

Camden Campus
Self-Study
for the
1998 Accreditation Visit
of the
Middle States Association

OVERVIEW

This is an overview of the Rutgers University campus at Camden, for the Middle States Association of Colleges and Schools decennial accreditation review. The report discusses a wide range of mandated topics: admissions, budgeting, the faculty, and physical plant, among others. Through these discussions, the current state of the campus is examined, outstanding issues are identified, and the plans of Rutgers-Camden for the future are examined and explained.

1988/98

The period from 1988 to 1998 has been one of extraordinary challenge and change for the Camden campus, and the campus is, overall, the better for it. New programs and buildings have been developed to enhance the campus and its offerings, the campus is better outfitted with research and teaching equipment, and grants have increased substantially. Student quality of life has improved, with a host of programmatic enhancements.

Programs that have been added over the last 10 years include: new master's level programs in chemistry, mathematics, liberal studies, nursing (with the College of Nursing at Rutgers-Newark) and physical therapy, (with the University of Medicine and Dentistry of New Jersey [UMDNJ]). New undergraduate programs in liberal studies as a community college transfer option, criminal justice, computer science, were also added.

Substantial construction, valued at almost \$50 million, was undertaken on the campus in the last decade; housing was added, the student center, gymnasium, and library were increased in size. The School of Business and many campus science departments received a new building. The Law School was substantially renovated. A new outdoor recreation complex is in design.

ISSUES

Issues currently facing the campus include: enrollment management concerns, an increasingly competitive regional higher education market, the need to mitigate the effects of past funding shortfalls, and the ongoing challenge of evolving to better serve an increasingly demanding constituency with few, if any, new resources.

The campus faces these issues armed with a notably strong faculty, a dedicated and proactive management team, good morale, good physical infrastructure, a highly developed sense of collegiality, and a commitment to bring the extraordinary opportunities of Rutgers-Camden to an ever larger public.

PLANS

Rutgers-Camden will address the issues of enrollment and competition, and the challenge of meeting constituent needs, by adopting two specific, high priority goals for the next three to five years: increasing enrollment by 1,000 students while increasing quality, and increasing the regional and statewide visibility and effectiveness of the campus.

While the current administration of the campus has only been in place for a few months, it is moving immediately to take the following major steps toward achieving these goals.

- (1) The campus is well along on an administrative reorganization process designed to make various support functions more efficient; thus freeing four-five administrative positions for immediate reallocation to academic program development priorities.
- (2) A similar high-priority effort is underway to further buttress the campus' ability to fulfill its primary scholarly mission: by channeling non-salary fiscal and other resources to faculty development, new faculty start-up costs, and other faculty academic quality-of-life items, such as seminars.
- (3) The largest academic unit on campus, the College of Arts and Sciences, is in the advanced stages of discussing a major reorganization of several academic departments for more effective program delivery and cost-effective operation. Under discussion is the consolidation of the Department of Art, Music and Theater, Philosophy and Religion, Academic Foundations, and English. A longer-term analysis of the feasibility and desirability of consolidating the French, German, Spanish, and Russian departments will shortly get underway.
- (4) The campus has begun the development of a much more cohesive, mutually beneficial, and reinforcing relationship with the community colleges in the eight southern counties of the state: critical sources of students for an undergraduate program with an increasingly important transfer element. Two of the community colleges, in Camden and Atlantic counties, will be selected for strategic partnerships and enhanced relationships that will bring Rutgers-Camden, and Rutgers as a whole, to regions of the state where the presence of the state's flagship university system will meet many needs,
- (5) The campus has identified academic initiatives that can be developed to better serve its primary market area, and has begun channeling resources to those initiatives. These programs include: a new liberal studies transfer program targeted at the holders of A.A.S. degrees, a major in criminal justice, enhanced opportunities for teacher training, efforts to build on existing strengths in psychology and computer science, and the development of various joint degree programs.
- (6) The campus will develop closer relationships with existing Rutgers activities in southern New Jersey through programs such as our new program to place undergraduates in summer

research internships at the various Rutgers agricultural, marine, and environmental research units that operate in this area; research collaborations are also targeted.

- (7) The campus will geographically diversify by co-locating programs at a new facility currently funded and in design for Camden County College in Cherry Hill, supplementing the capital costs of the facility to add eight to ten classrooms for joint programming, and working to assure technical compatibility of distance learning and computer facilities.
- (8) Similarly, the campus will move to enhance its presence in Atlantic and Cape May counties by increasing program offerings with and at Atlantic County College (ACC) beyond the M.B.A. currently offered at the ACC Atlantic City Campus.
- (9) The campus will develop a much closer relationship with Rowan University and Camden County College programs in the city of Camden itself. Joint use of infrastructure and support systems such as libraries, computing support, food service, classroom and laboratories is contemplated, along with cross-registration, to achieve the maximum possible synergy between the three physically almost adjacent institutions,
- (10) The campus will revitalize its performing arts presence, better utilizing the largest and best theater in the Rutgers system, the 660-seat Walter Gordon Theater Center, to attract visibility and better serve area cultural needs.
- (11) Finally, the campus will augment and strengthen its athletic and recreation programs to enhance student quality of life, campus visibility, recruitment, and retention.

Rutgers-Camden has already made major strides in many of these areas, and expects to achieve many of these objectives, and their related goals, well within the next three to five years.

THE SELF-STUDY

The individual elements of this self-study were originally drafted by a series of topic-related working groups composed of committee members with particular interest or expertise in the given topic. These elements were integrated into a final report by the Office of the Camden Provost. The report evolved further as a result of subsequent reviews by central university staff managing the Middle States process, and comments from the system-wide Middle States Steering Committee.

Through this process, the wide variety of interests and opinions on the topics contained herein were recognized and melded into this document.

CAMPUS GOALS AND OBJECTIVES

Rutgers-Camden is a Carnegie Classification Master's (Comprehensive) University and College I. The University Board of Governors approved a mission statement for the campus in November, 1989, which reads, in part, as follows:

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 educational opportunities to a diverse and expanding student body. While ensuring the continued quality of its undergraduate offerings, Camden will develop as a distinguished center for graduate and professional education, including participation in doctoral-level education in selected areas. In addition, the campus will establish selected centers of research appropriate for its region and expertise, and will bear national and international recognition for excellence. The campus will enhance the quality of its teaching, research and public service programs through the recruitment 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.

Upon adoption of this mission statement, the Camden campus then proceeded to develop, through a consultative and collegial process, a strategic master plan for the campus: *The Plan for Rutgers-Camden Expanded*. The plan called for the development or expansion of 21 academic programs (3 doctoral programs, 10 master's programs, one joint master's program, and 7 undergraduate programs) and was advanced for system-wide consideration as part of the University's overall strategic planning effort in 1993/94. The university's strategic plan, *A New Vision for Excellence*, was published in 1995.

The university strategic plan deemphasized that aspect of the Camden proposal which called for the development of doctoral level programs, primarily in recognition of the resource implications of such a move. It is clear, however, that the faculty are, in general, of a quality sufficient to support advanced graduate programs, and, indeed, in addition to supporting the existing masters programs at Rutgers-Camden, many faculty are also key contributors to New Brunswick-based graduate programs. The campus remains charged to develop as a center for undergraduate and graduate educational excellence in line with the system-wide criteria for program development that are articulated in the university strategic plan, and is well on its way toward full implementation of many of the other proposals first outlined in its original planning document, such as the development of a number of new master's programs and facilities.

In line with the university's strategic plan, the Camden campus will support and enhance those of its programs that have already achieved, or have the near-term potential to achieve, excellence. It will continually improve programs to further enhance its already substantial and growing diversity. It will move aggressively to respond to emerging regional, state, and national needs, and broaden its presence on the state and national educational scene. It will do all of this while remaining committed to the centrality of its mission

as the flagship southern New Jersey presence of the state's primary state-assisted research university.

As will be noted later in the section on budgeting and accounting, Rutgers-Camden will work toward these goals, and fulfill this mission, in an era when state support for higher education appears to be stabilizing at a less than optimal level, by internally reallocating resources, by seeking new, nonstate sources of revenue, by developing distance and continuing education initiatives to increase the student body (and with it, tuition and related revenue), and finally, by enhancing its summer session and adding a winter session program as well.

Individual units on the campus are aware of, understand, and fully utilize the planning criteria cited above in the program development proposals that they are advancing to the provost, and thence on to the central administration. Evidence to that effect is provided by two years of continuing success in securing major grants from the SROA initiative, a centrally funded program that provides start-up funds to proposals that advance strategic planning goals. The SROA program, and the campus projects it has funded to date, are described in detail in the planning and resource allocation section that follows.

The campus has two specific high-priority goals for the next three to five years: to increase undergraduate enrollment by 1,000 students, while increasing quality, and to increase the regional and statewide visibility and effectiveness of the campus. These goals will be achieved in the following ways.

Enrollment will be increased by much more aggressive admissions, recruitment, marketing, and transfer articulation, and the development of new programs such as an honors program and criminal justice major that are attractive to today's college student.

Development of a stronger regional and statewide presence will be effected in four ways.

- A concerted effort at creating and enhancing programmatic linkages with other Rutgers units in southern Jersey, especially the agricultural and marine research units, and other southern New Jersey institutions of higher education, particularly the seven community colleges in the eight counties that are generally recognized as constituting "South Jersey": Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Ocean, and Salem. Pilot programs begun this year, such as the program of placing Camden science undergraduates in summer research assistant positions at the Tuckerton and Pinelands Research Stations, where Camden contributes the salary, and the stations contribute academic oversight, credit-bearing independent study opportunities, and housing, will be evaluated for expansion and enhancement. Academic and programmatic links with other Rutgers units elsewhere in the state will be enhanced as well, such as the current Camden/Cook Nutraceuticals Initiative.
- Geographic and programmatic diversification of Rutgers-Camden, by establishing programs at the Camden County College facility in Cherry Hill that is now in design for fall 1999 occupancy, and by establishing additional programs at Atlantic County College beyond the M.B.A. program currently located at the Atlantic City Campus. These programs would include a jointly programmed and marketed summer session in both Atlantic and Cape May Counties, possible distance-learning cooperation, especially in Cape May county. Rutgers-Camden will establish links to Brookdale Community College, the county college of Monmouth County, in line with larger university efforts to

offer full four-year programs at that location.

This effort at regional and programmatic diversification will also include establishment of cross-registration with the Camden city campus of Camden County College and Rowan University, two blocks away. Rutgers-Camden is also in the process of developing memoranda of agreement to combine or share, for a fee, certain infrastructure such as library and computing resources, recreational programs, and several student services such as health care and dining with CCC and Rowan. This will create a more integrated higher education presence in the city of Camden, to the mutual benefit of all concerned.

- Greatly enhancing the campus media presence in our target markets both by stepped-up publicity and marketing
- Revitalizing campus performing arts capabilities, and linking them with already strong visual arts activities into a greater regional arts presence.

PLANNING AND RESOURCE ALLOCATION

The culture and history of the Camden campus lend themselves to collegial planning efforts, and there have been several such efforts over the last few years. The campus was the first in the Rutgers system to complete its strategic plan: the *Plan for Camden Expanded*, and the overwhelming majority of the recommendations of this plan were incorporated into the system-wide planning document. Many of the recommendations have been implemented already, and almost all the others are well on their way to near-term implementation. The goals of both the campus and the university are widely known, and, because of the process by which they were developed, broadly supported. The goals of the campus are being reviewed by the new administration, and a process will be put in place in the coming year to facilitate a broader campus-wide discussion of the direction of Rutgers-Camden.

The campus also has a board-approved *Physical Master Plan*. The campus physical plan was developed in consultation with the city of Camden, in addition to the campus community, because the development of any urban campus raises sensitive issues of town/gown relations. Therefore, the most important part of the Physical Plan is its designation of a campus “growth zone,” generally to the east of the campus. In this zone, university-related development will be given priority.

The strategic resource opportunity analysis (SROA) process, a university-wide effort to link planning and budgeting, became operational in FY 1996. The program uses resources pooled from a series of internal resource reallocations to create a fund that supports the start-up element of new academic initiatives. The Camden campus identified \$298,246 in resources that it could contribute to the pool, and received \$390,000 in grants from the fund in FY 1996/97. SROA projects that were supported in FY 1996/97 include the following.

TABLE 1
SROA Projects-FY 1996/97

<u>Project</u>	<u>Budget</u>
Calculus Instruction Enhancements	\$ 75,000
Casino Hospitality Institute	125,000
Forum for Education in Neuroscience and Cognition	100,000
Global and International Affairs	25,000
Human/Computer Interface Project	150,000
State Constitutional Studies	<u>50,000</u>
Total	\$390,000

The Casino Hospitality Institute funding supports efforts to further our relationship with ACC, as it supports efforts to extend the M.B.A. into the Atlantic City area through the use of ACC facilities. It also complements efforts currently under study to develop an upper-division hospitality program to complement ACC's major strengths in this area.

The Neuroscience project supports enhancement of the campus distance-learning capability, easing scholarly communication among the university's neuroscientists on all campuses.

Fiscal 1997 was another very successful year for Camden SROA activity. A total of \$303,000 was received, again more than the campus originally contributed to the fund. The following efforts were funded. Most significantly, this included major support for the very-high priority effort to develop the arts presence on the campus, as part of the plan to develop a greater regional presence. Table 2 lists the FY 1997/98 SROA projects.

TABLE 2
SROA Projects-FY 1997/98

<u>Project</u>	<u>Budget</u>
Center for the Arts/Walter Gordon Theater	\$ 50,000
Cognitive Theory Postdoctoral Position	30,000
Community Service/Peace Corps	48,000
Domestic Violence Project	70,000
Exchange Program with Southern Africa	15,000
Neuroscience and Cognitive Science (continuation)	40,000
State Constitutional Studies	<u>50,000</u>
Total	\$303,000

The faculty at Camden are also partnering with faculty in New Brunswick and Newark in a \$135,000 SROA human/computer interface effort. This effort is indicative of the cross-campus collaborations that Camden seeks to accentuate as it moves forward.

PROGRAMS AND CURRICULA

UNDERGRADUATE PROGRAMS

The Camden College of Arts and Sciences and University College provide a broad-based, traditionally oriented undergraduate curriculum with majors in 24 disciplines leading to the B.A. or B.S. degree. A listing of departments with the number of faculty by rank is available in the CCAS/UC *Annual Report*. Similarly, data on the number of declared majors in each disciplinary area for the last two academic years are available in the CCAS/UC *Annual Report*.

There is a general curricular requirement of 60 credits demanded of all students regardless of major. The intent of this requirement is to provide every student with the strong arts and sciences background which the faculty believes essential to intellectual development, to success in the major, and to life after graduation.

All faculty teach not only the arts and sciences majors, but also the business students who do their first two years in CAS before being admitted into the School of Business for their final two years of study. Consequently, each semester brings a struggle to cover all necessary courses with a combination of a small number of full-time faculty, and a similarly limited number of part-time lecturers (PTLs). PTLs are funded largely from non-state, discretionary, and not wholly reliable sources of funds. A major goal of the planned effort to capture and reallocate internal resources is to provide more stable sources of funding for PTL needs.

The organization of departments in CCAS is currently under review by a faculty committee charged by the acting dean to review this matter. Specifically, the committee has been charged with reviewing, among other issues, the continued viability of a number of smaller one-, two-, and three person units, with an eye toward amalgamating related units into broader-based departments. The committee's report is due in the Spring of 1998.

Humanities/Fine Arts

Among the humanities, English is by far the largest program, not only in number of majors, but by reason of its responsibility for service courses. Two semesters of English composition and one of literary masterpieces, as well as a possible fourth course in either literary masterpieces or advanced writing, bring the entire student body to the department. Sixteen full-time faculty and nine teaching assistants, along with a varying number of PTLs each semester, staff these service courses, the major, a journalism minor, and a master's program. Like so many departments at Rutgers-Camden, there is constant pressure to stretch slim resources to cover a wide range of needs.

The history department ranks second in number of majors and fares somewhat better with regard to staffing necessary courses. Philosophy is a small department, but it continues to attract a consistent following, as do the foreign language departments (French, German and Spanish). It must be stressed that all of the above departments, as well as religion and Russian, which have no major, besides teaching their majors, provide basic courses which fulfill the general curricular requirement.

Fine Arts related majors are offered in art history, studio art, music and theater arts. In addition, the music department sponsors an annual series of lunch time and summer concerts, the theater department mounts three or four productions annually, and art faculty and students exhibit their work in the Stedman Art Gallery. The art department has recently moved to develop new courses in the area of computer design and graphics, and in 1996 was given the university-wide award for Programmatic Excellence by the Office of the Vice President for Undergraduate Education. It is clear that in fine arts, as in the humanities, small numbers of highly dedicated, hard-working, and skilled faculty are making a tremendous impact.

Social Sciences

There are five social science departments in the Camden College of Arts and Sciences: economics, political science, psychology, sociology, and urban studies. Students majoring in Sociology may also further specialize by choosing one of a number of minors within the department, such as anthropology or criminal justice. Criminal justice is also newly available as a major, providing specialized background for those with an interest in law enforcement and corrections. One of the lines made available through internal resource allocation will be dedicated to staffing this new major, as part of the effort to build programs of broad appeal to buttress enrollment.

The social science departments prepare majors for careers in business, government, law, and education, as well as for graduate study in their respective areas. Advanced students in each of these departments have the opportunity to become involved in research. In addition, it is possible for students in the urban studies program to earn the Urban and Regional Planning Certificate and meet the requirements established by the New Jersey State Board of Professional Planners for the state examination for licensed professional planners. The Departments of Psychology and Political Science offer major programs for evening students.

Most of the social science departments also offer students the opportunity for some sort of practical experience in the field. Political science majors who minor in public administration are required to complete an internship in government service through work and study in a public agency. Psychology majors may earn credits through field work in a mental-health agency or institution in the community. As part of its criminal justice program, the sociology department provides a supervised internship in a criminal justice agency. The urban studies department offers courses that involve community service, field placement, or practical experience with planning applications in the local area.

The social sciences are, as a group, the most popular arts and sciences majors at Rutgers-Camden. In the 1995/96 academic year 589 degrees were awarded in 24 majors in the arts and sciences, of which 247 (42%) were in one of the five social sciences. Moreover, many students with other majors, like nursing or management, enroll in social science courses either as an ancillary requirement of their major department or as part of a minor. This popularity of the social sciences, however, has had some unfortunate consequences, producing generally large classes and allowing for very few seminar-style courses. In the fall 1995 semester, there were 75 courses offered in the social sciences, only two of which had enrollments of less than 10. The psychology department, as an example, offered 18 courses, 11 of which enrolled over 50 students, with an overall average of 64.2 students per section.

Plans are for one of the lines made available through internal resource reallocation to be dedicated to the psychology department, for a behavioral psychologist. A recent external review of the department pointed

to the need for such a position in this otherwise very strong, heavily popular, and well-rounded unit. The position is also viewed as an essential building block for the development of a master's program.

Mathematics and Computer Science

Until 1996 computer science and mathematical sciences were administered jointly by the Department of Mathematical Sciences. Starting in the fall of 1996 a new and separate Department of Computer Science was created (final approval pending). This separation has energized both departments.

The Department of Computer Science, the newest department at Rutgers-Camden, faces the unique challenge of bringing this program to a new level of growth and academic excellence. This is anticipated to culminate in accreditation of the department by the National Association for Accreditation of Computer Science, by the year 2001. It draws on the strong foundation of a day and evening undergraduate program which was established 15 years ago. Over the years, computer science has grown into one of the largest programs on the Camden campus. In 1995, the department had 160 majors, ranking fifth in total student enrollment among the 25 major programs. The graduates are employed by such prestigious firms as IBM, AT&T, Computer Sciences Corporation, Lockheed Martin, Unisys, EDS, and Digital Equipment Corporation.

Currently, students majoring in computer science may choose between two options: computing sciences or information systems. The computing sciences option provides a solid foundation in computer science through a well designed set of core courses that teaches the theory, abstraction, and design of software and hardware systems. In addition, a rich set of electives allows students to specialize in one of the subfields of computer science (e.g., software engineering, artificial intelligence, computer graphics, or computer communication networks). The information systems option is intended for students who are interested in computing and information processing as encountered in business and industry. In addition to core courses in computer science, students using this option take several courses from a list of business electives (such as accounting, finance, or economics) to expose them to the unique information technology needs and requirements of business and industry. Both the computing sciences and the information systems options prepare students well for their careers and provide a strong foundation for lifelong learning through professional development and/or graduate study.

The Department of Mathematical Sciences is one of the largest (13 members), most versatile, and active research departments at Rutgers-Camden. Its faculty includes pure and applied mathematicians and statisticians. The department offers undergraduate, graduate, and combined degrees in pure and applied mathematics. In addition, the department services a large number of mathematics education majors. This academic year, two mathematics faculty have been appointed visiting faculty at the Institute for Advanced Study.

During the 1995/96 academic year, both the undergraduate and graduate curricula were completely redesigned, incorporating new technology. Interactive teaching is currently going on in a variety of new and redesigned courses such as "Glimpses of Mathematics," "Mathematics on the Web," and "Visualizing Mathematics by Computer." Student response has been overwhelmingly positive, and these courses have the largest enrollment of any departmental offering in the upper-division undergraduate and graduate category. Student achievement is exemplified by two graduate students participating in the extremely selective

Hypertext Conference at the Geometry Center at the University of Minnesota in summer 1996, and an undergraduate student receiving an NSF-sponsored internship at the National Astronomy Ionosphere Center, Cornell University.

