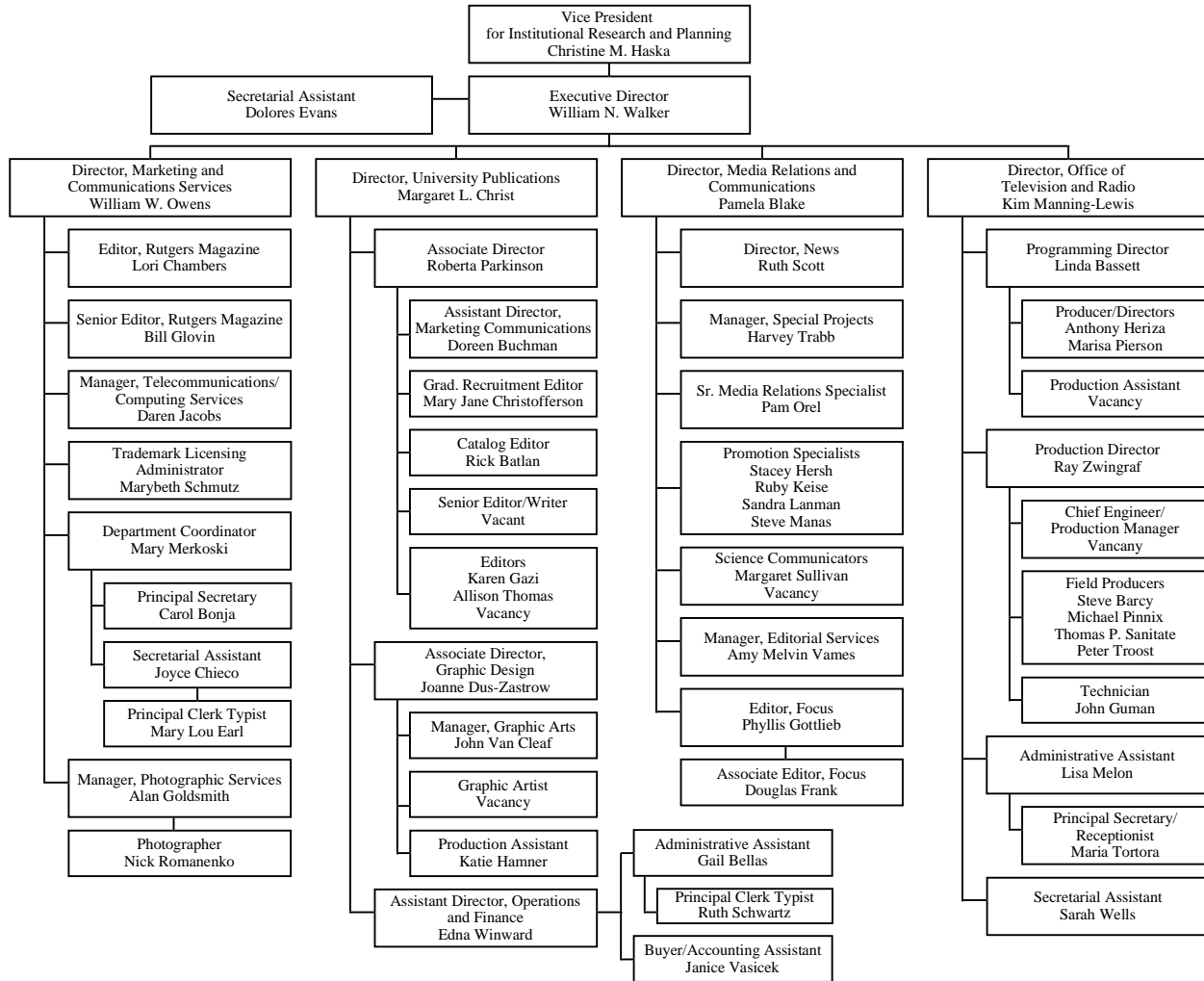
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Institutional Research and Planning
