ASSESSING OUR VISION FOR EXCELLENCE

A SELF-STUDY PREPARED FOR THE
COMMISSION ON HIGHER EDUCATION
MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS

VOLUME 1

OVERVIEW, EXECUTIVE SUMMARY,
AND SPECIAL TOPICS REPORTS

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
FEBRUARY 1998

TABLE OF CONTENTS

1. OVERVIEW 1.1
INTRODUCTION 1.1
CHALLENGES AND RESPONSES 1.6
APPENDICES
A: Missions and Goals 1.10
B: Tables, Charts, and Graphs
Table 1: Boards of Governors and Trustees 1.14
Table 2: Board of Managers 1.16
Table 3: University Senate 1.17
Table 4: Administrative Council 1.24
Table 5: Degree Granting Divisions 1.25
Chart 1: Undergraduate Student Profile 1.26
Table 6: Six-Year Graduation Rates 1.27
Chart 2: Graduate Student Profile 1.28
Table 7: Faculty in National Academies 1.29
Table 8: Faculty Ranking by Gender and Race/Ethnicity 1.30
Table 9: Faculty Characteristics 1.31
Graph 1: Research and Contracts Awarded 1.32
Table 10: Quality of Program Faculty 1.33
Table 11: Staff Characteristics by Race/Ethnicity 1.34
Table 12: Staffing Trends 1.35
Table 13: Revenue Sources and Expenditures 1.36
Graph 2: State Budget Shortfalls 1.37
C: Middle States Self-Study Committees 1.38
D: Organizational Charts 1.43

2. EXECUTIVE SUMMARY 2.1
INTRODUCTION 2.1
SPECIAL TOPICS REPORTS 2.3
Undergraduate Education 2.3
Graduate/Professional Education and Research 2.10
Information Systems (Libraries)/Information Technology 2.14
Organizational Quality and Communication Improvement 2.18
CAMPUS REPORTS 2.21
Newark Campus 2.21
New Brunswick Campus 2.25
Camden Campus 2.33

3. UNDERGRADUATE EDUCATION 3.1
THE NATIONAL CONTEXT 3.1
WHO ARE OUR STUDENTS? 3.3
ENROLLMENTS BY MAJOR—UNIVERSITY-WIDE 3.7
EDUCATIONAL GOALS FOR OUR STUDENTS 3.8
CURRICULUM ISSUES 3.11
Written and Oral Communication 3.11
Improving Competency in Mathematics and Scientific Literacy 3.13
Research and Creative Activity 3.18
Information and Computer Literacy 3.21
Multicultural Understanding 3.25
International Perspectives 3.27
Citizenship Education 3.31
PROFESSIONAL EDUCATION AND ITS RELATION TO LIBERAL ARTS 3.34
ACADEMIC SUPPORT AND ENRICHMENT FOR A BROAD RANGE OF STUDENTS 3.37
Precollege Programs 3.37
Programs for First-Year Students 3.39
Retention Programs 3.41
Honors Programs 3.46
SUPPORTING FACULTY TO ENHANCE TEACHING AND THE CURRICULUM 3.49
Introduction 3.49
Supporting Faculty through the Office of the Vice President for Undergraduate Education 3.50
Teaching Assistants and Part-Time Lecturers 3.51
Teaching Excellence Centers 3.51
Improvements in the Technology of Instruction 3.52
Future Directions 3.53
COCURRICULAR SUPPORT AND STUDENT LIFE 3.54
Unique Environments 3.54
Changing Student Populations 3.54
The Global Community 3.55
Primary Challenge 3.55
OUTCOMES ASSESSMENT OF UNDERGRADUATE EDUCATION AT RUTGERS 3.56
Introduction 3.56
Faculty/Staff/Student Collaboration and the Orientation Toward Assessment 3.56
Basic Skills Assessment 3.57
Academic Program Assessment 3.57
General Education Assessment 3.58
Future Directions 3.58
CONCLUSIONS: UNDERGRADUATE EDUCATION FOR THE 21st CENTURY 3.59

4. GRADUATE/PROFESSIONAL EDUCATION AND RESEARCH 4.1

INTRODUCTION 4.1

ARTS AND SCIENCES 4.3
- Introduction 4.3
- Graduate Education: the National Experience 4.5
- Institutional Planning and Assessment 4.8
- Trends in Graduate Education 4.10
- Graduate Student Issues 4.17
- The Research Mission and Graduate Education 4.25
- Impact of Graduate Education and Research on Society 4.32

CENTERS, BUREAUS AND INSTITUTES 4.38
- Impact of the Development of CBIs 4.38
- Relationships between CBIs and Academic Departments 4.40
- Current Relationship between Research and Public Service 4.41
- Issues and Recommendations 4.42

THE PROFESSIONAL SCHOOLS 4.46
- Description of Programs 4.46
- Analysis and Recommendations 4.54
- National Issues 4.62

RECOMMENDATIONS 4.64
- Rutgers' Academic Community 4.64
- Rutgers' Public Community 4.69