The Department of Mathematical Sciences has several outreach programs for high-school juniors, seniors and high-school teachers in the surrounding community. “Mathfest ‘96,” a one-day program where 100 high school seniors visit the campus and participate in computer graphics shows using SVL1, is one departmental initiative of this type. The “Best and Brightest in Camden” program, a similar effort, mentors 25 high-school seniors per year to develop them as future Rutgers students.

Natural Sciences

The natural sciences (biological sciences, chemistry and physics) offer both a major and a minor in their areas of concentration. Teacher certification in the major is available in each department by completing the requirements in the major and satisfying the requirements of the teacher education program. Students in each department have the opportunity to become involved in research.

Two semesters of a natural science are required for all students at the Camden College of Arts and Sciences. Therefore, collectively, the biological sciences, chemistry and physics departments serve a large number of students each semester. Biology has the largest number of majors and graduates, with an average of 40 students each year.

The biological sciences include biology, microbiology, physiology, plant physiology, and zoology. The major is designed to meet the minimum requirements for students interested in biology, premedicine, predentistry, preveterinary medicine and related fields of biological concentration.

The chemistry department is accredited by the American Chemical Society’s Committee of Professional Training. Students must complete a prescribed program of study to be certified by the committee. Four options are available for students: the Certification Program, the Traditional Program, the Biochemistry Program, and the Chemistry/Business Program (combines non-laboratory aspects of the chemical profession and the academic prerequisites for the M.B.A.) Two semesters of undergraduate research are required for the Certification Program. All students are encouraged to consider independent research. Numerous students avail themselves of this opportunity and then attend local, regional and national meetings to present their research.

Students admitted to the College of Pharmacy in New Brunswick can take their first two years in Camden. The pre-pharmacy program also serves students who are admitted to Camden and who may transfer to New Brunswick or another college of pharmacy after two years. Planning is well underway on a joint Camden/New Brunswick Pharm. D. Program (also noted in the “New Initiatives” section that follows) that will enhance this option.

The physics department provides two options for the undergraduate. The first option is traditional for students interested in experimental and theoretical physics or computational physics. The second option emphasizes the application of computers to physics and is valuable training for industrial employment.

The pre-engineering program leads to either a B.S. (four year) or a joint B.A./B.S. (five year). In both cases, the first two years may be taken at Camden. For the B.S. (four-year) program, the student may transfer to the College of Engineering after successfully completing a prescribed course sequence. For the five-year program, the last three years are taken at the College of Engineering and a liberal arts college in New Brunswick (Douglass, Livingston, or Rutgers).

The general science program provides a broad knowledge of the biological, physical and mathematical sciences. The curriculum is taken from each of the fields of science and, hence, is supported by the biology, chemistry and physics departments.

Professional Departments

There are three professional departments in the College of Arts and Sciences, which prepare students for specific careers in the areas of Nursing, Social Work, and Education. The nursing program is accredited by the National League for Nursing. Students who wish to major in nursing must apply to the department for acceptance during their sophomore year and then complete their departmental course work during their junior and senior years. Although the School of Social Work is located in New Brunswick-meaning that faculty members in social work at Camden are actually not members of the Camden College of Arts and Sciences-it offers a professional degree program to Camden students, preparing them for practice in the field. The Education Department provides courses leading to state teacher certification in elementary education or in specific subject matter fields. No major is offered, since the state requires that students seeking certification must major in one of the liberal arts disciplines. Recently, students in large numbers have shown great interest in acquiring certification. To accommodate this demand, new resources to support the oversight of student teachers are being added to the department budget, thereby eliminating a major bottleneck in the teacher education process at Rutgers-Camden and allowing more majors to enroll. Demographic trends reveal that southern New Jersey will soon be in need of more teachers, and an expanded certification program could draw a substantial number of students to our campus, in line with efforts to grow enrollment overall.

Interdisciplinary Programs

The College of Arts and Sciences offers three interdisciplinary programs. A major and a minor are available in Afro-American studies. Women's studies offers only a minor program, but one which includes offerings from 15 different departments. The new minor in film studies is a joint venture by the Departments of History, English, and Art.

UNDERGRADUATE PROGRAMS IN DEVELOPMENT

The Arts and Sciences undergraduate curricula undergo continuous modifications and expansions to accommodate the needs of the student body. Development of popular programs that will assure the recovery of lost enrollment are a special priority. During the past three years, nine new academic programs have been proposed, and eight are continuing in various stages of development or implementation. A program in wellness studies was dropped from the roster of programs in development after it failed to win preliminary approvals. Together, these initiatives exemplify the colleges' efforts to offer more pragmatic courses of study that will enable students to become more versatile members of their communities. Therefore, while the

colleges continue to offer the rich, classical undergraduate Liberal Arts and Sciences curriculum at Camden, efforts are being made to incorporate increasingly more flexible programs that will ease our students' transitions into their careers.

The following is a program-by-program update of these eight faculty-led initiatives.

(1) Arts Management Track

This initiative is intended to train interested students (e.g. management majors from the School of Business, museum studies minors from Arts and Sciences, and many others) in the business and fiscal aspects of the visual and performing arts. Faculty from both Arts and Sciences and the School of Business would offer a series of courses leading to an area of concentration rather than a formal degree. Career objectives supported by this track include art consultant, corporate art director, free-lance graphic designer, arts grant specialist, advertising, and marketing.

To date curriculum development is underway by appropriate faculty from each unit, and small and medium-sized nonprofit arts organizations are being contracted for their input.

(2) B.S. in Biomedical Technology

This degree program is undergoing a name change and enhancement (it was formerly a B.S. in medical technology), to broaden its appeal and to recognize the development of current clinical practice in the profession. In addition, tracks may be added in the area of allied health sciences to accommodate student needs. In collaboration with Cooper Hospital/University Medical Center-Camden, medical technology has been approved by the Arts and Sciences dean's office as the first track in this new degree; and, a second track, cardiovascular perfusion, is being developed by the faculty. The medical technology track requires approval of the Camden Provost's Office and the President's Cabinet. The cardiovascular perfusion track will need to be first considered by the Camden Faculty Senate after it leaves the biology department. Other tracks under consideration include medical radiography and radiation therapy.

(3) B.A. in Criminal Justice

In spring 1997, the faculty in the Department of Anthropology, Sociology and Criminal Justice submitted a proposal to the Faculty Senate for a B.A. in criminal justice. The proposal called for the addition of two criminal justice faculty to complement the 2 positions now in the department that can support the program. A bachelor's degree in this area would serve the needs of a broad spectrum of law enforcement officials. This program is in the advanced stages of approval for a fall 1998 start, and one of the first faculty lines created in the current program of internal resource reallocation will be used to support a new sociology department member who will, with existing faculty, enable the major to be offered. A consultant visited the department in fall 1997 to perform an external review of the potential program's viability, with a report expected shortly. A national search for the new faculty member will commence upon a favorable report. The sociology department has complemented its rigorous academic program development effort with an equally substantive effort to reach out to all area community colleges with criminal justice or police science curricula, and develop them as feeder institutions to this new program. The increasing professionalization of policing appears to guarantee that this program will be a success.

(4) Film Studies Major

Under development by the FAS history department, in conjunction with several other arts and humanities departments, this initiative is intended to expand the current film studies minor so that technological aspects of film making may be pursued by our students.

(5) B.A. in Liberal Studies (University College)

This proposal aims to attract students who have technically-oriented associate degrees from community colleges, and who now wish to complete a four-year degree. An external evaluator visited the campus in February 1997 and further reviewed the proposal, as part of the university's extensive program development review process. The program was approved by the University Board of Governors in spring 1997. A faculty program coordinator has been designated, and advertising of the program for the fall of 1998 has been undertaken.

(6) Post-Baccalaureate Premedical Program

Market surveys are being developed by FAS science faculty to determine the level of interest in this program. It is envisioned that course work over an academic year and two consecutive summers would prepare students in this program for entry into medical (and other allied health) school regardless of prior training. Low costs, a superb faculty, and the ability to build on a history of interactions and articulations with neighboring medical institutions would be key components to the anticipated success of this program.

(7) Pre-Agriculture Major

This planned program would be part of an ongoing effort to establish a nutraceuticals institute in Camden. Consisting of a consortium of university, government and industry concerns, the nutraceuticals institute would provide educational opportunities for food-industry personnel in our service area. Upon completion of general degree requirements at Rutgers-Camden, students would transfer to Cook College to satisfy requirements for the agriculture degree. One significant aspect of this program is that it would support efforts to expand our student recruitment efforts more widely into Cumberland, Salem and Cape May counties, where agriculture remains an important part of the economic base.

(8) B.A./M.P.A.

An accelerated program that will award a B.A. in political science, and an M.P.A. in public administration in a five-year course sequence this program is moving toward approval for the fall of 1998.

University College

University College, the predominantly evening degree-granting unit, is designed to provide adults access to a high-quality educational experience. Bachelor of Arts degrees are given in computer science, english, history, physics, political science, psychology and social work (until spring 1996). Evening students can also earn Bachelor of Science degrees through the School of Business in accounting and management,

and since 1994 also in finance and marketing. The programs provided are identical to those offered during the day both in terms of requirements and course content. The full-time faculty of Arts and Sciences and the School of Business teach at night as well.

The past decade can best be described as one of retrenchment for University College. Budget cuts in 1989 substantially reduced the college's support budget. The community outreach programs at Underwood Memorial Hospital and Cherry Hill East High School were affected. Nursing courses at the hospital ceased that year. The 1988/89 *Annual Report* stated that the budget situation "...[called] into question the operation of the (Cherry Hill) off-campus center, which might have to be discontinued." This action was delayed until August 1992, when the Cherry Hill Center ceased operations. The budget reductions and termination of both off-campus programs decreased the number of classes available at night, and contributed to a 26% drop in the size of the student body, from 972 to 714 over this 10-year period (8% of this decline appears to be explained by assignment of upper-level business students to the Business School).

The fact that Camden County Community College (CCC) has a fully funded \$6 million satellite campus in design for Cherry Hill, and that Rutgers-Camden has a continuing need to assert a greater regional presence, rather than limit itself to a center-city Camden location, and grow enrollment, all suggest that it is time to revisit the concept of offering classes in Cherry Hill. An agreement has been reached with CCC that Rutgers-Camden can offer classes at CCC-Cherry Hill in exchange for a capital commitment made during the building phase. The details of this agreement, as well as the development of an appropriate curriculum, are only now being worked out. It is clear, however, that all units, including graduate programs, will be represented at the facility.

A committee was formed in 1993 to discuss ways to enhance University College. The resulting report, *Serving the Non-Traditional Student: An Agenda for Growth and Revitalization*, proposed a new B.A. degree program in liberal studies. This major is designed, as noted above, to tap into a new adult student market: individuals with associate of applied science degrees from local community colleges. The rationale is that these prospective students have already completed their technical studies and are employed in those fields. The program operates under the assumption that what these students want and need is the broad-upper division liberal arts experience which the Rutgers-Camden faculty is especially well suited to provide. The curriculum is built around a six-credit course, "Mastering the Liberal Arts," which is designed to prepare the students for the intellectual challenges that they will face in upper-division liberal arts courses by reinforcing their skills in reading, writing, and quantitative areas.

International Studies

One of our most attractive and popular programs, international studies offers short study trips abroad in conjunction with departmental courses taken for regular credit. The departments of art, English, history, Russian, sociology and Spanish, and others, have organized courses around trips to Italy, England, Mexico, Russia, Indonesia, Namibia, and South Africa. Rutgers-Camden is the only college in the nation that, to our knowledge, offers a Namibia option. Plans to enhance the college's African connections are described in the section on "Innovation." These trips give our students (who could not afford a semester or junior year abroad) a brief but wonderfully enriching experience of another language, society, and culture.

GRADUATE PROGRAMS

Rutgers-Camden offers nine master's-level programs. These programs are described below. (The campus also offers an M.B.A. through the School of Business. This program is described in the section on the School of Business that follows.)

Biology

The M.S. program in biology provides an opportunity for students to concentrate in cell and molecular biology, neurobiology, ecology, or physiology. A research thesis may be pursued; a nonthesis option is available as well. A Master of Science for Teachers (M.S.T.) program is available to broaden and deepen knowledge in science among biology teachers. Since 1971, over 100 students have completed the M.S. program at Camden and gone on to pursue doctoral or professional degrees, and careers in research institutions, industry, and environmental management. Most faculty members are also affiliated with Ph.D. programs at Rutgers-New Brunswick. Some students, in fact, may receive advanced degrees at Camden by continuing their doctoral work with one of the Camden faculty through enrollment in a university-wide program, a model for providing upper-level graduate education on the campus that, while less than optimal, appears to work well, especially given resource issues that will constrain the development of locally based doctoral-level education for the foreseeable future.

In addition to on-campus facilities for instruction and research, other opportunities exist for field work at locations such as Little Egg Inlet Marine Field Station, Pinelands Field Station, and the Murray F. Buell Biosphere Research Laboratory.

The program is designed with classes offered in the late afternoon, evening, and on Saturdays for those whose obligations limit their possible hours of attendance.

Chemistry

An important new addition to the Graduate School at Camden is the M.S. in chemistry program that will begin in the fall of 1997. This program will provide the only master's-level program in chemistry in southern New Jersey. The program responds to the needs identified in the *Plan for Rutgers-Camden Expanded* which emphasizes the significance of new economic challenges and opportunities that will arise from the demographic growth that is occurring in this region.

After a thorough background in chemical principles, advanced courses will emphasize two areas: materials chemistry and bio-organic chemistry. These fields provide essential scientific foundations for developments in chemical engineering and biomedical technology. The program will equip students to meet the growing needs for chemical professionals in industry and governmental agencies as well as prepare community college instructors and enhance the skills of secondary school teachers.

English

The English program is well established, and in 1996 enrolled the largest group of students in its 16-

year history. Although most students are local, an increasing number of applications come from outside New Jersey, especially for the writing program. Students admitted to the program had an undergraduate GPA of 3.62 and verbal and analytic GRE scores that totaled nearly 1100. Efforts to monitor students closely who are in the program have paid off in a low rate of attrition, with the result that 20 students received their degrees in 1996. One of these students received the Graduate School's Lansbury Award for Academic Excellence. Eight others took advantage of a new opportunity to enroll in an English course in the International Study Program. Students also began to enjoy expanded opportunities to take courses in history and liberal studies, which enable the English Department to meet its responsibilities to them while still offering only six courses of its own per term, as well as meeting its undergraduate responsibilities.

History

The history program moved successfully into its second decade with over three dozen students taking courses during 1996; a sizeable incoming class has pushed enrollments into the low 50s for 1997. As a result, the program is coming close to its maximum feasible size. Although the program offers no teaching fellowships, there were six full-time students. Three of the students are African-American, compared with none a year ago. Like students in English, history students are enjoying an expanded range of course offerings as a result of courses that are cross-listed with liberal studies. A new opportunity for intellectual enrichment has opened up for all graduate students as a result of the Lou Forman Memorial Lecture Series, newly established by the History Department.

Liberal Studies

The two-year-old interdisciplinary liberal studies program is growing steadily and now numbers over 40 students. The students represent a varied and interesting mix, their undergraduate majors ranging from art history and music through literature and psychology to engineering and business. About two-thirds are women, and minorities are well represented. Faculty are eager to teach in the program, with members of nine departments so far having offered courses. Course evaluations show that students are very pleased with the quality of the program. Cross-listing of courses has been vital to the program's success. There were close links last year to English and history, and this year there will be a cross-listing with public administration. Faculty from the foreign languages, religion, art, music, and other humanities enjoy an opportunity to teach at the graduate level by virtue of participation in the program. Several students have also availed themselves of the opportunity to take International Study Trip courses, which are especially attractive to students with interdisciplinary interests. The program was also enriched by the initiation of a series of lectures and colloquia for faculty and students, which were offered for the first time in the spring of 1996, and which will continue as an integral part of the program.

Mathematics

The three-year old mathematics program has only 11 students matriculated, but the quality of the program is high. Of the six students who have so far received degrees, three have gone on to Ph.D. work. We hope to attract more students in several ways: by scheduling new courses in academic year 1997/98 which are designed to attract people working in high technology industries; by advertising these new courses widely; by framing a new "Bridge Program" for high school teachers, designed to make it easier for them to come back to school after a lapse of several years.

In 1997, for the first time, the program presented a series of three lectures by a leading mathematician.

Nursing

The Graduate Nursing Program on the Camden campus is a collaborative effort between the Newark College of Nursing and the Graduate Department of Nursing at Camden. The plan at the time of the program's initiation was to offer the College of Nursing's established and National League for Nursing-accredited program as a satellite on the Camden campus. Initially fiscal support came from both campuses, while the College of Nursing took academic responsibility for the program and admission of students.

In the spring of 1990, the first Graduate Nursing course was offered on the Camden Campus, with ten students enrolled. Two courses per semester were offered in the following three semesters with a progressive increase in courses over the last several years. At this date, the program provides graduate nursing education to 100 plus students each semester. Between 1992 and 1996, the program was funded by two DHHS grants, which covered all expenses, a full time program coordinator and a part time secretary. In fall 1996 when grant funds ended, the Camden and Newark provosts continued support for the program from campus resources, and President Lawrence agreed to match the campuses' contributions with additional instructional resources and support staff. The program prepares students to be either Nurse Practitioners or Clinical Nurse Specialists, while specializing in adult/aged, community, family, parent/child or psychiatric/mental health nursing.

As this Graduate Nursing Program is one of only two located in southern New Jersey, there is much demand. As of spring 1997, graduate nursing courses began to be offered by Rutgers on the campus of Atlantic Community College, about sixty miles to the east of the Camden Campus. A class will be offered at Gloucester Community College in the Fall of 1997. These courses and are being offered via distance learning technology.

Physical Therapy

The Master of Physical Therapy Program (M.P.T.) is jointly sponsored by Rutgers Graduate School-Camden and the School of Health Related Professions of UMDNJ and is an example of the high-quality program that can result from interinstitutional collaboration. Such collaboration is a very significant option for program development on the campus, especially at the graduate level. The campus partners with UMDNJ in other areas as well (see "Master of Public Administration," below). The program is an entry-level physical therapy program designed to prepare health professionals who will function competently and creatively as members of a team of health professionals in a dynamic health care environment. The program's primary mission is to prepare generalist physical therapists committed to humanistic principles through education, scholarship, community service, and clinical practice.

The program's graduate degree curriculum builds upon liberal arts education, integrates the humanities, scientific theory, and clinical experiences to provide entry level competence in patient care, administration, health care programming, community education and service, and scientific inquiry. Students are provided with early integrated clinical experiences and required to participate in community service. The program has been accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association since 1990.

Public Policy and Administration

The Rutgers-Camden Master of Public Administration (M.P.A.) program started in 1978 and is fully accredited by the National Association of Schools of Public Affairs and Administration (NASPAA). The M.P.A. program has three specialized concentrations. The public management track prepares professionals for local, state, regional, or federal government or nonprofit organizations. The health care management and policy track is a joint program with UMDNJ and prepares health professionals with the managerial and policy knowledge and skills to succeed in the fast-changing health sector. The international development policy and administration track prepares students for overseas assignment with the Peace Corps and other international organizations. Sub-specializations include nonprofit/nongovernment management and development, community development and international municipal management. The Graduate Department of Public Policy and Administration also offers a J.D./M.P.A. in cooperation with the Rutgers-Camden School of Law. A reciprocity agreement exists with the M.B.A. program. As noted in the section on undergraduate programs in development, a five-year B.A./M.P.A. in cooperation with the undergraduate Department of Political Science is in development that will enable exceptional undergraduate students to fast-track into the M.P.A. The M.P.A. program has been highly successful in preparing professionals for challenging and responsible positions in both business and public life.

Graduate Programs in Development

A joint Doctor of Osteopathy/Master of Public Administration degree is in the final stages of approval. The program was developed with UMDNJ/School of Osteopathic Medicine at Stratford, New Jersey, and promises to enroll approximately six to eight students a year, with limited additional investment on the part of the two universities.

A master's degree in psychology is being seriously considered, after the recent external review of the department clearly indicated that, with relatively minor additional resource commitments, the unit had the capability to mount a credible program. A program in this area is being considered primarily, however, because it can meet a regional need that the campus is uniquely positioned to fulfill, given the quality of its faculty.

A Master's in Education, possibly in collaboration with the New Brunswick-based Graduate School of Education, is being discussed, as is a graduate program in computer science.

SCHOOL OF BUSINESS

The School of Business has upper-division undergraduate and graduate offerings. Lower-division undergraduate courses for future School of Business students are the responsibility of the College of Arts and Sciences and University College. The school had approximately 248 upper division undergraduate students in academic year 1996/97, and 145 graduate students. The faculty number 36. About 70% of business undergraduates are transfers, putting the school at the forefront of the campus need to develop enhanced relationships with county colleges.