Administration**



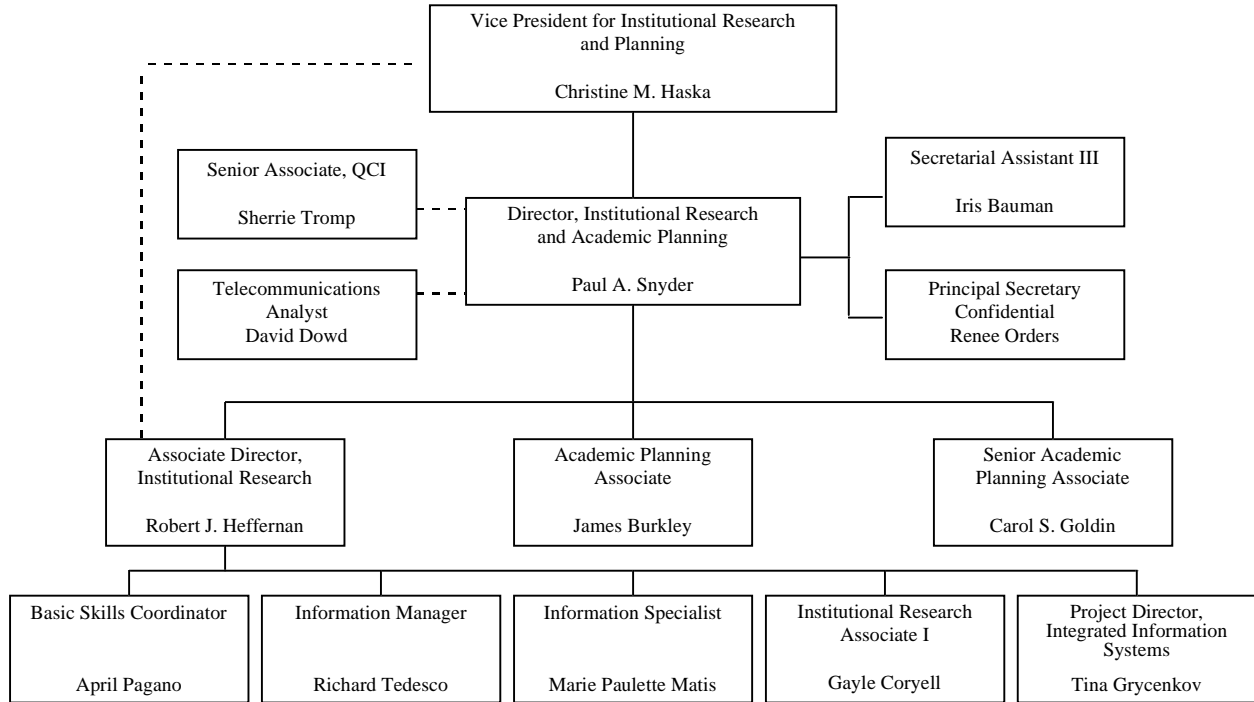
Rutgers University Computing Services



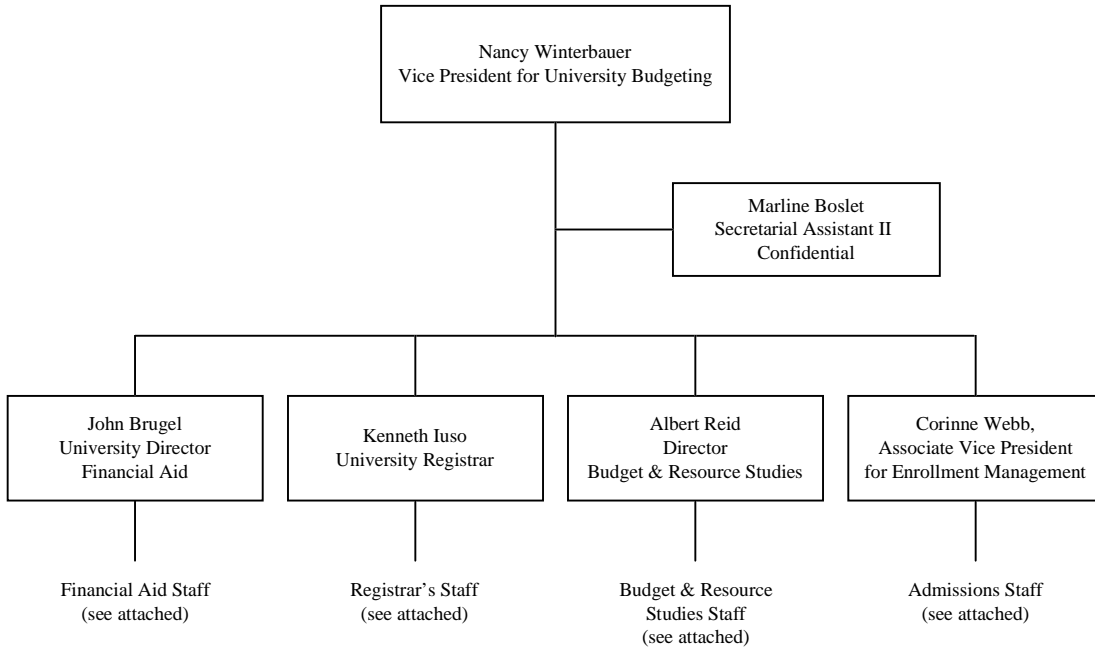