TABLES
- 1: Trends in Graduate Enrollment in the U.S. and at Rutgers by Major Field 4.71
- 2: Trends in Rutgers Graduate Applications/Admitted/Enrolled 4.71
- 3: Trends in Rutgers Graduate Degrees Awarded by Major Field 4.72
- 4: Median Time for Receiving Ph.D.: Rutgers, AAU Publics, and U.S. 4.73
- 5: Self-Reported Time to Degree for Selected Disciplines, Rutgers–New Brunswick 4.73
- 6: Rutgers' International Enrollment by Major Field 4.74
- 7: Quality of Faculty: Rutgers, AAU Publics, and U.S. 4.74
- 8: Trends in Rutgers' Tenure-Track Faculty Lines by Major Field 4.75
- 9: Total Number of Rutgers' Full-Time Faculty by Rank 4.75
- 10: Rutgers Graduate Financial Support by Major Field 4.76
- 11: Stipends for First-Year TAs at Some Public AAU Institutions 4.77
- 12: Rutgers' Research and Other Contracts/Grants 4.78
- 13: Rutgers' Industry Support 4.78
- 14: Trends in Graduate/Professional Enrollment at Rutgers 4.79

APPENDICES
- 1. List of CBIs 4.80
- 2. List of CBIs and Individuals Consulted for this Report 4.82
- 3. Accredited Professional Schools and Programs 4.83

5. INFORMATION SYSTEMS (LIBRARIES)/INFORMATION TECHNOLOGY 5.1
INTRODUCTION 5.1
CONTEXT AND CURRENT STATUS: THE LIBRARIES 5.2
Organization and University Relationships 5.2
Information Technology Structure 5.3
Information Resources: Content 5.5
Information Services 5.12
User Education/Information Literacy 5.14
Facilities/Space 5.16
Human Resources 5.17
Development/Publications 5.18
End Note 5.18
CONTEXT AND CURRENT STATUS: RUTGERS UNIVERSITY COMPUTING SERVICES . . 5.19
Organization and Structure 5.19
Service and Support Model 5.20
Networking Infrastructure 5.21
RUNet 2000 . . . . . 5.22
Internet II 5.23
Recent Progress toward Strategic Goals 5.23
Support for Instructional Applications 5.24
Computing in the Curriculum 5.25
Electronic Classrooms 5.25
Distance Education 5.26
Centralized Research Computing Resources 5.27
Support for High-Performance Computing Applications 5.27
Departmentally Maintained Research Computing Resources 5.27
University-Wide Site-Licensed Software 5.28
Support for Administrative Applications 5.28
RECOMMENDATIONS 5.29
The Libraries 5.29
Computing and Information Technology 5.30
Distance Education 5.32
Collaboration 5.32
Instructional Technology Support 5.32
Staffing 5.33
APPENDICES
1. Organization Chart, Rutgers University Libraries 5.34
2. An Information Strategy for Rutgers University Libraries 5.35
3. Networked Databases at Rutgers University Libraries 5.36
4. Current State of Library Collections and Future Strategies and Options 5.37
5. Organization Chart, Rutgers University Computing Services 5.38

6. ORGANIZATIONAL QUALITY AND COMMUNICATION IMPROVEMENT (QCI) 6.1
THE NATIONAL CONTEXT 6.1
Overview of Organizational Quality Programs in Higher Education 6.2
Core Principles 6.3
THE NEW JERSEY CONTEXT 6.6
THE RUTGERS CONTEXT 6.7
Recognizing the Need for an Organizational Quality Program 6.7
THE RUTGERS QCI PROGRAM 6.8
Program Areas 6.9
University Communication about the Rutgers Quality Effort 6.12
Scholarly Activities Beyond Rutgers 6.12
UNIVERSITY-WIDE INITIATIVES 6.13
Administration 6.13
Facilities 6.13
Undergraduate Admissions 6.14
University Relations 6.15
Personnel 6.16
Auxiliary Services 6.16
University Computing Services (RUCS) 6.16
Graduate Admissions 6.17
Financial Aid 6.17
Other Projects 6.18
NEW BRUNSWICK CAMPUS 6.18
Academic Unit Initiatives 6.18
Service Unit Initiatives 6.20
QCI-Related Initiatives 6.20
NEWARK CAMPUS 6.20
Excellence in Higher Education Self-Assessment Program 6.21
Service Excellence, Leadership, and Feedback Program 6.21
Newark QCI Educator Network 6.22
Newark Unit Reports 6.22
CAMDEN CAMPUS 6.27
QCI Initiatives 6.28
QCI-Related Improvement Projects 6.29
Current and Future Plans 6.29
SUMMARY, EVALUATION, AND RECOMMENDATIONS 6.30
Phase I: Developing QCI Concepts and Resources 6.30
Phase II: Initiating Pilot Projects 6.32
Experiences of Faculty, Staff, and Students 6.34
Phase III: Linking QCI to All University Units 6.36
Phase IV: Integrating QCI Principles and Practices into Rutgers' Culture 6.38
Observations And Recommendations 6.39

TABLES

1: Examples of Universities with Quality Improvement Programs 6.43
2: Examples of University-Business Quality Partnerships 6.43
3: QCI-Developed Resources 6.44
4: Participation in QCI Programs 6.45

APPENDICES

1: University Communication About the Quality Effort 6.46
2: QCI Publications 6.47
3: Newark Campus QCI Program Timeline 6.48
4: Invited QCI Presentations 6.50
5: Focus Group Participants 6.51