Undergraduate Program

The undergraduate curriculum is divided into three components: the general educational foundation (60 credit hours); the business core (33 credit hours); and the major (accounting, finance, management, marketing) area (27 credit hours). One-half of the student's education (60 credits) must be outside the area of

business studies. Most of the general educational foundations are completed in the student's first and second years prior to admission to the School of Business-Camden; with most of the business core and major courses completed in the third and fourth years. In addition to the foundation provided by the general educational requirements which help the student learn to think clearly, communicate effectively, and become aware of the history, values, problems, and culture of our times, the School of Business-Camden's curriculum ensures the following areas are addressed within its business core and major area courses: ethical issues; global issues; political, social, legal, and regulatory issues; environmental issues; technological issues; and the impact of demographic diversity on organizations.

Within the major area, the program of accounting provides students with a comprehensive foundation in theory of accounting, financial accounting and reporting, managerial and cost accounting, taxation, concepts of auditing, and business law. The program provides students the foundation and skills to pursue careers with public accounting firms, corporations, government, and nonprofit organizations in addition to the background to sit for the Certified Public Account (C.P.A.), Certified Management Accountant (C.M.A.), and the Certified Internal Auditor (C.I.A.) examinations.

The program in finance provides students with solid theoretical and practical knowledge of domestic and international finance in the areas of corporate finance, financial derivatives, investments, portfolio management, financial markets, and institutions, preparing graduates to enter positions in corporation, financial institutions, brokerage houses, investment banks, and the government, as well as preparing them for postgraduate studies.

The program in management, constructed upon the foundation contained in the general curricular requirements and the business core, provides students with the academic foundation necessary to begin a career in management or with the basis for further study in business administration or related graduate fields, by deepening the student's knowledge of the principal components of the managerial job as well as management in general.

The program in marketing provides students with a solid foundation in marketing principles and techniques in addition to providing a focused study on the consumer and providing students with a foundation to investigate and analyze customers, other parties in the marketing channel, and external publics who may be affected by the marketing process.

Although the faculties that teach in the programs may propose changes to assure that the curricula continue to provide students with up-to-date relevant material in the classroom, a systematic curriculum planning, monitoring and revision process has been developed. This process focuses primarily on individual courses, and the curriculum of an entire program and consists of: (1) a review of the program objectives; (2) a review of the content of the various courses, (3) a review of curriculum; (4) survey information on programs at other schools; and (5) information gathered from other sources, such as the Placement Office.

Master of Business Administration

The Master of Business Administration (M.B.A.) program at the School of Business-Camden is designed to provide students with a broad professional education in business administration that prepares them for the increasingly complex demands of management, providing students with an appreciation of the

total enterprise as well as the basic functions of business. Graduates of the program typically seek employment with industrial and service businesses, government, and nonprofit organizations.

The M.B.A. curriculum consists of a minimum of 60 credits and has two parts: a required core program, which is based on the premise that there is a common body of knowledge important for managerial decision-making; and elective courses selected by the student, which allow the student the opportunity to concentrate in a specific area of interest. The required core consists of three areas: basic foundation skills; functional courses; and an integrative “capstone course.” The elective courses consist of: breadth courses, with the student taking one course each from three of the four business areas (finance, management, marketing, management information systems); and free elective courses, allowing the student to concentrate in a specific area or to enter into joint programs with the School of Law or the graduate program in public policy and administration.

LAW SCHOOL

The curriculum of the 730 student (1997/98) School of Law-Camden prepares students to enter the practice of law as capable, reflective professionals and to engage in informed, thoughtful inquiry about law and the legal process. To accomplish these goals, the curriculum devised by the 60 member faculty has some characteristics that it shares with many other law schools and some characteristics that are distinctive, as described below.

Students begin their legal studies in either a full-time day or part-time program, available day or evening. Both programs are subject to the same admission and academic standards and are taught by the same faculty. Upper level courses are scheduled and available to all students between the early morning and late-evening hours (9 a.m. - 10:30 p.m.). The full-time program typically requires six semesters of study, while the part-time program typically requires the equivalent of six semesters of study, but is actually completed in eight semesters plus one summer session.

In their first year (or the first and second years of the part-time program) students take a basic, required curriculum (28 credit hours) that examines core subjects and develops the skills that are essential to the study and practice of law. In the upper level program, students are free to pursue a largely elective program as they earn a minimum of 56 additional credit hours toward the 84-credit graduation requirement. The law school offers an unusually comprehensive range of course offerings at the upper level. Typically, more than 100 courses are taught each year. The curriculum provides both a broad exposure to diverse legal subjects and the opportunity to specialize in such particular areas as business law, criminal law, international and comparative law, public-interest law, and taxation. Moreover, throughout the course of study, the curriculum integrates the study of substantive legal doctrine, theories and perspectives on law and the legal process, the operation of law in practice, and the activities and skills of the practicing lawyer. Under a new graduation requirement, students now hone legal writing skills developed in the first year curriculum by taking courses with intensive writing components in both the second and third years.

The curriculum uses a wide variety of teaching methods and educational settings, ranging from large courses with challenging teacher/student discussion to small seminars that provide a forum for student research. In addition, students are encouraged to pursue their interest intensively by progressing from basic courses to advanced integrative experiences. Numerous client-centered and simulation courses in the upper-level curriculum enable students to develop litigation and lawyering skills. Oral advocacy skills are

sharpened through a variety of trial advocacy courses and upper-level moot court programs, including the popular Hunter Advanced Moot Court Program as well as specialized moot court competitions in labor, international, criminal and other areas of the law.

An outstanding Externship Program offers third-year students the opportunity to work with federal and state judges, public agencies, and public interest organizations, and to share their experiences with faculty members and fellow students in a clinical seminar. Other third-year students participate in the civil Practice Clinic, a live client clinic housed in the law school, representing elderly and disabled persons in a wide variety of legal matters, including social security disability cases, landlord/tenant disputes, consumer fraud actions and educational opportunity hearings.

Students have expanded educational opportunities available to them through an increasing number of joint-degree programs with other Rutgers academic units. For example, interested students may spend a year at the Eagleton Institute of Politics in New Brunswick while fulfilling the requirements of joint degrees in political science and law. Other Rutgers joint-degree programs are offered in urban planning in conjunction with the Graduate School-New Brunswick, in business administration either with the School of Business at Camden's M.B.A. Program or the Newark Graduate School of Management, in public administration with the Graduate School-Camden, and, most recently, in social work with the Rutgers Graduate School of Social Work. In addition, the law school is near to launching a joint J.D./M.D. program with the UMDNJ/Robert Wood Johnson Medical School-Camden, one of only half a dozen such programs currently available in the nation.

Through its Pro Bono Program established several years ago, the law school seeks to fulfill a twofold goal of serving the needs of the poor and underrepresented populations in the surrounding community while simultaneously providing students with experiences that complement the externships, law clinics, and lawyering skills courses in the curriculum. Working with legal practitioners, the courts, and the public, students participate in a wide range of *pro bono* activities including mediation, bankruptcy, domestic violence, legal education, and income tax assistance.

Finally, one of the great strengths of the law school curriculum is the quality of the faculty who teach it. As befits its status as part of a comprehensive research university, the law school prides itself on the scholarly research of its faculty and the extent to which that research penetrates and invigorates the curriculum. Many faculty members have written leading books and articles and have participated in law reform or innovative teaching enterprises that are designed to enhance students' educational experiences at the law school.

OUTCOMES/INSTITUTIONAL EFFECTIVENESS

Rutgers-Camden locally administers a number of standard, system-wide accountability measures to assure the ongoing quality of its programs and services. As a mature institution, the University has long had a number of measures in place to gauge outcomes and effectiveness, all of which work well. Examples of these measures are described below.

PROGRAMS AND CURRICULA

The campus, as a matter of policy, seeks and obtains accreditation from every relevant entity for each of its eligible programs. All campus programs that can be accredited are accredited, except for computer science, which is in process. The campus reviews at least one program a year via a method involving a two-day visit by two outside reviewers, who then issue a written report. The report is transmitted by the campus to the central Committee on Standards and Priorities in Academic Development (CSPAD), which conducts further discussions with the department and issues a report that includes a ranking. This ranking is used in the resource-allocation process, so that resources can be channeled to problem areas, or already strong programs strengthened further. Sociology/anthropology and chemistry were recently reviewed, and a review of psychology was just completed. As a result of these reviews, lines were allocated to the Departments of Sociology and Psychology, and a graduate program was established in chemistry.

Each college and school on the campus prepares an annual report. The reports of the College of Arts and Sciences/University College, the School of Business, the Graduate School, and the Law School are available for review. These reports contain an inventory of the school's achievements for the year, a list of faculty accomplishments, and demographic and statistical data. Over the years the format for these reports has been standardized as well.

STUDENT SERVICES

Student Services units are actively involved in assuring the success of Rutgers-Camden students, and a number of programs have been implemented to gauge their effectiveness. Individual units within the student life area have formed a number of student advisory boards to propose, develop, and assess services. Periodic reports are issued by other areas.

The Student Development Office instituted a four-week warning system, which, when combined with the university standard seven-week warning system, helps students identify and correct academic deficiencies, and thereby enhance retention.

The Career Planning and Placement Office prepares an annual report on the disposition of each year's graduating class. This report is broadly distributed, and is further promulgated in abstracted form in the annual reports of each school and college on the campus. (The Law School has a separate Career Development unit, reporting to the law dean, in recognition of the unique aspects of legal career development and placement.)

The College of Arts and Sciences, the School of Business, and the Law School have separate academic advising units. A combination of staff, faculty, and peer advising is used in each case, tailored to the specific requirements of each unit.

The campus also has an undergraduate Learning Resource Center that provides tutoring for a self-selecting cohort of interested students. (The Learning Resource Center is described in more detail in the section on "Student Services.")

RESEARCH

The Office of Sponsored Research, the campus unit that supports grant-writing and grant-administration on the campus, and whose functions are more fully described in the section on "Faculty," supplies annual reports on the volume of grant activity on the campus.

SERVICE

Faculty service activities are described in the college annual reports. Campus service programs are outlined in an annual brochure that is widely distributed in the region.

ADMINISTRATION

From time to time, the campus conducts the external reviews of administrative functions. In the last few years, an external review of the Police Department was conducted. A review of campus business functions by the higher education/public-sector practice of DeLoitte & Touche was just completed. Two key recommendations of the report were implemented in August, 1997: consolidation of the state-funded and auxiliary business offices into a single Campus Financial Services unit, and consolidation of the housing and general campus custodial forces into a joint facilities maintenance organization. These moves freed state-funded line resources for conversion to faculty lines; and recruiting for two of the faculty positions that will be supported by these resources, in psychology and criminal justice, has already begun.

ADMISSIONS

The past decade has been one of significant change at both the undergraduate and graduate levels. The number of graduate programs has grown substantially, as has application volume. Both the undergraduate and Law School divisions have, however, experienced declines in applications, particularly during the past six years. A number of factors have affected our enrollment patterns; including a decision to raise the academic profile of the entering class, as measured by SAT scores, demographic trends, community college enrollments, the distressed urban location of the campus, and an increasingly competitive and aggressive marketplace. The campus recognizes, and has developed an action plan to address, these enrollment issues, and those plans appear to be bearing fruit, based on our experience in fall 1997. These plans are detailed below.

UNDERGRADUATE

Camden College of Arts and Sciences

CCAS has experienced a decline in new student applications and enrollment at the undergraduate level for the past few years, although this trend appears to have stabilized this fall. During this time the average SAT scores of admitted freshman have risen, while scores of enrolling students have dropped since 1991, when controlled for recentering. Quality also appears to have stabilized this fall. Profiles of freshman and transfer classes since 1992 are contained in Tables 3 and 4 below.

Table 3
CCAS Fall Freshman Class

	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>
Applicants	3,145	3,366	3,277	3,953	2,908	3,203
Admits	1,596	1,752	1,826	1,798	1,656	1,934
Enrolled	245	232	252	250	191	272
% Admitted	51	52	56	66	57	60
% Enrolled	15	13	14	14	12	14

The decision to raise the quality of the freshman class, as measured by SAT scores, corresponded with a decline in both the mean SAT scores of our first-year students and the number of students who have chosen to enroll.

At the same time, the quality of admitted and enrolling transfer students, as measured by college GPA, has remained fairly steady. Detail on the transfer cohort of entering students is contained in Table 4 below.

Table 4
CCAS Fall Transfer Class

	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>
Applicants	1,534	1,663	1,398	1,353	1,319	1,309
Admits	885	945	837	776	797	843
Enrolled	432	464	435	387	382	390
% Admitted	58	57	60	57	60	64
% Enrolled	49	49	52	50	48	46

The yield for both freshmen and transfers decreased during this time, with the most noticeable decline seen in the freshmen class entering in the fall of 1991. Since 1992, yield has also been affected by a change in the university-wide application, which now allows students to apply to up to three colleges for one fee. This policy has provided students with the opportunity to apply to more colleges without paying additional fees, and to some degree, has resulted in “false applications.” Last year, for the first time, we enrolled fewer students than needed to reach our goal.

University College

During the past ten years, new student enrollment at University College (UC), has also been affected by the above factors, and by the establishment of the “University College Option.” This program allows applicants to CCAS to be admitted instead through University College, in order to strengthen their academic performance prior to affiliation with CCAS. Students admitted through this option may change their affiliation to CCAS after a year if they are in good academic standing at UC.

Freshman application volume at UC has declined somewhat since 1993, as has the transfer volume. The yield for admitted freshmen has declined during those years as well, while the transfer yield has remained consistent.

RESPONSES

Recently developed and implemented responses to the enrollment issues that have been identified above include: development of an honors program, development and enhancement of academic programs for “hot majors,” merit-based scholarships for undergraduate students, enhancement of campus aesthetics through a “public spaces” improvements initiative, and joint programming with successful Camden attractions such as Sony Blockbuster Entertainment Center and the Aquarium.

As noted elsewhere in this report, the campus has funded selected new programs that will be attractive to new students, such as criminal justice, and plans to diversify the locations of its offerings geographically, initially to Cherry Hill, and also to Atlantic and Cape May counties. A major new scholarship program has been implemented for the fall of 1997: offering 80 half-tuition scholarships for students meeting a very high scholastic standard. As of the date of this report, all 80 of the available scholarships were awarded this year, with a fairly short lead time for advertising. Eighty new scholarships have also been authorized for the coming year, with some possible emphasis on transfer aid in this round. The previous effort focussed on first-time freshman. Broad-based, continuing success is expected with this program, which has materially improved the SAT profile of the entering freshman class.

The competitive environment in our market area has changed radically in recent years, with well financed, aggressive competition surfacing; accordingly, we have begun to strengthen our ties with our primary market area-southern New Jersey including Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, and Salem counties. The new provost of the campus has personally visited the presidents of all the community colleges in the eight southern counties of the state to introduce the campus to these critical sending institutions, the first time such high-level contacts have ever been made. In response to the resulting high-level conversations with key community college administrators, a transfer ombudsman has been appointed at Rutgers-Camden to facilitate the transfer process for this very important cohort of entering students. We are also more aggressively marketing to and establishing relationships with greater numbers of national prospects. We are also paying particular attention to those applicants who have listed Rutgers-Camden as their number one choice at the university, with aggressive follow-up contacts throughout the admissions process. To that end, we have developed a system based on computerized management of data to facilitate student contact within a centralized process. This database has allowed for a campaign to increase contact with prospects and admitted students, and to improve yield by emphasizing personalized service and individualized attention.

A new, comprehensive honors program, now in its first semester of operation, is designed to enroll and retain more of the high-achieving students whom we admit. The new honors program has been a very strong success, with over 80 students enrolled in the for-credit seminar program for the fall of 1997. Expanded newspaper advertising, development of new campus-specific promotional materials, and creation of new and expanded recruitment events, are also well underway.

GRADUATE

There have been significant change and growth in graduate education at Rutgers-Camden during the past 10 years. Application volume and new student enrollment have risen fairly consistently with the addition of new programs. During the last two years there has been a slight downward trend in the number of applicants to the physical therapy program. However, this program has no problem in enrolling the number of desired students, due to an enduring overall surfeit of quality applications.

The graduate dean and program directors have advertised in the newspaper and *Peterson's Guides*, developed brochures and posters, and sent mailings to high-school teachers and principals. Both graduate and undergraduate information is also accessible via Web sites.

We expect an increase in application volume with the introduction of a new graduate program in chemistry in the fall of 1997. However, continued growth at the graduate level would be greatly enhanced by the development of more scholarships and teaching assistantships.

Law School

The Law School has also experienced several years of decline in application volume. This pattern mirrors a national demographic trend as fewer students graduate from college, while those planning to enter the legal profession have experienced limited placement for law school graduates. It is also possible that many prospective students no longer consider the legal profession to be "glamorous." Despite this decline, the Law School has been successful in meeting its enrollment goal, both in numbers and diversity.

The Law School's goal is to attract a diverse group of highly talented individuals. Over the past few years, several factors have affected the law school's ability to achieve that goal; some of these factors are within the school's control, others are not. The headline in a recent LSAC publication asks "Where have all the law students gone?" The number of Law School applicants nationwide has declined steadily since 1990/91 when more than 94,000 people applied to law school. The chart below details the number of applicants to ABA-accredited law schools, and the percentage change from the prior year, for each of the past six applicant years.

Table 5
National Law Applications, 1990-Present

1990/91	94,026	
1991/92	91,954	-2.2%
1992/93	86,104	-6.4%
1993/94	84,574	-1.8%
1994/95	78,821	-6.8%
1995/96	70,900	-10.0%

As this table highlights, the national applicant pool has decreased 24.6% for this six-year period. What is even more troubling, the two regions of the country from which the law school draws most of its applicant pool, New England and the Northeast (consisting of New Jersey, New York, Pennsylvania), suffered the greatest decline in applicant volume of the ten LSAC-defined regions, far exceeding the national averages. The number of applicants from New England declined from 7,391 in 1990/91 to 4,247 in 1995/96, a 42.5% decline for the six-year period; the number of applicants from the Northeast region dropped from 20,480 in 1990/91 to 13,120 in 1995/96, a 35.9% decline. The one-year change from 1994/95 to 1995/96 for these two regions was -15.2% and -11.0%, respectively. Perhaps even more striking than the national and regional decline in the number of applicants is the fact that the 70,900 nationwide applicants in 1995/96 were

competing for 43,676 seats in the law schools' entering classes.

Numerous reasons have been advanced for the decline in law school applicants, including limited employment opportunities for entry-level attorneys, stagnant salary levels, rising costs of legal education, demanding professional responsibilities, negative public image, and even the demise of television shows such as "LA Law" and "Perry Mason." In addition, the number of U.S. 22-year-olds and the number of bachelor's degrees conferred (aged 20/34) declined significantly over the past few years.

These factors suggest a decline in the number of applicants to the law school comparable to the national figures. The law school's applicant pool decreased almost 38% from 1990 to 1995, compared to the nationwide decline of 24.6% over the same six year period, but relative by in line with regional norms. The following chart details the number of applicants to our Law School and the percentage change from the prior year. Most troubling is the fact that the 21.6% decline in applications to the Law School was almost double that of the national decrease from the 1995/96 applicant year.

Table 6
Rutgers-Camden Law Applicant Pool, 1990-Present

1990/91	2,659	
1991/92	2,424	-8.8%
1992/93	2,318	-4.4%
1993/94	2,084	-10.1%
1994/95	2,111	+1.3%
1995/96	1,656	-21.6%

As a result, the Law School accepted a much larger portion of the 1995/96 candidate pool in order to achieve the desired entering class size for 1996.

The shrinking candidate pool has also had a negative impact on the entering class profile, particularly the mean LSAT. The mean undergraduate grade point average (UGPA) has improved since 1990/91 but the 3.18 mean UGPA for the 1996 entering class was slightly below the mean UGPA for the prior year.

Table 7
Rutgers-Camden Entering Law Academic Profile

	Mean UGPA	Mean LSAT and Percentile
1990/91	3.1	36 (70%)
1991/92	3.11	158 (77%)
1992/93	3.14	157 (75%)
1993/94	3.14	157 (73%)
1994/95	3.24	155 (69%)
1995/96	3.18	154 (65%)

The Law School is committed to diversity and has increased the number of students of color in the student body from a low of 8% in the mid 1980s to approximately 25% of the fall 1996 entering class. The chart below sets forth information regarding the UGPA and LSAT for regularly admitted students and minority students.

Table 8
Diversity Profile

	Regular UGPA	Regular LSAT	Minority UGPA	Minority LSAT
1990-91	3.20	40 (87%)	2.8	31 (47%)
1991-92	3.20	162 (88%)	2.9	151 (52%)
1992-93	3.22	160 (84%)	3.05	152 (55%)
1993-94	3.18	158 (77%)	2.99	152 (54%)
1994-95	3.30	157 (77%)	3.04	150 (48%)
1995-96	3.32	156 (75%)	3.06	150 (48%)

The law school has instituted an academic success program to assist students in achieving their academic goals. This program is available not just to minority students, but to all students who believe they may benefit from additional guidance.

Unfortunately, expectations are that nationwide applications will be down for the sixth consecutive year. In a recent issue of the *Law Services Report* (September/October 1996), Philip Shelton, President and Executive Director of LSAC, stated “early numbers tell us that the 1996/97 application year will be worse

than last year....” Shelton predicted that applicant volume would be down 5 to 9% from 1995-96.

In the face of such forecasts, the Law School has resolved to increase its marketing and recruiting efforts, even though doing so requires a commitment of scarce financial resources. A graphic designer was hired to assist in the development of a new admissions brochure. The brochure has a crisp, contemporary look and projects a very different image from the simple two-color sheets produced internally in past years. The brochure highlights the law school’s outstanding educational program, talented faculty, innovative *pro bono* programs, and extensive career services resources.