Department of University Relations



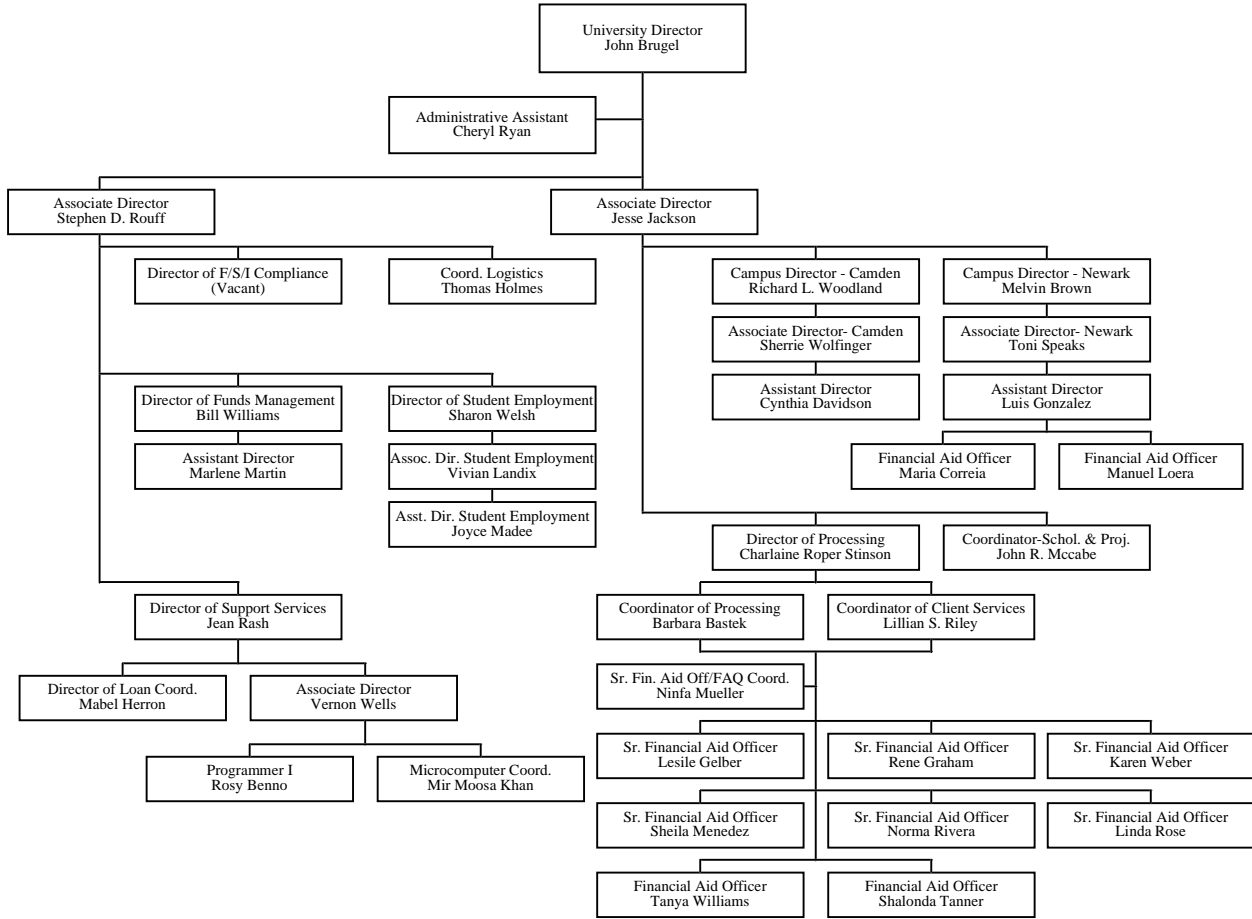
Office of Institutional Research and Academic Planning



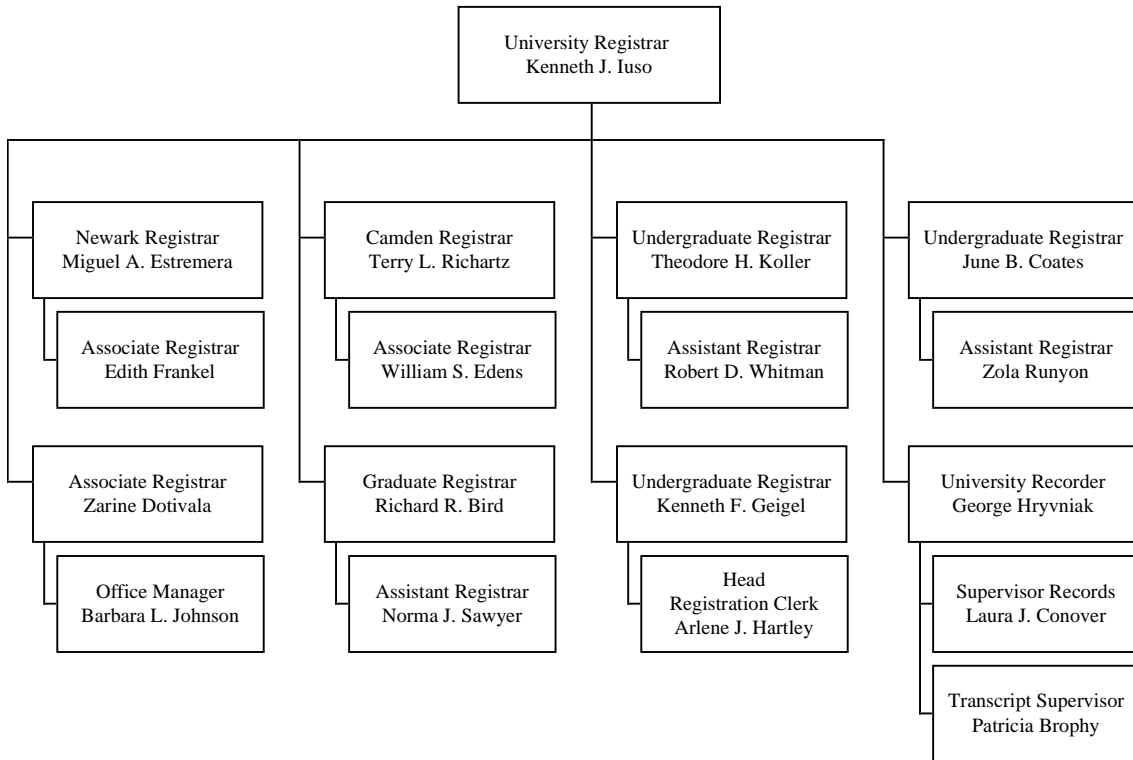
Office of University Budgeting



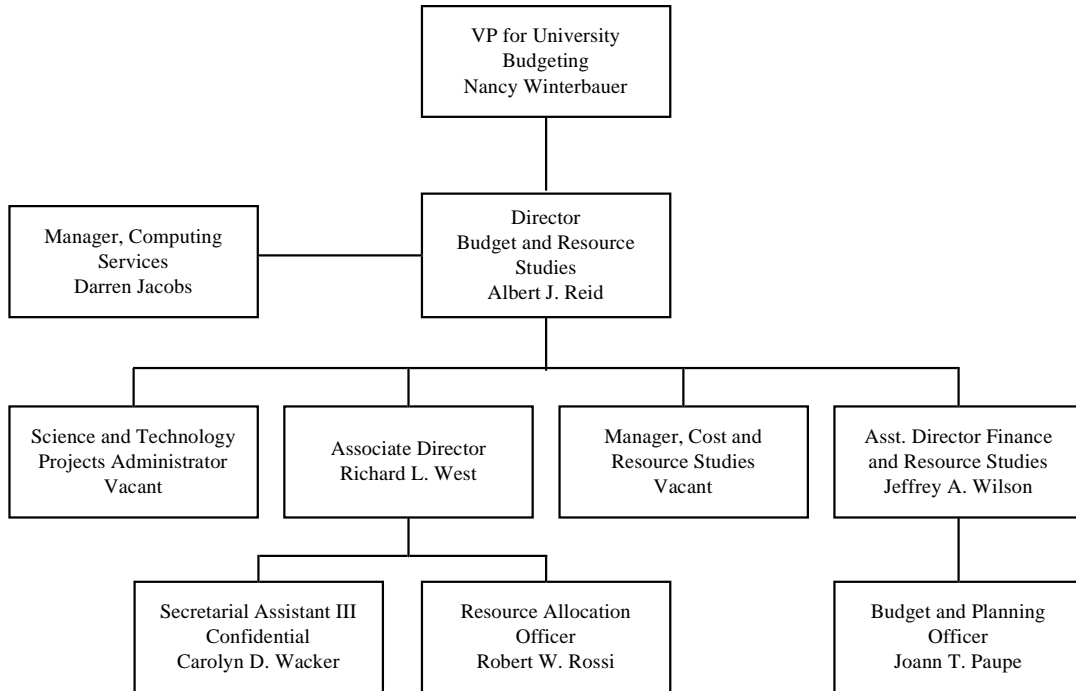