The Law School has also focused on recruitment activities in order to increase the candidate pool and convert more accepted students into matriculants. Additional fiscal and personnel resources have been dedicated to recruiting. Admissions staff personnel will attend all six LSAC-sponsored law school forums and visit numerous other schools in the Delaware Valley and New Jersey and beyond; faculty members will also become involved in recruitment. Receptions and mock classes and will be held at various times at the Law School and on the Rutgers-New Brunswick campus. In addition, prospective students are invited to visit a Law School class.

A recent Law School reorganization was designed in part to provide senior executive oversight for the admissions process. An associate dean for student services was appointed in July 1996 to coordinate and facilitate management of the law school’s student-services functions, permitting the sharing of resources and infusing energy into these areas. This change will also emphasize to both applicants and enrolled students that we take seriously our responsibilities in all areas of their legal education and strive to offer them the best possible resources in student services to complement their academic experience.

In addition, the Law School has downsized the entering class from approximately 250 to 230 students. To compensate for the smaller first-year class, the Law School has accepted and enrolled more transfer students. Almost all matriculated transfer students have been in the top 25% of their class at the sending school. Visiting or nonmatriculated transfers must be in good standing at their home school and have written permission to attend Rutgers for one or two semesters.

Table 9 indicates the law school’s transfer activity for the past few years.

Table 9
Law School Transfer Activity, 1990-Present

<u>Transfer Volume and Action</u>			
	<u>Applied</u>	<u>Accepted</u>	<u>Enrolled (Yield)</u>
<u>1990/91</u>	<u>55</u>	<u>15</u>	<u>11 (73.3%)</u>
<u>1991/92</u>	<u>66</u>	<u>14</u>	<u>6 (42.9%)</u>
<u>1992/93</u>	<u>66</u>	<u>38</u>	<u>25 (65.8%)</u>
<u>1993/94</u>	<u>55</u>	<u>29</u>	<u>18 (62.1%)</u>
<u>1994/95</u>	<u>61</u>	<u>28</u>	<u>17 (60.7%)</u>
<u>1995/96</u>	<u>68</u>	<u>32</u>	<u>17 (53.1%)</u>

The Law School will also review the entire admissions process in light of recent court decisions and legislative and policy initiatives with respect to affirmative action programs. Although the issue has become controversial in both the higher education community and the political arena, the Law School remains committed to providing opportunities for students of color.

We expect that expanded recruiting and marketing activities will increase the candidate pool and assist us in attracting top-quality students. However, because of the market for legal education, we need additional financial aid resources to compete for the best and the brightest. Many law schools today recycle at least 10% of their tuition revenue into financial aid. As a result, the Law School is losing outstanding students to those institutions that are able to reduce in a very real sense the cost of legal education. A commitment of financial aid funds would allow us to offer merit scholarships to enroll the best students from a declining pool.

STUDENT SERVICES

Student Services on the Camden campus are as varied as our campus population. This section describes the Student Services available on the Camden Campus; their record of accomplishment; and some of the issues that these units face. Some of these services are centrally administered, and some are locally administered. The organizational and budgetary status of these functions are, in general, transparent to the end-user. The size of the campus is such that decision-makers are widely known and close at hand. The campus works hard to label itself legitimately as the branch of the state university with the “personal touch.”

FINANCIAL AID

Financial Aid plays an integral role in funding the education of a majority of full-time and part-time students at Rutgers-Camden. It is the goal of the Financial Aid Office to distribute funds fairly and equitably among qualified students, consistent with federal, state, and university regulations. This is a centrally administered function whose local organization is efficient, responsive, and well regarded.

Renovation of the public contact areas of the Financial Aid suite is planned for this year as part of the “public spaces” improvement initiative tied to enrollment. Financial Aid is frequently visited by prospective students and their families; its appearance is therefore crucial in creating an image of the campus for recruiting purposes. The improvements will also address the campus’ ongoing commitment to customer service for existing students.

REGISTRAR

The Office of the Registrar is responsible for enrolling students and keeping records on their academic standing. The office also: processes students’ course drops and adds; schedules meeting times and locations for fall and spring courses and final exams; publishes and distributes the schedule of classes for the fall and spring terms; determines state residency after the first semester; processes grade changes; issues transcripts and verification of enrollment; processes changes of name, address or other biographic information; releases names, addresses and phone numbers for inclusion in the student directory; issues diplomas; distributes advance registration information; places/removes holds on records or registration for

academic, disciplinary or financial reasons, as authorized by deans, departments, etc.; issues academic warning notices; makes available forms for withdrawal from college, and processes approved notifications of withdrawal; authorizes refunds, when appropriate; posts transfer credits to transcripts; and certifies veterans' status to the Veterans' Administration.

The newest improvement to the Registrar's office is the Rutgers Touch Tone Telephone Registration System (RTTRS). This system allows students to register or get grades from any Touch-Tone phone in the world, including the phones for students' use in the Registrar's Office. This university-wide system has made major improvements in the enrollment experience from the student's perspective.

Improvement of the public areas of the registrar's office, heavily used spaces that have not been renovated in 14 years, are also planned for this year's "public spaces" campaign.

STUDENT HEALTH SERVICE

The services of the Student Health Center are available to all full-time (12 credits or more) graduate and undergraduate students. Part-time students and spouses of students are also eligible upon paying a fee. The range of services offered is superior to those at most other universities.

All full-time graduate and undergraduate students are also covered by a secondary health insurance policy. A major medical policy of \$50,000 or \$100,000 may be purchased by paying an additional fee. Part-time students, spouses and dependent children may also obtain this coverage by paying a fee.

The staff at the center includes three nationally certified nurse practitioners and two half-time board-certified physicians.

The Health Center offers primary health care services for the Rutgers student, such as evaluation of and treatment for accident-related injuries, allergy desensitization injections (for an additional fee), dermatology, women's health care, laboratory testing, physical examination, evaluation and treatment of chronic diseases (hypertension, diabetes, etc.), immunization review and updating, and general health education. A prescription service is available, offering students reduced rates on most prescriptions.

Psychological Services is staffed by two full-time licensed psychologists. Additionally, a licensed psychologist, and a board-certified psychiatrist provide services on a part-time basis. The psychological services staff is available for individual or group counseling on a short-term basis and for crisis intervention. Referral for long term treatment is provided.

A certified alcohol specialist is available by appointment for counseling students with alcohol and other substance-abuse concerns about themselves, friends and/or family. Student Health is a central function.

ATHLETICS

Collegiate sport at Rutgers-Camden consists of both intercollegiate athletic programs (NCAA Division III, ECAC, NJAC and NJAIAW) and intramural sports programs. A major effort is underway to

revitalize this activity, and student recreational activities in general. To that end, the athletic/recreation director, was recently reassigned from a direct report to the provost, to reporting to the associate provost for student life. This will provide greater responsiveness to student needs, by placing the athletics and recreation group in a unit that has student service as its primary mission. This revitalization was one of the first acts of the new provost, and it is continuing through current efforts to realign the physical education staff of the College of Arts and Sciences under the same leadership.

Fall intercollegiate athletic programs include men's soccer, women's cross country, women's tennis, men's cross country, and golf. Winter intercollegiate athletic programs include men's basketball, women's basketball, wrestling, and men's and women's swimming. Spring intercollegiate athletic programs include men's tennis, women's softball, baseball, golf, men's track and field and women's track and field. Intramural sports programs include flag football, volleyball, weight lifting, basketball, squash, racquetball, handball, softball and soccer (indoor). The possible addition of some sports, especially women's sports, is being reviewed as part of the revitalization effort.

BOOKSTORE

The campus bookstore is a self-supporting auxiliary service of the campus, as described in the section on "Budgeting and Accounting." The bookstore is a modern facility built as part of the 1993 Campus Center Addition. This construction tripled the available retail space that previously existed in the old location. The expanded operation has increased product offerings in sportswear, supplies, journals, and periodicals. In addition, a number of new departments were developed, including: gifts, jewelry, greeting cards, computer software and hardware. The store also includes a large section of books including trade books, best-sellers and specialty books. The most notable change made possible by the new space was the creation of a self-service text book area. Each semester the Bookstore has use of an additional 4,000 square feet by incorporating the adjacent Multipurpose Room space into its selling area. The number of cashiers has been expanded to serve the students better with quick and easy checkout. Students no longer have to wait in long lines to place an order for books with a clerk.

A new addition in the bookstore is the Cyber Café, which provides a venue for students to relax while exploring the Internet and having a cup of coffee and a snack.

CAMPUS CENTER

Also a self-supporting auxiliary, the Campus Center is the hub of campus life, providing services, facilities, and programs to meet various social, recreational, and cultural needs of students, faculty, staff and community members.

The 1993 addition to the Camden Campus Center added four floors which include: conference rooms on the lower level, a bookstore on the main level, Student Health/Campus Center staff offices on the second level, and student organization space on the third floor. Student activity offices for students in the College of Arts and Sciences, School of Business, School of Law, Graduate School and University College, are located here. Cubicle work spaces for 20 other campus organizations have helped to generate interaction and cooperation among diverse organizations. A special student-only meeting room and a work area outfitted with computers, a copier, and a fax machine also help to improve organizational efficiency. Essential

services such as the reservationist, student-fund bookkeeper, and coordinator of student activities are located on this floor to provide easy access for the students.

Many other facilities and services vital to the Rutgers community are found in the center. These include: Dining Services, conference rooms, a computer lab, the Bookstore, Print Services, Career Planning and Placement, Student Health Services, the student mailroom, and multipurpose rooms for concerts, lectures, and theatrical productions.

DINING SERVICES

Campus dining services provides a full array of dining opportunities on campus. In the Campus Center, Dining Services operates the following venues: the Octagon restaurant, which offers table service and is open to the university community; Faces Pizza, which offers pizza, snacks, beverages, music, entertainment, and pool tables; Express, a snack venue; The Food Court, six eateries in one location-The Deli, the Grille, the Garden, the Mexican Bar, Snacks, and the Main Course; the Gallery Café, an informal coffee shop where students can relax between classes, and the Cyber Café, located in the bookstore. Dining Services also provides a variety of fast food items for students in the Law School and in Armitage Hall.

A full-service catering menu, from breakfast meetings to weddings, is available. Dining Services will assist in party planning, and will tailor a menu to fit the needs of each client. The campus is particularly proud of the extraordinary cuisine it offers for special events, such as board meetings.

HISPANIC AFFAIRS

The coordinator of Hispanic Affairs works collaboratively with the various campus departments, middle- and high schools, and community agencies to create an awareness of what Rutgers can offer Latino students. These students and their counselors are invited to the campus throughout the school term so that they can interact with students, faculty, and staff at the campus. The long-term goal is to motivate these students to attend the institution, thereby increasing the number of Latino students that are recruited and retained through graduation. This is an integral part of the campus commitment to diversity as articulated in the university's strategic plan.

The coordinator of Hispanic Affairs has organized an Advisory Board which is instrumental in assisting to extend the outreach to the various Latino communities. The Advisory Board also provides valuable feedback as it relates to recruiting Latino students to the university. A broader number of students have been introduced to the institution through this program, and this increases the possibility of more of these students deciding to attend Rutgers-Camden.

HOUSING

The first Camden student housing was opened in the fall of 1986. An additional building followed in 1989. This construction was part of a plan to broaden the campus from an exclusively commuter-based operation to one with a residential element. The housing complex provides a range of living and learning environments for professional, graduate, and undergraduate students. The 248-bed apartment building is

reserved for law and graduate students, and is air-conditioned, carpeted, and fully furnished. Each student has a private bedroom, while sharing the living room, dining area, kitchen, and bath with three other students. The 252-bed Towers facility is for undergraduates, and is also air-conditioned, carpeted, and fully furnished. Students live in three-bedroom suites, two students per bedroom, and share the living room and bath. The state-of-the-art facilities have several handicapped-accessible units.

The complex also functions as a conference center and has hosted such conferences as The Cooper River Regatta, Nurses' Licensing Preparation, and the Math Institute. Guest suites are available for new and/or visiting faculty, presenters and other guests. One goal of the campus is to enhance the marketing of the complex to generate additional revenue.

Campus Housing has a continuing, significant, and problematic vacancy rate. A consultant who was retained to find out why, and his report on the matter revealed that rents are comparable to, and indeed, possibly slightly higher than, area market rates. In general, Rutgers-Camden housing benefits from being part of a larger statewide dormitory system with an inventory of almost 15,000 beds. However, rents, which are set statewide, and are much lower than market rents in north and central New Jersey, are problematically high in southern New Jersey. It is clear, nevertheless, that what is now a serious vacancy problem would be critical if Rutgers-Camden housing were a fiscally free-standing auxiliary.

The other problem, which is also not necessarily controllable to any meaningful degree, is the desolate urban setting of the campus; a setting that appears even more desolate at nights and weekends when the commuter population of the campus is not in attendance.

Discounted room rates for honors admissions were offered for the first time in the fall of 1997, and a special honors floor with a resident faculty member was created and largely filled under this program; a program that the campus hopes is continued.

RECREATION

As noted above in the section on "Athletics," the largely combined athletics and recreation functions are being revitalized by being given more attention. Recreational facilities include; the main gym, auxiliary gym, racquetball, handball and squash courts, a weight room, swimming pool, tennis courts, and a cardiovascular fitness room. The campus has a substantial complement of high-quality recreational facilities for its size. The section on "Innovation" describes a unique plan to provide joint city/university athletic fields on the site of a now vacant campus building. This plan is partially funded, and notice of award on the balance of funding is expected in the spring.

RESIDENCE LIFE

The Residence Life Program strives to provide an atmosphere that fosters the social, cultural, and emotional development of the individual student; therefore, the resident halls are not just living spaces but "small communities." The Residence Life coordinator along with a staff of 5 resident assistants, 1 resident manager, and 1 graduate assistant work to provide a variety of programs and services that will enhance the quality of student life for residents. The staff of the residence halls have diverse roles that range from friend to informal counselor to mediator.

Weekly movie nights, competitive video games night, Monday night football, and scavenger hunts are a few of the social programs provided throughout the year. Educational programs focused on issues of stress management, study skills, diversity, sex education, and alcohol awareness.

STUDENT ACTIVITIES

Throughout each term numerous activities are available to accommodate the varied interests of our diverse student population. The Student Activities Office sponsors and/or cosponsors many events such as the annual Pre-Kwanza Celebration, Women's History Month, Realm of the Isles Feast, Spring Day, Black History Month, and the Accounting Society Jeopardy Game. The Student Activities Office also coordinates the functions of the more than 40 student organizations ranging from the Student Governing Associations, to the academic-focused clubs, to the sororities and fraternities.

In addition to these various activities, The Student Activities Office coordinates production of the MNEME (the yearbook), and is responsible for the campus ID Center.

STUDENT DEVELOPMENT

The breadth of Student Development programs and services available includes an annual two-day overnight orientation that is essential in assisting new students in their transition to the university community. Some of the workshops during the orientation include: security, diversity, sexual awareness, study skills, health, and alcohol awareness. For non-traditional students, issues of returning to school, managing time, and fulfilling family responsibilities as full-time returning students are included. In addition to the campus-wide orientation, a smaller orientation is provided for new black and Latino students so that they meet others with similar background, interests, and concerns in a smaller, more intimate environment.

The staff of the Student Development Office consults with students on personal, social, financial, and academic issues. They are responsible for the early warning program, international student services, students with disabilities services, scholastic standing, and student discipline.

SCHOOL-SPECIFIC SERVICES

Other student services include: a Learning Resource Center, school-specific advising, Career Planning and Placement, and an Educational Opportunity Program.

The Learning Resource Center is a centrally administered service begun at the direction of President Lawrence. It provides individual and group tutoring, assistance in formulating study strategies, learning-assistance workshops, and computer-assisted instruction.

Academic advising for Arts and Sciences students is administered by the Academic Services center staff. First-year advising is conducted directly by the center, by two assistant deans and five specially trained faculty advisors. The assistant deans handle prenursing, prebusiness, and undecided freshman, as well as

nonmatriculated students. The faculty advisors assist students who are more interested in the humanities, social sciences, and natural sciences, and those who are unsure of their majors. Student peer advisors periodically supplement the staff. The School of Business and School of Law have separate advising operations.

The new administration of the campus is evaluating the feasibility and desirability of combining the advising functions of the separate schools into a single campus undergraduate advising center administered by the associate provost for student life. This holds the promise of achieving greater student service by optimizing and synergizing the use of personnel. A proposal to implement such a plan will be a topic of campus discussion in the course of the coming academic year.

Career Planning and Placement (CPP) moved into an all-new facility in the lower level of the Student Center in 1992. The unit now has the facilities support for the notable volume of activity they have always supported, and the significant increase in utilization they have seen by virtue of their more convenient, better outfitted, location. CPP registers 75% of the senior class, and more than 40% of the total undergraduate population visits at least once annually.

Key services include on-campus recruitment, career and graduate school fairs, testing, and advisement. CPP was recognized last year by the Middle Atlantic Association of Colleges and Employers as one of the leading regional university career offices in utilization of technology. Long-distance interviewing is conducted by the office, a jobs hotline has been implemented, and a large number of employer research databases are available. Web home page design is also offered.

SAFETY AND SECURITY

Rutgers-Camden has a fully sworn, armed police department, and by any measure the campus is quite safe. Like many urban campuses, Rutgers-Camden has been indirectly and unjustifiably but inexorably, associated with some of the undeniable problems of its urban context. A significant portion of campus image-building and advertising efforts will be directed toward dispelling this unfortunate perception, as will enhanced community relations efforts such as lobbying now underway to have Cooper Street, the main entry to the campus, paved.

The wholly unjustified, but admittedly very strong, perception of the campus as being unsafe is a major obstacle to student recruitment, and efforts are underway to enhance the campus presence in the regional arts scene.

THE FACULTY

This section describes the faculty in the various colleges and schools on the campus, the College of Arts and Sciences, University College, the School of Business, and the Law School. The Graduate School largely uses faculty from the Arts and Sciences unit to teach its courses, with the exception of the M.P.A. program, which is graduate only, and certain joint programs with other institutions. The School of Business is upper-division and graduate only. The Faculty of Arts and Sciences provides lower-division courses for future School of Business enrollees.

CAMDEN COLLEGE OF ARTS AND SCIENCES/UNIVERSITY COLLEGE-CAMDEN

Numbers and Profile

The faculty of these two units were combined in the 1980s for more effective program delivery. The dean of the College of Arts and Sciences is also the dean of University College. During the 1995/96 academic year, there were 152 full-time faculty lines in the two undergraduate colleges. At least three new faculty lines, and possibly more, will be added to the College in fiscal 1997/98. Criminal justice, psychology, and urban studies were the first wholly new lines added to the college in many years. There was little increase in the number of part-time faculty from 1985/1995. In fall 1985, 104 coadjutants provided supplemental instruction in the Arts and Sciences. This compares with 110 coadjutants in fall 1995. The college has an appropriately diverse faculty. (Details are in the *Annual Reports* of each unit.)

Qualifications and Relationship to Mission

Of the full-time faculty members, about 94% have the terminal degree (Ph.D. or equivalent) in their disciplines, and greater than 90% of these individuals were established scholars with documented productivity prior to joining Rutgers. Accordingly, all of the Faculty of Arts and Sciences are committed to fulfilling the Camden campus role in providing academic leadership in the areas of teaching, research, and service in southern New Jersey. By also serving as most of the graduate faculty, FAS members are the primary providers of both undergraduate and graduate educational opportunities for the campus' liberal arts and sciences constituents.

RECRUITMENT AND HIRING/EQUITY AND DIVERSITY

As an equal opportunity and affirmative-action employer, Rutgers-Camden endeavors to recruit and hire the best-qualified, most diverse faculty available. Faculty lines vacated through retirement, promotion denials, voluntary resignations, etc. are filled as quickly as possible and are usually retained in the originating departments. Of the 14 new hires in FAS in the fall of 1996, 5 were women and 9 were men. By ethnicity, there were 6 Asian-Pacifics, one Native American, and 7 Caucasians. For the previous five-year period, 26 new faculty were hired, of which 19 were female and 7 male. By ethnicity, these 26 included: 4 Asian-Pacifics, 2 Latinos, 1 Native American and 19 Caucasians. The college has availed itself of the

university-wide hiring aids for achieving faculty diversity with considerable success. One new hire, an African-American female biochemist, will receive \$100,000 in start-up support from the system under these programs this year. The campus seeks, wherever possible, to use system resources to assure that it is competitive on a national level in the search for a diverse faculty.

In the undergraduate colleges, an Affirmative Action Committee that consists of several categories of employees advises the dean and provost on ways the campus might be more successful in attracting women and minorities. Special recruiting funds are made available to departments that are “underutilized” to bring in promising minority candidates to the campus for interviews. Also, coadjutant funds are made available to cover reduced teaching loads for a minority candidate to encourage ultimate employment at Rutgers. The Affirmative Action Committee is involved in every step of the recruiting and hiring process, from writing job descriptions to formulating the contract, to assure a diverse, competent faculty.

PROMOTION AND TENURE

The five-year period from academic year 1991 through 1996 witnessed 42 promotion and tenure cases in the liberal arts colleges. Of these, 24 (or 57.1%) were successful. The university-wide figure was 66% for the same period. The favorable success rate indicates both the considerable expectations of the colleges when considering promotion cases and the superior quality of those faculty attaining promotion as they abide by university-wide, rigorous standards of excellence in teaching, research and service.