Office of Financial Aid



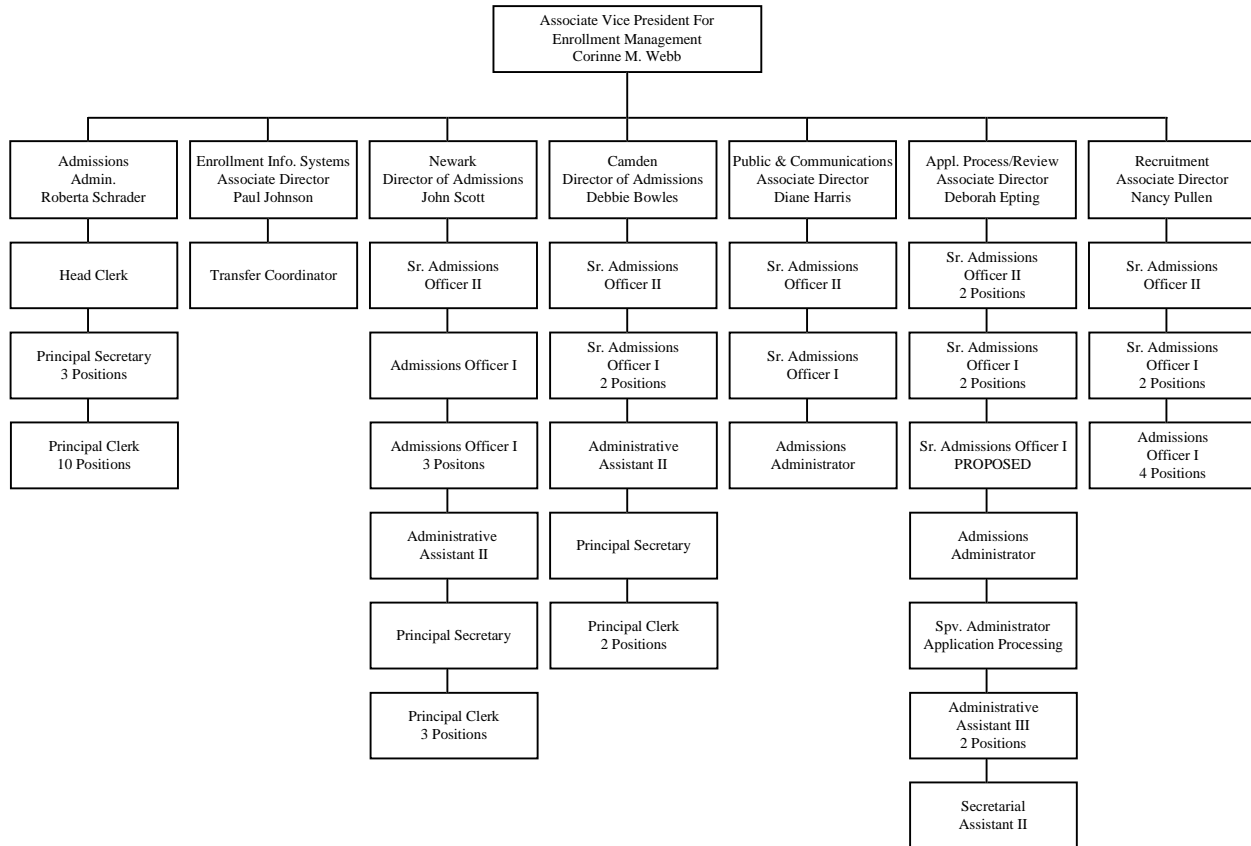
Office of the Registrar



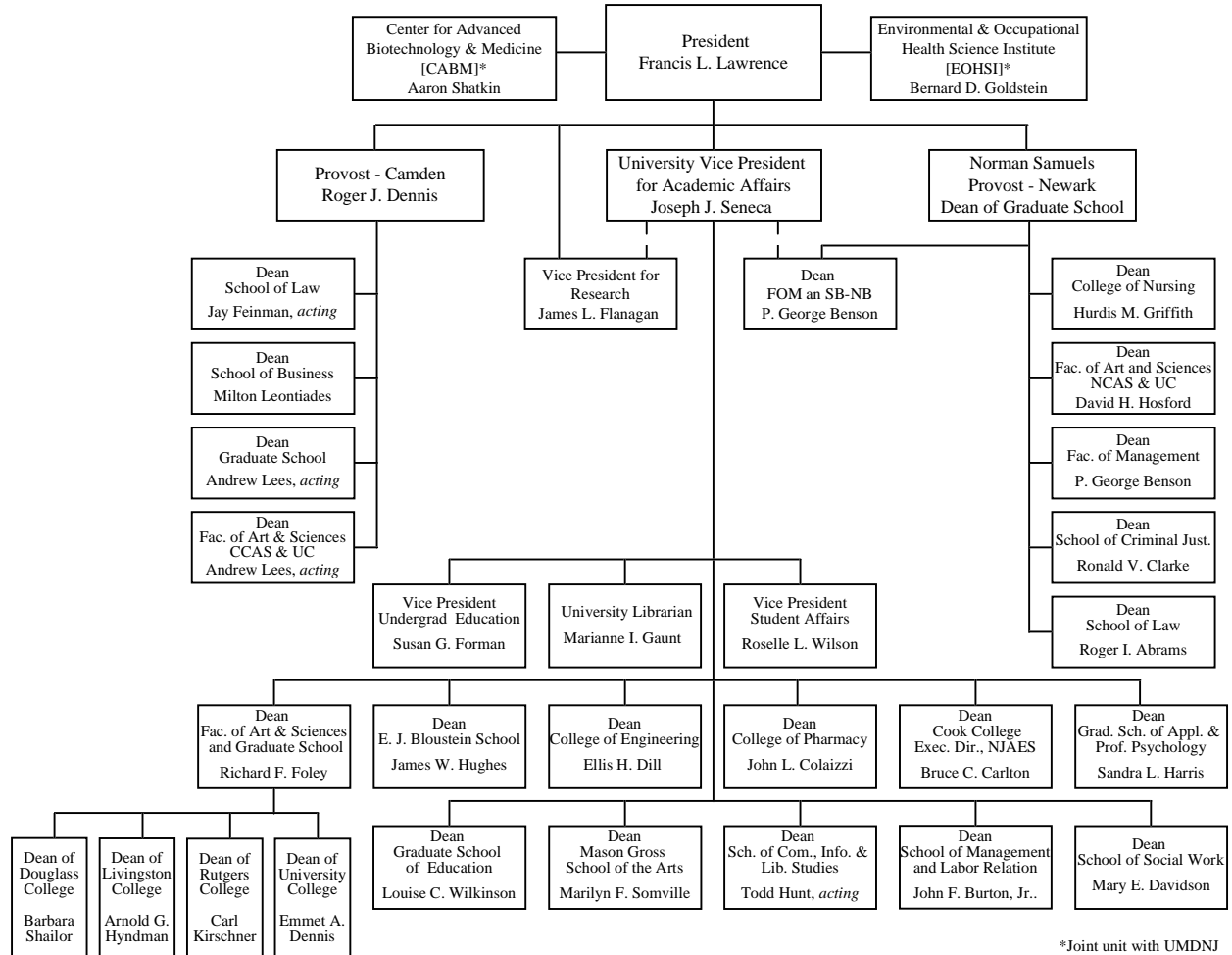
Office of Budget and Resource Studies



University Undergraduate Admissions

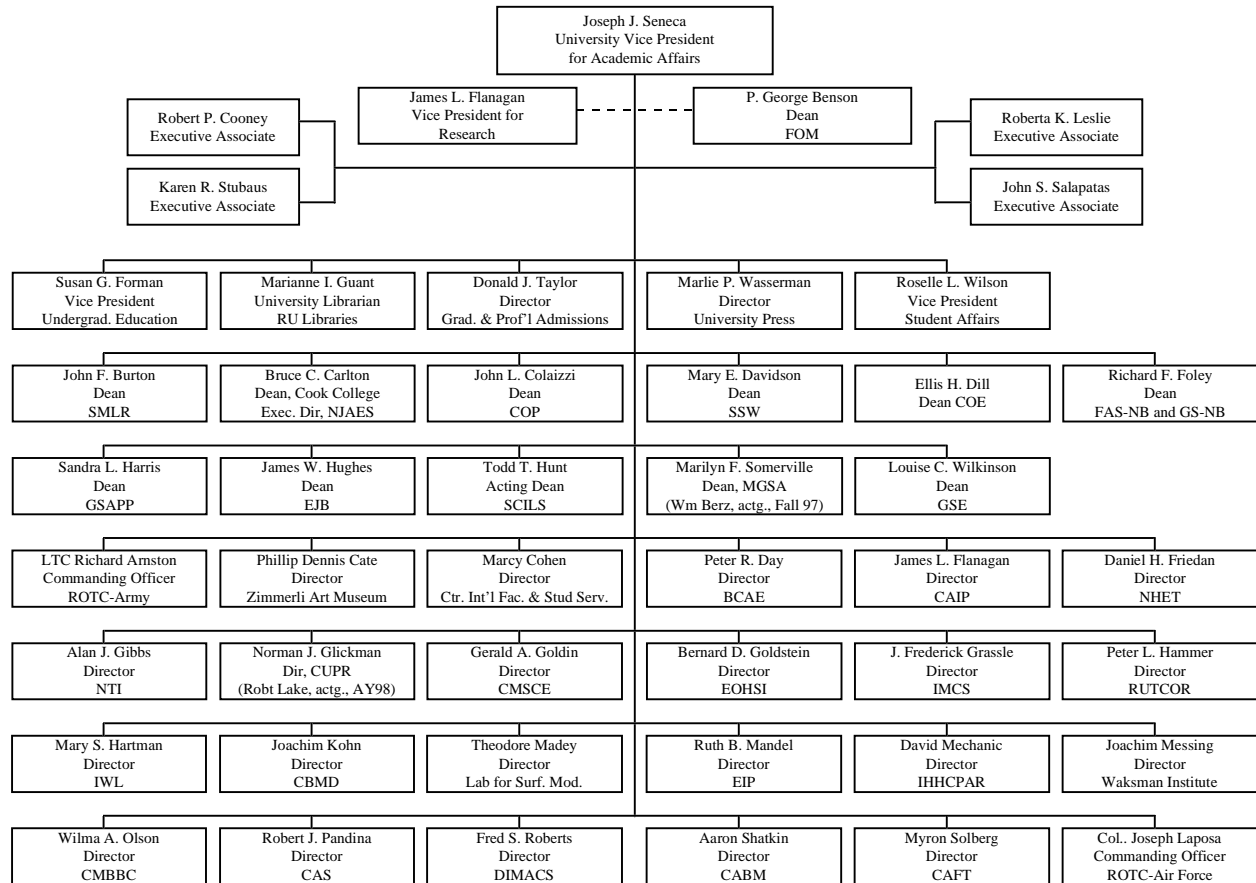