To assist new hires in understanding the university's expectations for promotions, a series of workshops and luncheons are held by the Office of the Dean, the Office of Sponsored Research-Camden, the Teaching Excellence Center, and the Office of the Provost to provide new faculty with details of the review process. In addition, all FAS departments are encouraged to assign senior faculty members as mentors to the new faculty, and the Dean's Office explicitly informs faculty during hiring and re-appointment evaluations of the expectations for tenure and promotion.

FACULTY DEVELOPMENT

There is universal consensus that faculty development funds have been among the most hard-hit resources in the recent years of retrenchment. Travel and other development support are not nearly so available as they should be for a faculty of this caliber. However, notwithstanding the lack of funds, at Rutgers-Camden's two undergraduate liberal arts and sciences colleges a well established faculty development program is in place to help, to the maximum extent feasible, an already superior faculty accomplish even more. This program has made the difference between a good faculty and a great faculty in the arts and sciences. Key components of the program include: (1) providing faculty with state-of-the-art computer hardware and applications as well as modernized facilities and space; (2) opportunities to integrate technology into the classroom; (3) providing technical support and expertise necessary to make optimal use of the classroom technology; (4) workshops to write fundable proposals and to attain external grants; (5) sabbatical leave programs so that faculty can be reinvigorated and renewed in their disciplines; (6) library acquisitions across scholarly disciplines represented in the colleges; (7) faculty exchange programs through visiting professorships, competitive fellowships, and international studies; (8) travel funds for faculty to

present their research and scholarly findings at key national and international meetings; (9) funds to defray the subvention cost associated with the publication of scholarly books and conference proceedings; and, (10) bringing in “leaders in the field” to the campus as speakers in various disciplines.

WORKLOAD, INCLUDING STUDENT ADVISING

Full-time arts and sciences faculty typically teach five courses (3-credit or 4-credit) per academic year. It should be noted that this is different from the New Brunswick typical load of 4 courses. This fact, along with the obvious corollary that Camden faculty are held to the same tenure and promotion standards as New Brunswick, is occasionally a source of tension, although not to a dysfunctional degree.

While a reduced teaching load at Rutgers-Camden's FAS would be highly desirable, it is not fiscally possible, given the allocation of faculty lines, the existing lack of state-supported lines for part-time lecturers (PTLs). Currently the college uses discretionary, nonrecurring resources such as bookstore profits to underwrite partially and, on a continuing basis an estimated built-in permanent funding shortfall in PTL funding in excess of \$200,000 per year; as well as the course-requirement demands on 26 academic departments offering nearly 35 different degree programs.

Each full-time FAS member, on average, serves as the primary academic advisor to some 15-20 undergraduate students. In addition, nearly 20% of the faculty supervise individual study topics in any given semester. Once students enter the colleges and are advised first by academic services, they are assigned to faculty advisors who track their academic development while at Rutgers. Much of this advising is done on a one-to-one basis during the faculty member's posted office hours (3 hours/week) and in additional advising sessions held by appointment.

ADMINISTRATIVE SUPPORT

The administration at Rutgers-Camden does all that it possibly can, within available resources, to enhance an already exceptional faculty that is professionally among the best trained in the country, and which is committed to teaching, scholarship, service, and curriculum development. More than 50% of its members receive research grants and fellowships in the average year. Faculty are also supported by the Equipment Leasing and Facilities Funds (ELF), and the SROA funds that have come to the campus in recent years, and are described more fully in the “Budget” and “Physical Plant” sections of this report. Perhaps most important, in fiscal 1997/98, re-engineering business processes campus-wide freed college staff to be reallocated to departmental secretarial duty. Both sociology and psychology, which had labored for many years with half-time secretaries despite being among the largest units in the college, will benefit from increased secretarial services.

PUBLIC SERVICE AND SCHOLARSHIP/RESEARCH

A review of the colleges' *Annual Reports* from the last five years (1991/92 through 1995/96)

indicates considerable increases in both the quality and quantity of the output of the arts and sciences faculty in the areas of scholarship and public service.

FAS members have garnered \$9,384,853 in externally funded grants and competitive fellowships; in the last five years, they have published 76 books; they have produced 1,109 refereed journal articles, book chapters, reviews, artistic performances or exhibits, and 996 presentations before professional associations.

Over 1,000 activities involving community outreach and professional enhancement through service to their respective disciplines have been undertaken by the faculty as well.

Law School

The law faculty is composed of 36 members, of whom 5 are currently untenured. Three members of the faculty are minorities, and eight are women. An unusual, and markedly positive, feature of the faculty is the percentage who hold, in addition to their law degrees, advanced degrees in other fields as well. Eleven members hold other advanced degrees. The faculty is augmented by a full-time director of the Legal Research and Writing Program, a full-time director of the Externship Program, and two full-time instructors in the in-house legal clinic. Each term more than 30 practicing lawyers teach as adjunct professors, particularly in the area of legal skills training. The law school also controls the Law Library. There are seven law librarians, all of whom have the M.L.S. degree as well as an additional advanced degree.

The law faculty is engaged in an active program of scholarly research. Particular areas of strength include: international and comparative law, health law, jurisprudence, state and constitutional law, legal history, legal ethics, gender studies, law and religion, immigration law, and civil and criminal procedure. Faculty scholarship appears in the leading journals, and books are published by the leading academic presses. Rutgers School of Law-Camden faculty members are routinely selected for leadership positions in the ABA, AALS, and ALI. Faculty scholarship is often cited by the courts, including the New Jersey supreme court and the United States supreme court.

School of Business

During the 1995/96 academic year, there were 36 full-time faculty lines in the School of Business. The School of Business undergraduate program is upper-division only, although that aspect of the program is under study. Of these 36 lines, 32 were occupied by full-time faculty and 4 were occupied by part-time, semester appointments. Of the 32 lines occupied by full-time faculty: 24 were occupied by males and 8 by females; 15 were tenured and 16 non-tenured, with one visiting professor. The distribution by ethnicity for the 31 permanent appointments was: 26 Caucasians; 1 Asian-Pacific; 1 African, 4 Asian (India).

Qualifications and Relationship to Mission

Of the 31 lines occupied by permanent appointments, all 31 have the terminal degree (Ph.D.) in their respective disciplines. All the faculty of the School of Business are committed to fulfilling the school's mission: "to generate and disseminate knowledge related to the improvement of management while seeking to be a recognized leader in delivering high-quality, cost-effective business education primarily in southern New Jersey." In fulfilling this mission, the school believes that scholarship among the faculty is its strength, that

teaching is valued and teaching effectiveness is stressed, and that faculty service is encouraged in the professions, the university and the school.

Recruitment and Hiring/Equity and Diversity

Planning for faculty size, composition, qualification, and development occurs on two levels: maintenance planning for existing programs, and developmental planning for new programs. Following the determination of needed faculty resources, recruiting efforts focus on faculty whose records indicate they will be productive in research, effective in the classroom, active in the professions, and compatible as colleagues and mentors to students. In filling full-time, tenure track positions, the school has recruited a blend of entry-level and experienced faculty. The primary recruiting tools are personal contacts with key faculty and program directors in the desired field; the placement centers of national meetings of the leading academic organizations in the discipline; and advertising. For fall 1996, there were three new hires in the School of Business, which were comprised: 3 males and 0 females; 1 Caucasian, 1 Asian-Pacific, and 1 Asian (India).

The school has made strides in building a culturally diverse faculty. The number of female faculty in fall 1994 is 8 of 32 (25.0%), an increase in both number and proportion from 3 of 24 (12.5%) in 1990. Over the same period the proportion of American-born faculty has decreased from 15 of 24 (62.5%) to 18 of 32 (56.3%).

Promotion and Tenure

The five-year period 1991/96 witnessed five promotion and tenure cases in the School of Business. Of these, all five were successful. The university-wide figure for the same period was 66%. However, in 1997, none of the five candidates presented were successful.

The orientation process for new faculty begins with the recruiting process in which the candidate meets the faculty, the staff, the Appointments and Promotions Committee and the dean in individual and group settings to exchange information. This informal orientation continues during the new faculty member's first days on campus, through conversations with the faculty, the staff, students, and the dean. In addition, the information process is supplemented by more formal orientation that focuses on the campus and the school. To assist new hires in their understanding of the university's expectation for promotions, a series of workshops and luncheons are held by the Office of Sponsored Research-Camden, the Teaching Excellence Center, and the Office of the Provost.

Within the School of Business, senior faculty member are expected to serve as mentors for the new faculty-to speak about policies, course assignments, and to provide other information. These efforts are further supplemented by the written School of Business *Policy Guide for Contract Renewal* and the *Guide for Tenure*, both written in 1992. The purpose of the contract renewal policy guide is to clarify procedures in place and to provide guidance to nontenured faculty on the criteria used. Additionally, an annual meeting with the dean is scheduled to develop goals and objectives in the areas of scholarship, teaching, and service.

Faculty Development

The School of Business engages in the following faculty development activities: programs and activities that expose faculty to the business community, including an Executive Advisory Council that meets once a year with faculty to discuss areas of common interest; Guest Professor Day; a Business Speaker Series, affording the opportunity for the faculty to have a business executive as a guest speaker; an Executive-in-Residence program, providing a distinguished chief executive speaker for a day, to interact with faculty and students; and the School's increasingly well known and highly regarded Business Outlook Conference, where top executives form a panel of experts that describes current and future business conditions in South Jersey. The Business Outlook Conference has evolved into a major media event in the region.

Other key components that provide for faculty development include providing faculty with: (1) modern facilities and space; (2) state-of-the-art computer hardware and applications as well as the integration of technology into the classroom; (4) a liberal travel policy that provides for the attendance at conferences to present papers, serve as discussants, or perform some service to the organization; (5) sabbatical leave programs so that faculty can be reinvigorated and renewed in their disciplines; (6) library acquisitions across all scholarly disciplines; (7) dean's research support awards that range from \$500 to \$2,500 and can be used to defray costs of conducting research (such as student assistants, submission fees); (8) summer grants to new faculty; (9) a Faculty Workshop Series for each discipline to allow faculty to invite guest research lecturers; (10) a Distinguished Scholar Series, which invites one distinguished scholar to lecture of a research topic; (11) an Advanced Accounting Research Series, which invites two distinguished scholars in the area of accounting to lecture; (12) dean's awards for first publication in a referenced journal; (13) School of Business teaching awards; (14) the ability to apply for campus-wide provostial teaching awards.

Workload

The School of Business full-time faculty teach four courses (3-credit or 4-credit) per academic year. An analysis of ECH/faculty line ratios over the past five years shows that for a routine fall semester a faculty member is, on average, responsible for approximately 200 ECHs, including both undergraduate and graduate courses.

Full-time faculty members of the School of Business are not required to serve as academic advisors. All academic advising is performed by the assistant dean for academic advising and the assistant dean's staff. Faculty are encouraged to act as "mentors" for students in their disciplines and to serve as advisors to the various student organizations. In addition, the faculty supervise independent study topics during the semester.

Administrative Support

The administration at Rutgers-Camden has provided the School of Business with \$1,003,000 in instructional and research facilities and equipment over the past three years (\$785,000 in HEFT funds for renovations in the business and science building; \$125,000 in SROA funds; \$193,000 in ELF funds to upgrade faculty computer equipment and student computer classrooms and labs). In addition, the dean has developed the School of Business dean's discretionary fund which is utilized to support the School of Business operating budget.

Public Service and Scholarship

A review of the School of Business's self-evaluation report for accreditation by the American Assembly of Collegiate Schools of Business indicates an increase in both the quantity and quality of the School of Business faculty in the area of scholarship. From the period of 1989 to 1993, the contributions in basic research, applied research, and instructional development have increased over 50%. The School of Business faculty have produced 377 books and articles in basic research, 9 in applied research, and 11 in instructional development. In addition, the faculty includes 2 editorships, 27 editorial board appointments, and 110 reviewer appointments. In the area of public service, the School of Business faculty have been involved in over 400 activities concerning community outreach and professional enhancement. During 1996/97 the SBC was awarded \$1,000,000 by the W. G. Rohrer Foundation, payable over a five year period, to develop a Center for Management and Entrepreneurship. This is a major new initiative for the school, campus, and region.

Sponsored Research

In 1992, the Office of Sponsored Research was made a separate office, independent of the Graduate School-Camden, of which it had been part since its inception in 1981. The Office of Sponsored Research consists of the director of sponsored research, who reports directly to the Camden provost, and 80% of the time of an Administrative Assistant, who is shared with the Graduate School. The office provides assistance to all faculty in the development and submission of proposals to external funding agencies, including federal, state, and local government agencies, and private foundations. Solicitations to corporations for sponsored research and other sponsored programs are also channeled through the office for endorsement and budgetary approval. Grant awards have grown, while staffing has remained stable-trends which will eventually have to be reconciled.

The office sends a number of notices each year on hundreds of grant and fellowship opportunities to Camden deans, faculty, and administrators in their areas of interest; provides assistance with program and budget development; ensures that proposals are in compliance with university policies and program guidelines; and acts as liaison between faculty applicants and the potential sponsoring agency. Since 1992, grants awarded to all academic units reporting to the Camden provost have continued to increase. Despite the overall national decline of grant dollars available, both FY 1994/95 and FY 1995/96 were record years for Rutgers-Camden campus in receiving grant and fellowship awards, as shown in Table 10 below.

Table 10
Grants Received-4 FY 1992/93 - 1995/96

	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>	<u>1995-96</u>
Number of Grants	84	83	80	91
Amount of Grants	\$1,894,630	\$1,864,947	\$3,184,755	\$3,294,572

(Average annual award total over the four-year period: \$2,559,726)

In 1994, the university's central Office of Research and Sponsored Programs decentralized authority to the Camden Office of Sponsored Research to review and approve most budgets. In such cases, the Camden provost, on behalf of the university's associate vice president for research policy and administration,

can sign the proposal as the appropriate university official. Up until that time, all proposals from the Camden campus had to be brought physically to the ORSP located 65 miles away on the university's Busch campus. This change has contributed to a major streamlining of the proposal, application approval, and submission process for faculty applicants, and may have contributed to the continued strong growth of applications/awards at the campus.

During the past four years, Camden faculty have received 338 grants and fellowships for a total amount of \$10,238,904. This represents an increase of more than a 104% the previous four-year period total of \$5,010,841.

Awards to Camden faculty during this period were made in many areas, including: faculty research, program development and implementation, curriculum enhancement, equipment and instrument acquisition, infrastructure improvement, conferences, travel grants, community outreach, graduate student scholarship support, and faculty fellowships. Major, national competitive fellowships awarded to Camden faculty during this period include those from the National Endowment for the Humanities, the National Endowment for the Arts, the American Council of Learned Societies, the Council for the International Exchange of Scholars (Fulbright Awards), International Research and Exchanges Board (IREX), the Alfred P. Sloan Foundation, and the Camille and Henry Dreyfus Foundation, Inc.

Some notable grants awarded to Rutgers-Camden during this period include: the NSF Presidential Faculty Fellows Award of \$500,000-the first such award received by a faculty member from any of the three Rutgers campuses; a \$222,000 grant from the William Penn Foundation to support the Success in the Sciences Program for Black and Hispanic Students at Rutgers University; a \$129,737 award from the U.S. Small Business Administration to the Regional Small Business Development Center to support a Veteran's Entrepreneurial Training Program for southern New Jersey; a \$354,201 matching grant from the NSF to support the renovation of Chemistry Research Facilities at Rutgers-Camden; and a \$221,523 award from the U.S. Department of Education to support the Elder Law Clinic.

ORGANIZATION AND ADMINISTRATION

Rutgers-Camden has just completed an executive transition. Walter K. Gordon, provost of the campus for the last 15 years, (and graduate dean from 1992), retired January 1, 1997. President Francis L. Lawrence appointed Roger J. Dennis, dean of the School of Law-Camden, acting provost while a national search was conducted to find a successor. (An acting graduate dean was also designated during this period). The Acting Provost, Roger Dennis, was named provost in May, 1997 as a result of this process. This caused the position of dean of the Law School to be vacated. A national search began in fall 1997 to fill the position.

Subsequent to the appointment of the provost in May, the dean of the College of Arts and Sciences and University College resigned, effective June 30. Andrew Lees, professor of history and acting dean of the Graduate School, was asked by President Lawrence to assume interim leadership of the undergraduate colleges, in addition to his existing responsibilities. The position currently under recruitment will be a combined deanship, for both the undergraduate colleges and graduate school.

A series of current organization charts for the campus are included in Appendix A. It should be

noted that it is generally acknowledged that the new provost will have the option not only change the administrative structure, but also to choose key administrative personnel. Changes to the structure of the organization are already underway.

It can be stated with some certitude, however, that the lateral method of organization depicted in the charts is generally acknowledged to work well. In part, this is due to the small size of the campus and its administrative team. Another contributing factor is the fact that members of the administrative team were chosen over time for their specific ability to work within such a collaborative structure.

It should also be noted that several members of the campus administrative team have joint reporting relationships to central administrative units. These team members, and the campus administrative team in general, are uniformly of the opinion that this joint reporting responsibility has been working well.

The provost retained consultants from the public-sector management consultant unit of DeLoitte & Touche to review certain aspects of second-tier management structure, particularly in the business and physical plant areas, and implemented certain of these recommendations in August 1997. Certain business and financial support units were combined, and custodial functions were made more efficient. As noted elsewhere in this report, these resources have been re-allocated to academic units for the hiring of new faculty.

BUDGETING AND ACCOUNTING

INTRODUCTION

This section describes how Rutgers-Camden operates from a fiscal perspective, describes its budgetary history over the last decade, and outlines some of the issues attendant to its particular mode of operation.

The Camden campus receives from the central administration a locally administered budget allocation for most campus operations. The campus is also the beneficiary of several centrally administered and budgeted functions. Some of these centrally administered functions, such as Admissions and Financial Aid, maintain local operations on the campus, not under the budgetary or management control of the Provost, although they are broadly coordinated through a joint reporting protocol described in the previous section on "Organization and Administration." Also as described in previous sections, the campus has a series of self-supporting auxiliary services that provide housing, student center services, dining, a bookstore, and parking.

HISTORY AND DEVELOPMENT OF CAMPUS BUDGETING AND ACCOUNTING

Budget policy for operations controlled by the Camden campus is set by the central administration in

consultation with the campus provost, and implemented by the provost. Responsibility for day-to-day budget management is vested with individual operating units on the campus, broadly coordinated by the campus Business Office and an associate provost. Articulation and implementation of central budget policy on the campus is clear, direct, and timely. Day-to-day budget management is functional and client-centered, but was nonetheless recently reviewed for overall efficiency over the course of the 1997 spring semester, as noted in the section on "Organization" above.

The Campus is expected to steward its budget allocation in a manner such that, at year end, the campus is not in a deficit position. Special-purpose allocations may also be made by central administration throughout the fiscal year, either in response to a campus request or for some other reason. Rutgers-Camden has never ended the fiscal year in deficit, and has never had to ask for central fiscal assistance to avoid doing so.

Housing, the student center, and campus recreation facilities are funded from rental payments and student fees set by the central administration, and are part of a pool of system-wide related auxiliaries. Dining, the bookstore, and parking are locally self-supporting operations. In the case of housing, particularly, the campus benefits from being part of a 15,000 bed state-wide system of dormitories, especially in light of the vacancy problem that is described in more detail in the section on "Student Services." The campus could not independently afford the amenity level offered by the current auxiliary infrastructure if it were not able to be delivered cost-effectively as part of the larger Rutgers system.

Similarly, the local campus budget does not reflect the debt service on the many newer academic buildings and recent academic renovation projects, nor was the campus operating budget, *per se*, charged for the matching funds required under the recent teaching and research equipment leasing program (ELF), that is more fully described in the section on "Other Resources."

Considered in the aggregate, therefore, it is clear that the total expenditure on Rutgers-Camden by the Rutgers system is much larger than the actual local budget controlled by the provost, and the total impact of these expenditures is magnified by the economies of scale inherent in being a part of the larger Rutgers system.

The campus has no independent borrowing authority, and no other independent access to capital funds for construction, renovations, and major equipment. Capital is raised and distributed centrally, with the campus receiving, on average, about 10% of the funds available under any given program. This is the approximate percentage of the overall university budget dedicated to Rutgers-Camden, and it serves as a benchmark for other allocations as well.

Special needs are, from time to time, brought to the attention of the central administration, and the degree to which these needs are accommodated is the subject of negotiation. Recently, for example, the central administration committed to the demolition of the vacant Victor building, which will cost approximately \$1.5 million, outside of the normal capital allocation process. It was universally agreed that removing the now vacant building from the environs was both immediately necessary and of broad benefit to both the campus and the community.

There is no direct connection, at the campus level, between enrollment and the budget allocated to the

campus by the central administration. Therefore, although enrollment on the campus has declined in recent years (as detailed in the section on “Admissions”) the campus budget does not directly reflect this fact. In fact, the university system has committed substantial additional resources to the campus to address the enrollment issue, including scholarships, fee waivers, and marketing support. The section on “Admissions” also details many of these campus efforts to stabilize and increase enrollment.