Academic Organization

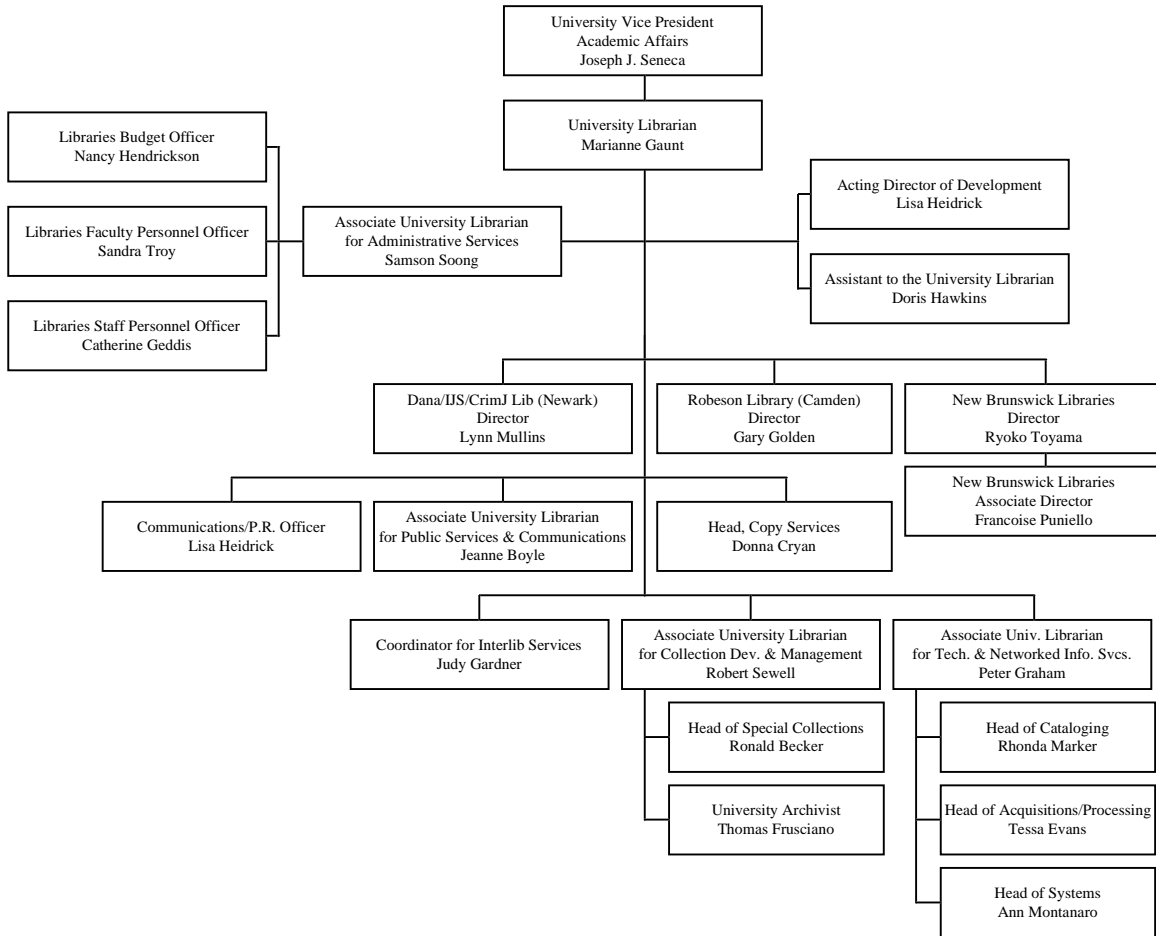


*Joint unit with UMDNJ