CURRENT AND PROJECTED FISCAL CLIMATE

The state university has weathered a series of difficult budget years since the late 1980s, and therefore, so has Rutgers-Camden. The campus has not been disproportionately affected by these reductions, and, in general, has actively and successfully worked to shield its academic operations from the direct effect of any funding shortfalls. Nonetheless, as a part of a series of reductions over the past decade, the campus has returned almost \$4 million and 38 lines to the central administration. The campus recognizes that the overall state-supported fiscal climate is not now supportive of broad programmatic growth, nor is it likely to be in the near term future.

SOURCES OF REVENUE

With few new state resources on the near-term horizon, the campus has enhanced its efforts to identify and secure nonstate revenues from a variety of sources. Grant income is generally up, as discussed in the “Sponsored Research” section of the “Faculty” section. The campus will also be looking to internal reallocations of resources, to free up the fiscal support for market-driven academic program initiatives such as the new program in criminal justice. (See “Programs and Curricula.”) Similarly, new revenue-generating programs such as a winter session, and a postbaccalaureate premedical curriculum, are also being developed on a fast track. The campus is also looking to SROA allocations to support new initiatives related to the university strategic plan. The SROA program is explained in the section on “Planning and Resource Allocation.” Finally, an increased emphasis on private fundraising is being planned.

LOCAL BUDGET ISSUES

No campus could sustain a protracted period of budgetary stress without effect, and Rutgers-Camden is no exception. Campus perceptions of lean academic department budgets and diminished service levels in some areas such as housekeeping have a basis in fact. Another local budget issue of consequence concerns the financial arrangements for funding part-time lecturers (PTLs) in the arts and sciences unit, an issue that is more fully detailed in the “Faculty” section above. While no fully enrolled class was canceled for lack of funding this year, or last, an ongoing topic of discussion has been the stability of underlying PTL funding, which is currently heavily reliant on bookstore profits, summer session revenues, and similar sources of nonstate funding. Discussions on this issue will continue in the coming year.

However, it can be said that campus morale is still good and that the overwhelming majority of faculty and staff continue to see opportunity in the strength of the faculty, the modern plant, and an undiminished collegiality, and that there is a strong commitment to programmatic and budgetary innovation.

THE PAUL ROBESON LIBRARY

The Paul Robeson Library is one of the 18 Rutgers libraries located throughout the three Rutgers campuses. The libraries are organized as a unified system.

A key benefit of this strategy is that it brings the complete resource base of the university library system to Rutgers-Camden. Planning and systemwide service programs are coordinated through the University Librarian's Cabinet, standing advisory committees of the library faculty, and other library committees. The director of the Robeson Library reports directly to the university librarian and is a member of her cabinet. The director also sits on the Camden Campus Dean's Council and the campus Administrative Council, and thus is closely attuned to the needs of the campus.

The library faculty and staff consist of seven full-time professional librarians (including the director), two part-time librarians, 13.5 FTE paraprofessional and clerical, and four FTE student assistants. This represents a reduction of one FTE in the last 10 years. Each librarian has a master's degree in librarianship, with several having second, subject masters' degrees. The director has a Ph.D. in information science. The library faculty have written several monographs, many articles, and spoken at both national and local conferences. In addition, several clerical and paraprofessional staff have undergraduate degrees. Reference service is provided for a total of 78 hours per week and the library is open for 85 hours per week during the academic year.

The Robeson librarians give basic library instruction in one-hour or longer sessions to sections of English 101 and 219, the introductory composition courses. They give more specialized instruction to upper-level undergraduate and graduate courses. These courses take place in a new electronic classroom, opened in June 1996 and funded by the ELF, as described in the "Other Resources" section. This classroom has 20 Pentium personal computers, an instructor personal computer, and seating for 40 students. Instruction takes place in an interactive mode between student and instructor. Several general online sessions are held during various times of the semester, and these are open to students, faculty, and staff. A new librarian, who started work in March 1997, will be charged with developing Web-based courses in information literacy.

The emphasis in the collection is toward supporting the course work in the School of Business, College of Arts and Sciences, University College, and the Graduate School. A separate library exists in the Rutgers School of Law in Camden, and duplication of books and periodicals between these two libraries is minimal. All students, faculty, and staff can use and circulate materials from either library.

Holdings in the Robeson Library as of June 30, 1996 consist of 222,807 books, 52,541 bound periodicals, 112,313 documents from the federal government, and 233,066 micro publications. Subscriptions to current periodical titles were approximately 1,800. In an average year, the library adds approximately 5,500 books and 2,000 bound periodicals. Expenditures for library materials in fiscal 95/96 were approximately \$404,000 from state funds and \$5,000 from nonstate funds. Expenditures for books and journals for all of RULS totaled \$6,102,588 for 1995/96. This figure has remained almost constant for the past seven years. However, over the course of the past decade many serial titles increased an average of 8 to 10% a year, with science titles averaging over 15%. The results are a reduction in the number of current

subscriptions purchased.

Almost 2.7 million volumes available from the New Brunswick and Newark Campus libraries supplement the holdings at Robeson. There are also more than 21,000 current subscriptions on these campuses. Faculty, students, and staff can obtain books or photocopies from any of the RULS through intralibrary loan. The library absorbs the cost of photocopying and the process takes two to four days. Intralibrary loans allowed us to share more than 74,000 items among the libraries at Rutgers. Of this total, faculty and students in Camden borrowed 5,500 books and had 4,925 photocopies in 1995/96. The Robeson Library lent 12,087 books and made 1,156 photocopies for other Rutgers libraries. In addition, several hundred million volumes are available via an interlibrary loan from the libraries in the Research Libraries Group (RLG) and OCLC. There were more than 25,000 requests by the RULS for materials from these libraries, with faculty, staff, and students in Camden obtaining more than 2,275 items in 1995/96. Through technology like ARIEL, the interlibrary loan process averages approximately 10 to 14 days, with many items coming in 5 to 7 days or less. Any person with a current Rutgers ID can also use, on-site, the collections at the University of Pennsylvania, Temple University, and Princeton University.

During the past five years, the RULS has aggressively moved into the world of online access to information resources. The RULS homepage (<http://www.libraries.rutgers.edu>) provides the main access point. Various subject librarians have compiled "Web Guides" to the resources on the net. Students, faculty, and staff can get to 30 bibliographic databases from their dorm rooms, home, office, or any computer lab on any campus. Included in these databases are two (Periodicals Abstracts and ABI/Inform) which provide full ASCII text to over 1,000 periodical titles. In addition, Camden offers more than 10 scientific periodical titles in full text, including graphics. The university recently approved a new online library information service to replace our older online catalog. This system will provide links to our collections from these databases and better access to the Internet for all patrons. The Robeson Library recently started offering free access to STN, the online database for the printed *Chemical Abstracts* to all faculty and students in chemistry. This will allow the students to become familiar with an online resource they will use in their professional careers.

Besides the new electronic classroom and online databases, several other space and technological advances have occurred in the last several years. A new addition of approximately 12,500 NASF opened in 1995. Some space in the existing library was renovated as part of this project as well. The new space has book stacks and seating, and includes the capability to give every seat a connection to a campus network, with some additional equipment. As part of the addition/renovation project, two classrooms, seating 20 students each, were created on the second floor. These classrooms are used primarily by graduate classes, and the library faculty has taught information literacy there as well. A new computer lab for use by students opened in the front lobby of the Robeson Library. This lab, tied into the campus network, has 20 Pentium PCS, two Macs, and two laser printers. Students can use this lab for word processing, net search, spreadsheets, e-mail, etc. Another lab on the second floor of the Library, is for use by graduate students on the campus network. The graduate lab has three Pentium PCS, two MACS, 1 Sun workstation, a plotter, a scanner, and a laser printer. Around the reference desk area the library has seventeen Pentium PCS for use in searching for online information resources and for e-mail. To accommodate this new equipment, the library was completely wired and a new Novell server was put in place last year. Each library faculty member has access to a Pentium-level PCs in his or her office. Other staff needing to use a PC have access to common equipment.

The Robeson Library is technologically ready for the 21st century and is actively participating in the

education of students, faculty, and staff in Camden. The library faculty is investigating new and unique ways to deliver a program of information literacy to a divergent population of users. With the continuing active cooperation of the teaching faculty and administrators, the Robeson Library will remain an important component of the Camden Campus.

OTHER RESOURCES

This section describes supporting resources that are necessary to provide core instructional activity, enhance intellectual and recreational quality of life, and generally contribute to the success of the overall campus enterprise. Instructional equipment, computing, and distance-learning resources are described, alumni and development units are discussed, and the new Women's Center is detailed.

INSTRUCTIONAL EQUIPMENT

The campus has benefitted substantially by participation in the ELF program which provides instructional and research equipment to state colleges and universities. ELF is a permanent fund; as the debt issued to fund the purchase of the initial round of equipment is eventually paid off, ELF will issue more debt up to its statutory limit of \$100 million, and distribute more equipment. Rutgers-Camden received about \$1.5 million in equipment in the first ELF round. Projects funded by ELF are shown in Table 11.

Table 11
ELF Projects

<u>Project</u>	<u>Funding</u>
Nursing Clinical Laboratory	\$ 191,811
Electron Microscope Accessories	147,000
Faculty Computers	394,303
Business Decision Simulation Room	93,100
Finish Campus Computer Network	194,040
New Language Laboratory	252,031
Computer Classroom Upgrades	38,690
Math Graduate Program Computers	80,164
Law Library Equipment	140,140
Computer Teaching Lab for Graphic Design	<u>67,385</u>
Total	\$1,598,664

The existence of the ELF fund goes a long way to resolving what was developing into a difficult budgetary issue, namely the need to equip and constantly update ever more sophisticated classrooms and laboratories.

Another major improvement in computing equipment funding was the creation in 1995, of the student computer fee (\$100 in FY 1997/98) that all students must pay to underwrite part of the cost of providing student access to computers throughout the university. The Camden campus received approximately \$300,000 from the fee in the most recent fiscal year, and has now achieved a major goal: the provision of one public-access computer for every 35 students.

A major issue yet to be resolved is the long-range provision for maintaining, upgrading, and replacing the new computing infrastructure on the campus.

COMPUTING

The Camden campus is the only campus at Rutgers to be fully networked. A full-time staff, reporting to RUCS, are stationed on the Camden campus to support campus computing. This staff does a valiant job of administering the computing needs of the campus, but, in general requires further assistance in the area of “retail” level customer support, specifically for microcomputers. This is especially true since the ELF program has now equipped virtually all full-time faculty members with individual computers. A new computer aide was recently hired for the College of Arts and Sciences, but, with 147 faculty and approximately 30, this is, by any standard, a marginal response to a growing need.

Most needs for high-end research computing infrastructure have been accommodated to date, and a relatively new campus network, fully linked to all other Rutgers campuses and the Internet, further supports the computing needs of the campus. Instructional computing is adequately supported by a fee-based financing mechanism that has accommodated almost all major instructional computing needs. The campus would benefit, however, from the provision of an upper-division Instructional Laboratory for computer science. Indeed, such a laboratory will prove necessary for the new Computer Science program to receive accreditation, as discussed in the section on “Programs and Curricula.”

One area of continuing concern is provision of desktop computing capability for staff. Funding for staff computing needs is not so systematized as that for students and faculty. Currently, many staff computers are bought with discretionary, unreliable sources of funds, and there is no budget for repair and maintenance other than discretionary dollars. In fact, the campus now supports some administrative computing by buying used computers from the student fee system and placing them on staff desks.

DISTANCE LEARNING

Rutgers-Camden has a distance-learning classroom that is in the process of being upgraded with SROA funds, to a state-of-the-art facility. The campus already receives nursing courses from the Newark campus, is about to receive a series of lectures from Newark, relating to neuroscience, and has also sent a law course to the Newark Law School. M.B.A. courses are now also being sent to Atlantic County College’s Atlantic City Campus. Campus distance-learning infrastructure will be adequate after the pending upgrade of the facility, but another facility will be needed when further demand materializes for this new pedagogical technique. It should be noted that distance learning is projected to play a role in campus plans to diversify geographically as part of its enrollment growth plans.

THEATER ARTS INFRASTRUCTURE

The Camden campus has the largest and best designed theater in the Rutgers University system. It also has a theater arts department with six majors as of FY 1995/96. A working group has been formed to find ways to maximize the use of the theater, both for instructional support and as a campus and community resource, on the model of the already well established Stedman Gallery. While it is possible that the theater

may come to be used to generate income for the campus and that is an important goal of the working group it is at least as important that the facility come to be seen by the community as a resource. It would also increase the media and public exposure of the campus as a whole to enhance utilization of this major asset, and thereby possibly aid in marketing the campus to prospective students and their families. This working group has received \$50,000 in SROA funds for the coming year, (as detailed in the "Resource Allocation" section above) to begin implementation of plans to enhance the theater's presence in the regional arts environment.

DEVELOPMENT ACTIVITIES

In 1993 a Development Office was established on the Camden campus. The Development Office works closely with the Rutgers University Foundation, which had previously handled all fund-raising activities for the Camden campus from its New Brunswick headquarters. The Development Office consists of a director, who has dual reporting responsibilities to the provost and to the vice president of the Rutgers University Foundation, and a secretarial assistant.

Efforts have been concentrated toward corporate and foundation support for faculty projects and academic programs, identification and cultivation of individual prospects, and the creation of a more extensive planned giving program. Toward these ends, greater dialogue with department chairs and individual faculty members has been pursued. As a result, several faculty members have contacted this office for assistance in identifying sources of grant funding and to share their personal contacts in the corporate world. To serve the faculty better, the Development Office and the Office of Sponsored Research work together to identify these funding sources and to assist with proposal preparation. The Alumni Office also works closely with the Development Office to identify and cultivate new alumni prospects.

A faculty workshop was held during February 1997 to assist faculty in writing winning grant proposals. The presenters were from the Office of Sponsored Research, the Rutgers University Foundation, and the Camden faculty. The purpose of the program is to encourage faculty to place greater emphasis on grant writing and to encourage more of them to submit proposals.

Through the three Dean's Advisory Boards and a Fine Arts Council, the director meets with friends and alumni of the campus to discuss their own personal investment in the university as well as the establishment of a network to identify and cultivate outside sources of funding. The Dean's Executive Advisory Council of the School of Business has supplied many leads on corporate funding.

Last year witnessed the demise of the "Volunteer Phonathon" program on this campus which was directed by staff personnel from the Rutgers University Foundation in New Brunswick. The Foundation has instituted a paid student caller program located on the Piscataway Campus as its replacement. The fall semester program has shown a significant increase in both the number and amount of pledges to the College of Arts and Sciences, the Law School, and the School of Business as indicated in Table 12 below.

Table 12
Fall 1996 Telefund Results

<u>Unit</u>	<u>Number</u>		<u>%</u>	<u>FY '97</u>	<u>FY '96</u>	<u>Increase/ Decrease</u>	<u>Total Dollars</u>
	<u>Called</u>	<u>Pledges</u>		<u>Average Pledge</u>	<u>Average Pledge</u>		

Law School	1,330	532	40%	\$89	\$64	39%	\$47,167
Provost	39	15	38%	79	33	140%	1,190
Arts and Sciences	732	322	44%	68	52	30%	21,780
Business	332	123	37%	64	31	106%	7,873
Graduate School	<u>22</u>	<u>3</u>	<u>14%</u>	<u>18</u>	<u>25</u>	<u>(38%)</u>	<u>55</u>
Campus Total	2,455	995	41%	\$64	\$41	64%	\$78,065

During this past year several new scholarships have been established from businesses and individuals: the Acme Market Scholarship Program supports three scholarships and established a scholarship endowment for a Camden resident to the business school; a graduate of University College established a scholarship for a part-time student in that program; and two faculty/staff members created a scholarship to be used for the School of Business and University College in alternate years.

A Minority Scholarship Program has been instituted at the School of Business supported by J & J Snack Foods, Lockheed Martin Services, Public Service Electric & Gas Company, American Water Works, 10,000 Minters, Summit Bank, the Philadelphia Coca-Cola Bottling Company, and CoreStates Bank. During the past two years three full-tuition scholarships valued at \$48,000 were awarded for four years for three minority high school students. The scope of this program was broadened in 1996 to provide scholarships of \$1,000 to \$5,000 to reach a greater number of students.

The Department of Music received a \$90,000 bequest last summer from a graduate of the class of 1953 for the establishment of an endowed scholarship. The Camden Campus Planned Giving Newsletter was created during the fall of 1996. Retired alumni and faculty are being identified as prospects for planned gifts. Several are presently under cultivation.

During the 1996/97 academic year the most notable gift has been a \$1,000,000 pledge from the William G. Rohrer Charitable Foundation for support of a Center for Management and Entrepreneurship at the School of Business.

The 1995/96 academic year created the basis for an effective major gift fund-raising program. During 1996/97 the Development Office began building on that foundation by working with the Dean's Advisory Boards and faculty to identify new private and corporate funding sources, cultivate those sources already in place, and increase grant funding through more efficient identification of resources.

WOMEN'S CENTER

The Women's Center opened its doors in September 1996 as a resource, support and information center for women, and to increase the awareness of the distinctive roles and challenges of women in society. Its purpose is to promote women's confidence and sense of well-being by providing resources and support for academic, social, legal and health concerns. Students are provided with direct experience in teaching, research, and service through program and internship opportunities. In addition, community outreach is an important aspect of the Women's Center, with the intent to improve and strengthen relations between Rutgers

and Camden area community service organizations.

Programs have included speakers on women's issues, a "Take Back the Night Rally," and "The U.N. Women's Conference: One Year Later," a follow-up on the 1995 Women's International Conference in Beijing, China. Three major service projects included a Necessities Drive, Clothing Drive, and Toys for Tots Drive for women and children housed in shelters throughout the area.

The Center is housed in the lower level of the Camden Campus Center and staffed with a part-time Director and interns.

PLANT AND EQUIPMENT

During the past decade a major system-wide effort has continued to improve the quality and quantity of buildings, facilities and equipment at Rutgers. This effort has had a direct positive effect on the environment for teaching, learning and research at Rutgers-Camden. Since 1988 a total of \$54.6 million has been committed by the central administration to support new construction of academic and auxiliary buildings, and to renovate and enhance existing facilities. These expenditures are detailed in the Table 13 below.

Table 13
Capital Construction Program

<u>Project</u>	<u>Project Funding</u>
Housing I	\$6,400,000
Housing II	7,816,000
Business and Science Building	9,000,000
Dining Hall Expansion	2,901,000
Gymnasium Addition	3,165,000
Science/Armitage Hall	525,000
School of Law	2,200,000
Career Planning and Placement	142,150
Learning Resource Center	122,150
Teaching Excellence Center	45,000
Student Center Addition	5,400,000
Library Addition	7,694,000
Day Care Center	455,000
Cogeneration Plant	3,246,998
Business and Science Renovation	787,500
Science Building Renovation	2,552,900
Fine Arts/Stedman Renovation	590,250
Law and Paul Robeson Renovations	1,167,300
Armitage/Nursing Simulation Lab	175,000
401 Cooper/Public Policy Renovation	<u>173,491</u>
Total	\$54,558,839

BUILDINGS AND LAND

This section will first summarize the current land and facility inventory of the campus and then describe construction activity to date. Then the current and long-term facility and equipment needs of the campus will be discussed.

The Camden campus includes 25 acres of land and 26 buildings containing 1,006,641 gsf in 645,259 net assignable square feet of space. Most of the buildings (79.4%) have been constructed since 1961. The campus land is spread out over 18 blocks in the center of the city of Camden. The center of the campus is a quad developed from five of these blocks. An additional three acres is leased for parking lots from the Delaware River Port Authority. In general, adequate facilities exist to offer the programs of the campus, and to accommodate modest expansion in enrollment. The condition of the campus is, on average, quite good. The average age of buildings at Rutgers-Camden is among the lowest in the Rutgers system.

CAMPUS IMPROVEMENTS AND CAPITAL CONSTRUCTION

Of the \$58.6 million spent on Camden facilities since 1988, \$28 million has been spent on major improvements to libraries, academic and research facilities, and these improvements have addressed some of the most pressing needs on the campus.

Expansions of the Law and Robeson libraries were completed in 1993. This \$7,694,000 addition, designed as a single building that provided space for the two libraries in separate but adjoining space, resulted in an additional 26,800 square feet of new space evenly divided between the libraries. These expanded facilities included new study areas, major expansion of stack and reference areas, along with graduate seminar rooms and technical support service areas. Expanded space enhanced library facilities and provided space for resources required to provide materials for the many new programs initiated in the past 10 years. A 257-seat classroom was included on the Fourth floor of the new building. An additional \$1,167,300 was provided for upgrading projects in the libraries in 1996. These funds were used to improve lighting and ambiance in both of the older sections of these facilities. The largest classroom in the Law School and three seminar rooms were also renovated to upgrade them to be compatible with earlier renovations. The programmatic benefits of these projects are remarked upon in greater detail in the section on "Libraries."

Certainly the single major addition to academic and research space in the last decade was the Business and Science Building. Completed in 1989, this \$9,000,000 building houses many programs, including the entire School of Business. Unfinished space in the structure was completed in 1996 at a cost of \$787,500 to allow for expansion of the School of Business. The largest user of the building is the School of Business, which attained independent status during this period. Business facilities in the building include faculty offices, student advising and lounge space, a Small Business Development Center, as well as additional classroom space and consumer behavioral study laboratories. Other operations located in the building include central computer operations for the campus along with student computer laboratories, computer science, physics and biology teaching laboratories, as well as high tech and regular classroom space.