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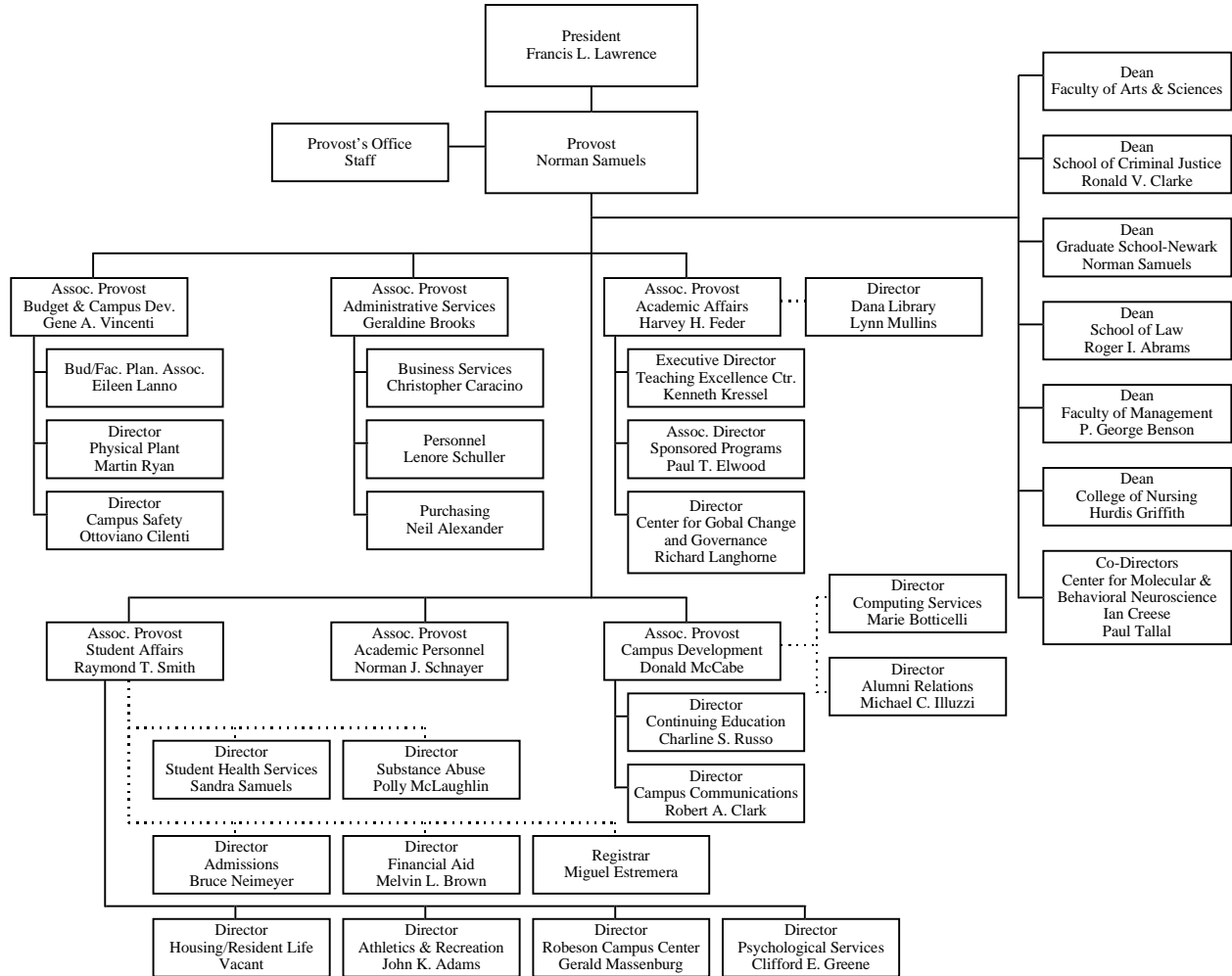
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