Other academic facilities created, expanded or renovated in the last decade included the Biology research space in the Science Building, and psychology research laboratories in Armitage Hall. A new nursing simulation laboratory was created, eliminating a problem for the nursing program and creating a

state-of-the-art laboratory while also consolidating department facilities in Armitage Hall. A Learning Resource Center was also created in this building.

Major infrastructure and research space renovation and improvements were funded in the Science Building. Funding in the amount of \$2,552,900 was allocated to the Departments of Chemistry and Biology, and this work included infrastructure improvements to HVAC and the building electrical system as well. Faculty research laboratories in the chemistry department received significant improvements, including eleven new hoods, new furnishings, air supply, lighting, flooring, and other ambiance improvements to transform these areas into the high technology facilities required by the chemistry faculty. Additional space was created to house theoretical chemistry computer facilities and faculty offices. The biology department received a major new research facility in the form of a tissue-culture laboratory as well as a new, high technology cold storage facility and a new autoclave as part of this project.

A new day care center was completed in the fall of 1995. This is a free-standing building including 3,300 square feet of space, licensed for 60 children. The provider occupied the premises in early 1996, vacating older facilities in the Victor building. The Victor building is now vacant, and will be demolished during 1997. This will allow the campus to proceed with construction of athletic fields, through an innovative partnership with our host community, the city of Camden. The fields, which will be funded largely by the state of New Jersey's Green Acres park building program, will be owned by the city and operated by Rutgers, and may be a national first in terms of developing such mutually beneficial projects.

The campus received a grant from the state to provide a cogeneration facility to provide more cost-effectively a significant portion of the electricity and heat required to operate the campus. As a consequence, the campus now generates most of its own electricity. The 1.1 megawatt facility also supplies most of the thermal energy required to heat and cool the buildings by using the same fuel for both operations. The facility has generated substantial savings in fuel and electricity costs since becoming operational in March 1996. Part of the savings will remain on the campus to create a locally administered renovation fund, a first for the campus.

Additional capital was authorized in 1995 via the Higher Education Facilities Trust Act (HEFT). The Camden campus was allocated \$5,067,241 for seven alteration and improvement projects throughout the campus. These funds were increased by \$379,200 by grants obtained through efforts of the faculty, to provide funding totaling \$5,446,441. This funding provided for renovations and improvements to the Business and Science Building, Science Building, Fine Arts Building including Stedman Art Gallery, Armitage Hall, Paul Robeson and Law Libraries, and 401 Cooper Street.

Existing facilities were modified, and unfinished space was fitted out in the Business and Science Building, to allow expansion of the School of Business. Improvements included new and larger space for the Small Business Development Center, while business advising occupied the renovated space vacated by the move. A student lounge was developed to create space for students to congregate and interact with their peers. A new conference/seminar room was created along with a 35-position computerized classroom that will be equipped with distance-learning capabilities as well. Marketing research and observation facilities were created to enhance the school's consumer research and marketing programs. The additional space was also used to create new faculty office space.

The Fine Arts Building, the art department computer graphics area, and the Stedman Art Gallery

received complete upgrades. Computer graphics teaching and laboratories were completely altered, including new furnishings, flooring, lighting along with painting for a totally new, professional ambiance. In similar manner, the Stedman Art Gallery was totally renovated, including new environmentally controlled storage space for the campus art collection, and new gallery space, including temperature and humidity control. New exhibit walls and daylight controls as well as carpeting, painting and lighting were included in this renovation. Finally, lecture hall 110, accommodating up to 100 students, has been improved with new seating and lighting, a sound system and upgraded projection and teaching capabilities.

Armitage Hall space was reallocated to the nursing department to create a nursing simulation laboratory. This was done in space vacated by EOF which relocated into 429 Cooper Street, a building vacated by Student Health Services when they relocated to the Campus Center. The entire space was reprogrammed by the department chair and renovated into a multi use facility that includes teaching and computer space as well as hospital-grade facilities for the laboratory. All items in this space are new and of current technological standard.

New lighting and an electronic classroom were the main thrust of renovations to the Paul Robeson Library, while the Law School was the beneficiary of renovated classrooms and seminar rooms, as well as of significant improvements to the entry level of the library. Extensive new lighting was installed in the Paul Robeson Library in an effort to increase lighting levels to equal those present in the recently completed addition. In addition, significant alterations were made to improve the main entrance to this library, including the reference area and check-out desk. Also included was an electronic classroom with stations for 38 students. Improvements and renovations in the Law School included complete renovation of classroom 207 to standards set by the previous classroom renovations project. In addition, three seminar rooms on the second floor were also upgraded to new standards, and new carpeting was installed in hallways. In the library the entire third floor entrance level of the original section was renovated, including new ceiling treatments, lighting, carpeting, and reupholstering the furniture.

Facilities for the Master's of Public Policy program were renovated and upgraded. Rooms were reconfigured and facilities improved to allow the faculty and students to function more effectively. Upgrades included new lighting, interior decorating, and reconfigured office facilities.

Auxiliary Support

Several auxiliary and support projects were completed in the last few years, substantially improving the quality of life on the campus. An addition to the Campus Center was completed in the summer of 1993. The addition provided 13,800 square feet housing the Campus Bookstore, Student Health Services, expanded student activities areas, and five multipurpose conference rooms. A major addition to the gymnasium was also completed during this time, giving the campus an outstanding array of indoor recreational options for its size.

Current Problems

The issue of deferred maintenance continues. Through most of this decade the backlog of deferred maintenance has continued to grow despite some funding being provided. During this period more than 300 projects have been undertaken with funding for deferred maintenance or capital repair and replacement from the central pool and other state sources. This funding amounted to \$6,032,386. More than \$400,000 of these

funds were used to rectify ADA compliance issues, particularly those affecting access to facilities and programs. However, the backlog remains greater than available funding. The present backlog is greater than \$10,000,000 and expanding rapidly as the campus facilities become older and more heavily used. Although the need is recognized within the university, the continuing budgetary uncertainties and reductions make resolution of this situation problematical. Efforts continue to increase the funding so that these items can be controlled and advances made against the backlog of deferred maintenance.

Budgeting for plant operations also continues to be a major problem. Since 1989 there have been seven budget reductions. One result has been major reductions in maintenance staff and operational resources. The Physical Plant budget was reduced more than \$1,900,000, and 23 lines were eliminated during this period. Salary reductions were \$583,325 of the \$1.9 million total. Nonsalary was \$1,316,675. This is 48% of the \$4 million total campus dollar reduction noted in the section on "Budget and Accounting," and 61% of the total campus line reduction during that period. The lack of funding for deferred maintenance discussed above, coupled with the loss of personnel and below-the-line resources over a long period of time, is a trend that cannot continue. Although organizational adjustments have been made, certainly these reductions were not totally transparent to our students, faculty, and staff; and funding needs to be identified to stabilize these operations, which affect all members of the campus community.

A current need exists to rehabilitate a number of the student-use and public-contact areas of the campus, to improve the image of the campus for recruiting purposes. Such an effort is doubly important in the urban environment of the campus. A fundamental attractiveness already exists as a basis for bringing the perception of the campus to the next level of environmental quality. Work has already begun on projects of this type. The student lounge in Armitage Hall, a very heavily used facility, has been renovated at a cost in excess of \$50,000. Work is being planned on the Registrar's Office and Financial Aid public areas, and parts of the Business office are being renovated.

Work like the above, never possible without special assistance from the central administration in the past, or by tapping into increasingly scarce (and increasingly dedicated, see the "Faculty" section on PTL needs), discretionary resources, is made possible by the creation of a new renovation fund that will be supported by the energy-saving proceeds from operation of the new co-generation plant. These proceeds are expected to be approximately \$125,000 in year one, and to increase at a rate that is indexed to local energy costs every year thereafter.

One additional current need is to increase the attractiveness of the campus external environs by selectively acquiring, clearing, and banking surrounding land. This would clear some particularly obnoxious, close-in, deteriorated structures, and create green space and parking, until the area was needed to accommodate facilities.

Future Needs

As the campus continues to evolve, some existing facilities will become inadequate and some additional facilities will be required. This is particularly true of the campus science infrastructure. Despite recent infusions of funds to upgrade and renovate the Science Building, there is a need to plan a replacement facility. The present building has been expanded and altered internally to the limit of the system infrastructure. In general, there is too little research space for the program and equipment needs of top-flight science researchers. The HVAC systems in particular are not adequate to provide the air volume and degree

of control needed to advance into the new millennium.

If the city continues to redevelop around the campus the need for additional parking may become more acute. In any event, the overall scarcity of parking will be aggravated with the realization of the Athletic Fields expected to be constructed in 1998 (see below), which will result in a net loss of more than 150 spaces. Surface parking is problematical due to a paucity of nearby vacant and affordable land. Other alternatives such as a 500-vehicle parking deck or double-decking existing surface lots need to be evaluated to accommodate the parking needs of faculty, students, and staff who drive to the campus. This will require innovative financing, if built, since parking is a locally self-supporting auxiliary (as described in the section on "Budgeting"), and the campus lacks the critical mass of fee-paying users to support such a costly project.

Development of athletic fields is on the near-term horizon. The university will soon be entering into an agreement with the city to develop athletic fields partially on property already owned by the University as well as some privately owned parcels. Green Acres funding has been obtained in amount sufficient to fund approximately one-third of the project, and sources of other funding are being pursued. These facilities will be shared with the city, and the facility will also be used as a park. The financing and operating strategies for obtaining this improvement are explained in more detail in the section on "Innovation and Experimentation."

The Law School continues to expand its educational and community-service programs. There is an imminent need for a new building to house a Legal Training Center and Moot Court facilities. These expanding programs will greatly enhance the quality of education for law students.

There may be a need for campus housing for students who require alternative living arrangements. This category, which is increasing, includes single- and double-parent families with children, and unmarried couples. The ability to provide on-campus housing to this population would increase both enrollment and student diversity for the campus. Alteration of existing facilities for this purpose, or new construction, are two possible options. Alteration has the benefit of absorbing currently under-subscribed beds by adapting them to a new niche market. (The housing occupancy problem is described in more detail in the section on "Student Life.")

INNOVATION AND EXPERIMENTATION

ACADEMIC INNOVATION

The campus seeks to maximize the value of its existing programs through innovative internal and external collaborations, and seeks to extend the reach of its academic influence by identifying new constituencies and adapting existing or developing new programs to serve these constituencies. Recent examples of this are the J.D./M.D., J.D./M.S.W., D.O./M.P.A. and B.A./M.P.A. programs that will commence this fall. The Doctor of Osteopathy/Master of Public Administration degree, for instance, joint with the UMDNJ School of Osteopathy at Stratford, New Jersey, is the first D.O./M.P.A. program of any kind in the country. It is expected that six to eight students per year will avail themselves of the opportunity to acquire both a medical degree and an M.P.A. with an emphasis on health-care management. The program requires no new resources, and broadens the reach of the already very successful and well regarded M.P.A. program.

The university is using its new distance- learning capability to support the recent extension of the M.B.A. program into Atlantic City. Early enrollments in this new program are very encouraging.

The substantial and growing interrelationship of the Camden campus with a number of South African and Namibian Universities has provided an abundant cross-fertilization of perspective that nourishes all the participants. Rutgers-Camden is now the only university in the United States to have an active exchange and internship program with the University of Namibia. The president of Namibia was granted an honorary degree by the university at 1997 Camden Commencement. President Lawrence visited several South African universities during the summer of 1997 to further develop academic relations.

Another exciting academic innovation for the campus will be the near-term implementation of a postbaccalaureate premedical program, whereby existing science offerings will be packaged for a new goal-directed audience. This will enhance enrollment and broaden the constituency for the high-quality science courses on the campus.

ADMINISTRATIVE/SERVICE INNOVATIONS

The campus now operates a Teaching Excellence Center, which coordinates faculty development initiatives. Faculty development is also being served by a new Speakers Program, in which individuals or departments can propose speakers to the Provost, on substantive topics of interest to the broader faculty community at Camden. Also in operation is a Learning Resource Center, to provide tutoring for a self-selecting group of undergraduates.

Grant-funded planning has been underway for some time for a charter school in the city of Camden. While Rutgers faculty are directing the planning of the school, the school itself which was recently awarded one of the first New Jersey school charters will be independent of Rutgers. School operations began in the fall of 1997.

PUBLICATIONS

Rutgers-Camden publishes numerous periodicals that communicate the accomplishments of faculty, staff, students, and alumni to external and internal audiences. A major review of communications strategy, tactics, and materials is underway, with a goal of enhancing on-campus, regional, and national media communication. A new staff member will be added in the near future who will provide graphic support for the Summer Session catalog and other publications as needed, partly to remedy a perceived problem with a lack of unified control over editorial and graphic “voice” of the various campus publications. The currently published materials are listed and described below.

On Campus

Published three times during the academic year, *On Campus* communicates the teaching/research staff at the Camden campus of Rutgers, The State University of New Jersey, to external and internal constituencies. The third issue of each year features alumni news (excluding graduates of the School of Law).

This publication is being evaluated as to its viability in light of plans to publish a much more frequent campus newsletter.

Camden Quarterly

This quarterly newsletter spotlights the intimate relationship between Rutgers and the city of Camden. The empowerment and advancement of Camden’s citizens is supported in this publication, which also promotes the educational resources delivered by more than 75 Rutgers and non-Rutgers programs throughout the city.

Rutgers Law

This periodical is designed to communicate the alumni and institutional news to all graduates of Rutgers twice per year. The magazine strives to inform graduates of their classmates’ progress, while also keeping them abreast of current activities and information about donors to the Law School.

Provost’s Annual Report

This corporate-style annual report provides a comprehensive overview of Rutgers-Camden’s many advances in teaching, research, and community service during the course of the fiscal year, which is defined as July 1 through June 30. Editorial content is derived from the reports of campus deans and an assessment of the year’s activities by the provost. The publication is distributed each fall to key alumni, university employees, business and community leaders, New Jersey legislators, and prospective donors.

Corporate Conduct Quarterly

Developed by the M.B.A. program, this newsletter provides advice to executives concerning state, federal, and foreign corporate conduct. This publication, dedicated to spotlighting practical methods of preventing corporate lawbreaking, is in standard newsletter format.

The Forum

Published twice annually, this newsletter provides information about and for graduates. News regarding current on-campus activities is included.

Rutgers Law Journal

Edited by upper-level law students, *Rutgers Law Journal* analyzes recent legal trends and develops leading legal scholars and practitioners. Rutgers students provide case commentary and book reviews. This quarterly publication is distributed through paid subscriptions.

Criminal Law Forum

This publication examines international and national legal struggles to address crime in a faculty-refereed journal that attracts political scholars and practitioners from around the globe as readers and contributors. Published three times per year, the journal is produced by the School of Law and distributed through paid subscriptions.

Tramoya

This quarterly journal spotlights unpublished plays from Latin American authors. The journal is produced by the chair of the Spanish department and is distributed internationally via paid subscriptions.

The Gleaner

Published weekly during the standard academic year, this student newspaper emphasizes news and events. The paper is free of charge and produced by a student-elected editorial board. Paid advertising is accepted.

The Advocate

Published monthly during the standard academic year, this student newspaper is co-produced by a student-elected editorial board. Paid advertising is accepted.

Mneme

The yearbook for undergraduate students is produced annually by student editors, with assistance from the Office of Student Life, and distributed through paid reservations.

Camden Magazine

Published annually by the Office for Student Life, this magazine serves as a guide to the campus for new students and is distributed during student orientation.

School of Law Yearbook

This yearbook is produced by student editors through paid reservation specifically for students of the School of Law.

APPENDIX 1

Camden Campus Overview Committee

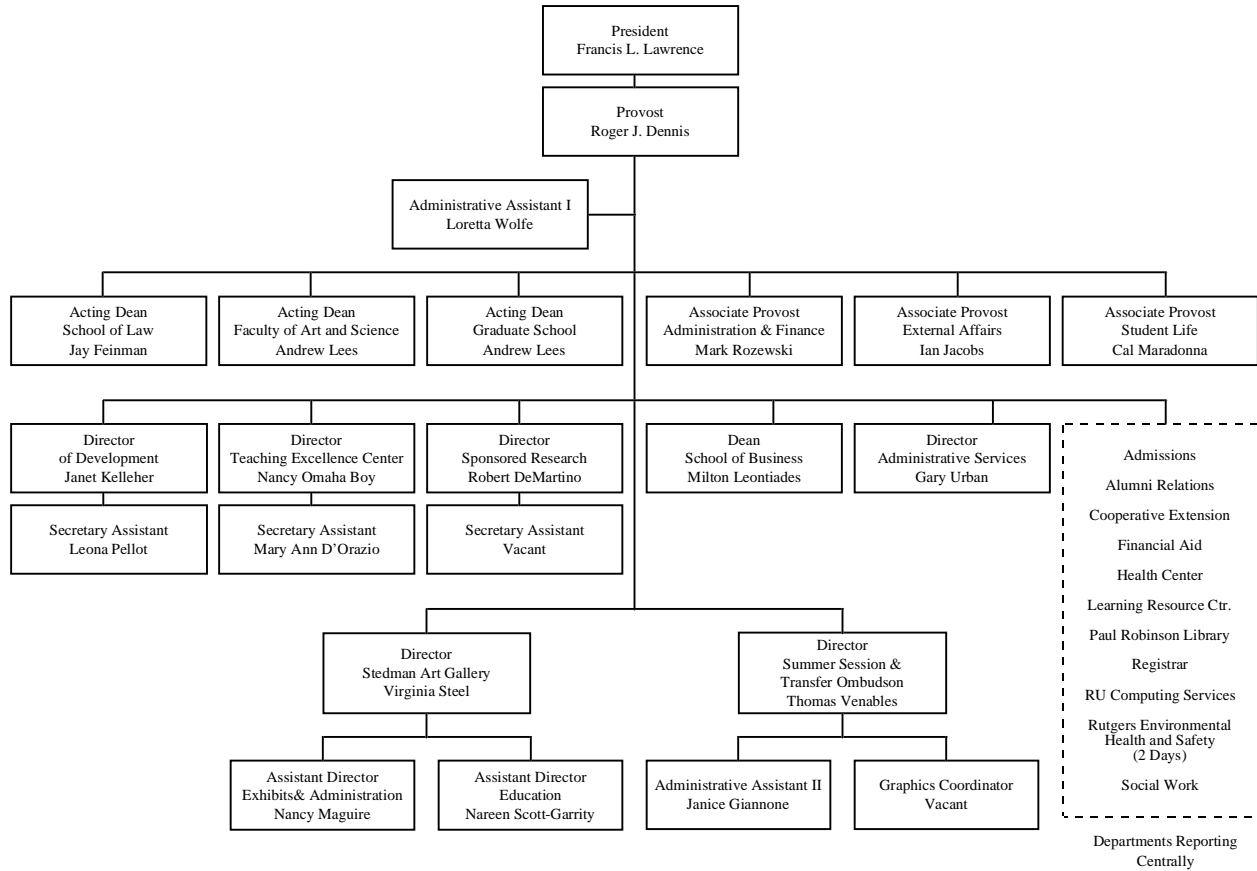
MEMBERSHIP

Georgia Arbuckle - Chemistry
Deborah Bowles - Admissions
Marie Cornelia - English
Robert DeMartino - Sponsored Research
Ann Freedman - Law School
Gary Golden - Library
Nancy Gulick - University College
Louise Horowitz - French
Dennis Joslyn - Camden College of Arts and Sciences
Barbara Kreider - Biology
Milton Leontiades - Business School
Paul Loane - Alumni Relations
Cal Maradonna - Student Affairs
James Marino - Career Planning and Placement
Donna Parker - Student Advising
John Podolski - Law School
Cynthia Riggs - Student Affairs
Mark Rozewski - Provost's Office (chair)
Gary Urban - Administrative Services
Jon Van Til - Urban Studies
William Tucker - Psychology
Robert Wood - Sociology
Diana Black - student
Paul Larkin - student
Kathy Kearns - student

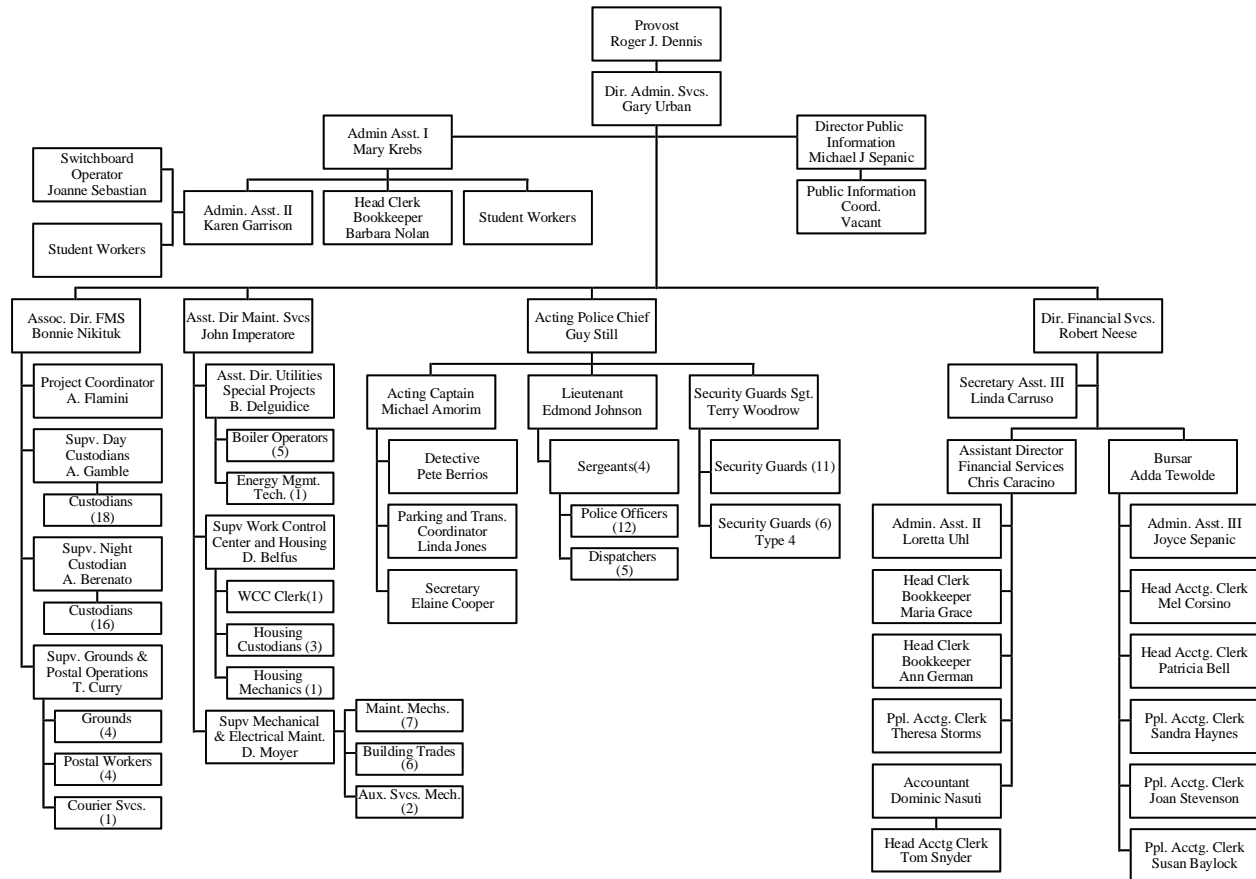
APPENDIX 2

Organization Charts

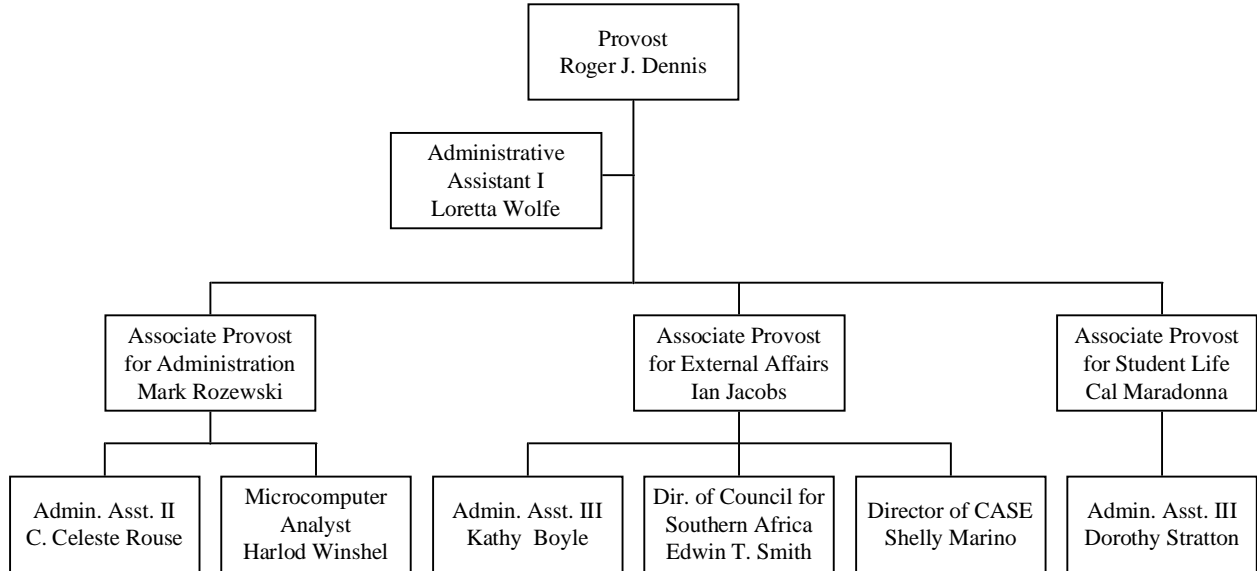
Campus at Camden



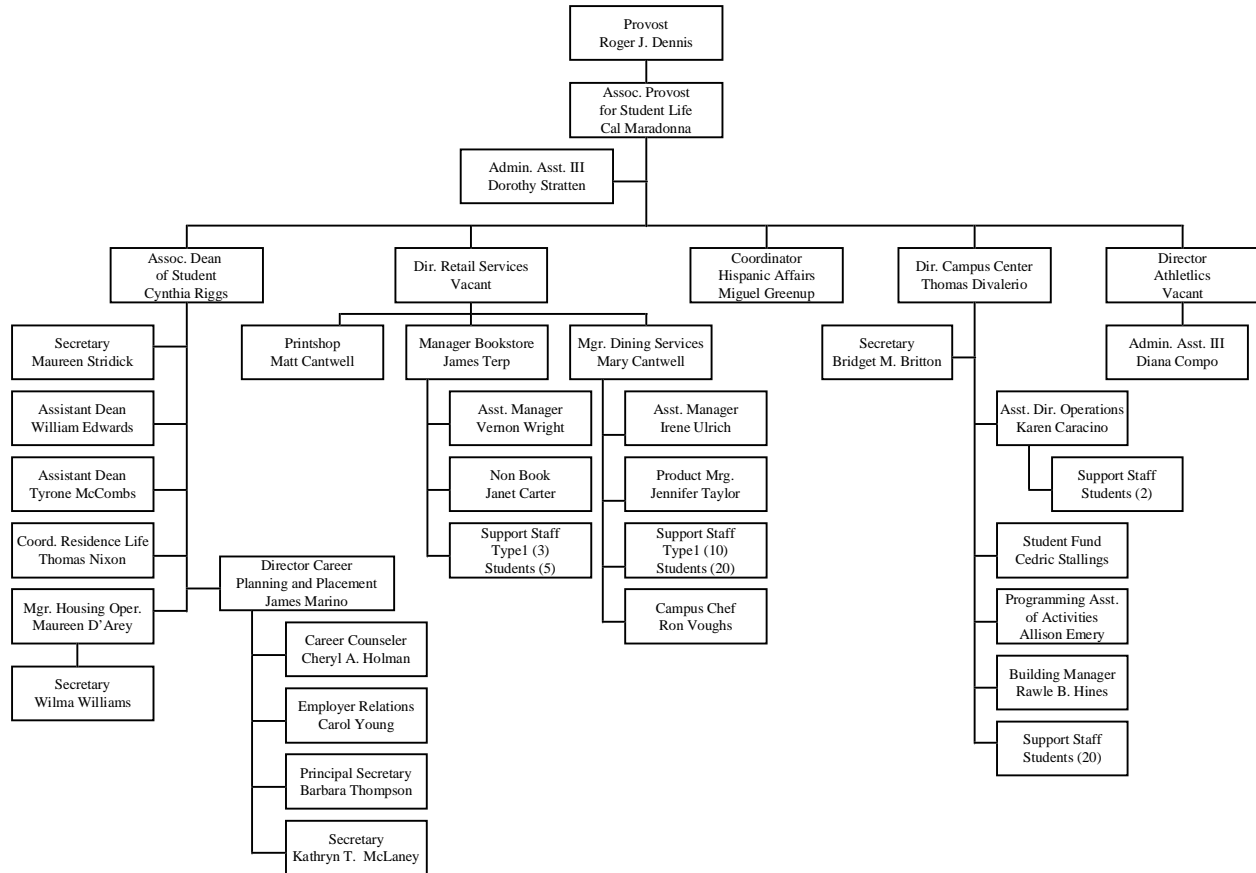
Administrative Services



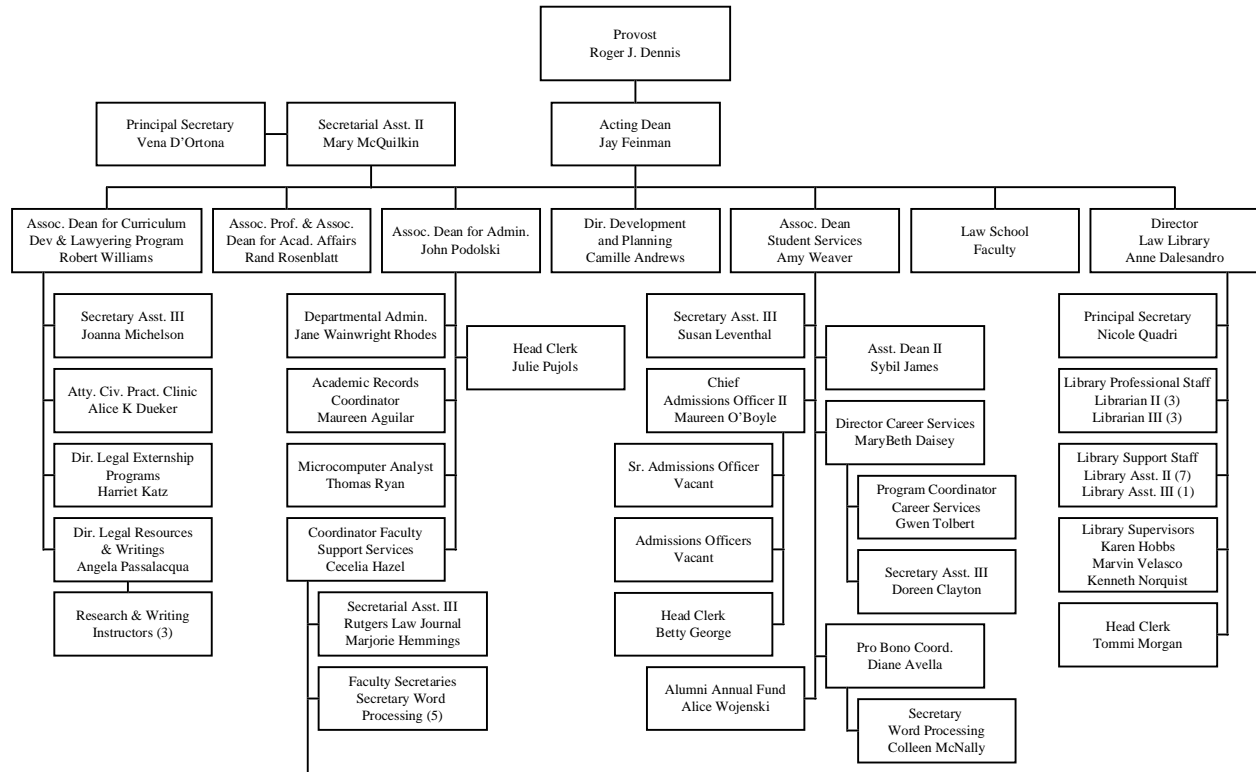
Office of the Provost



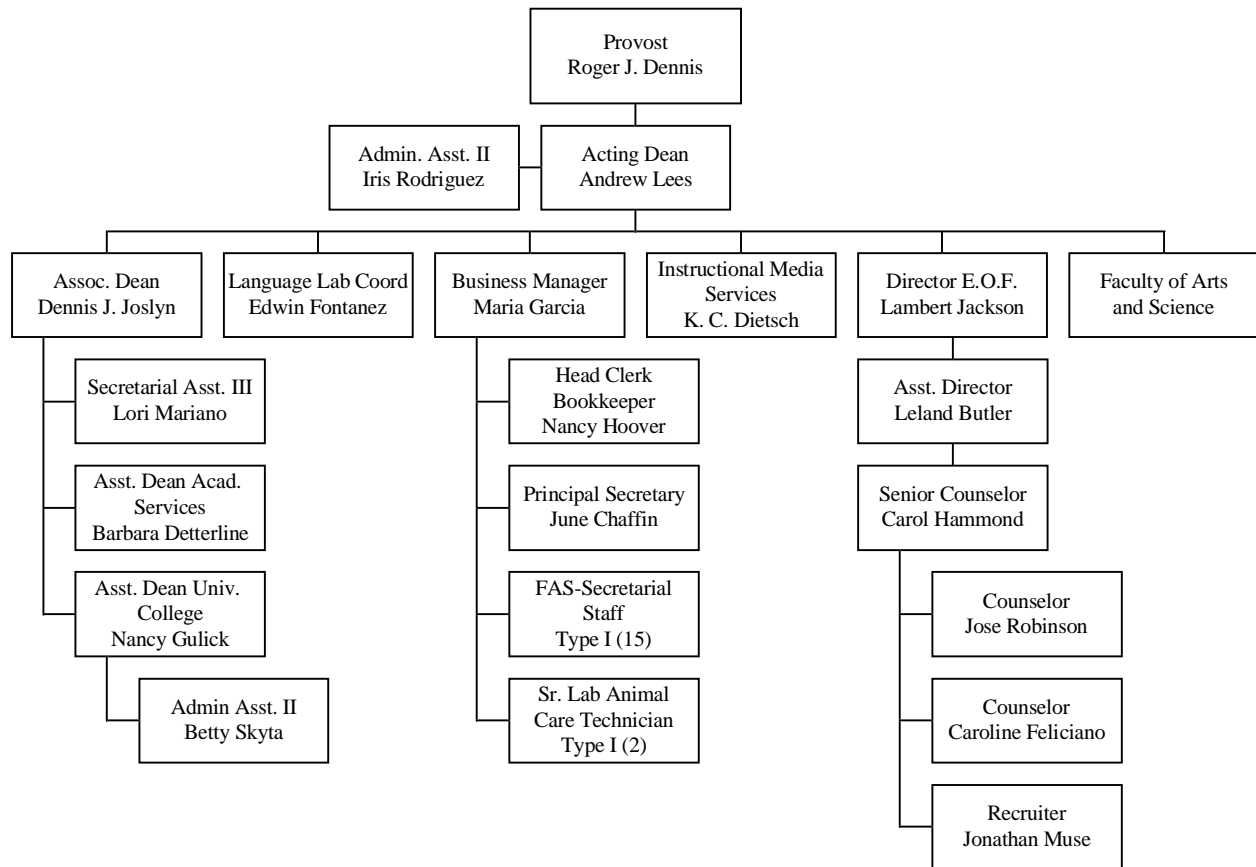
Office of Student Life



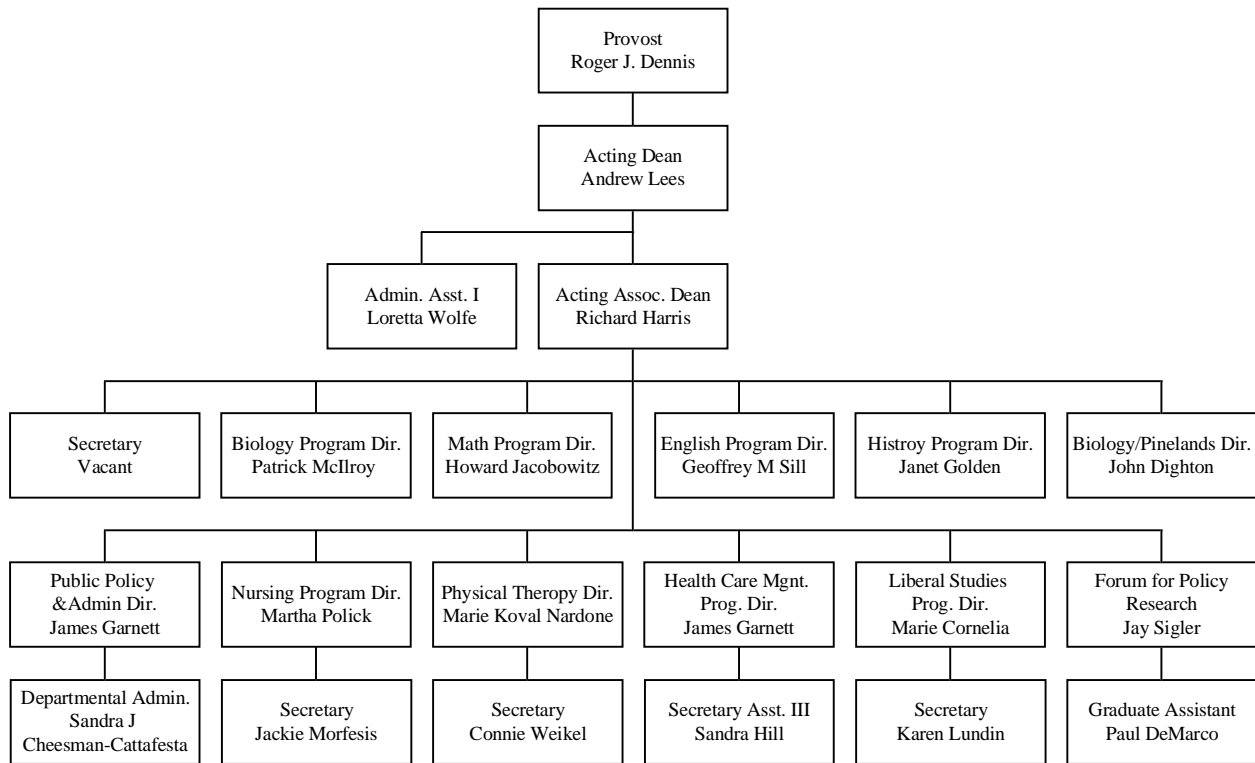
Law School



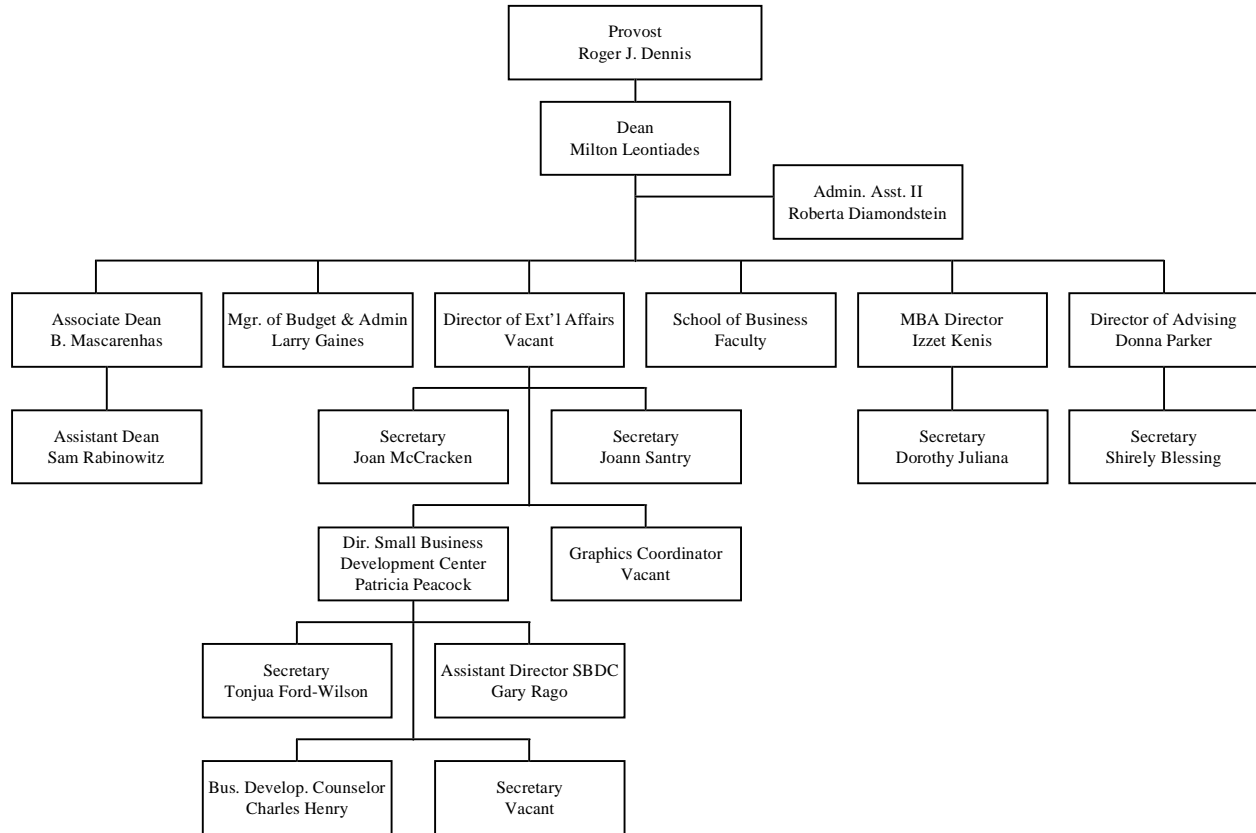
Faculty of Arts and Sciences



The Graduate School



School of Business



APPENDIX 3

List of Related Documents

Plan for Camden Expanded
Camden Master Plan
Career Development and Placement Report
Campus Service Brochure
Annual Report - College of Arts and Sciences
Annual Report - School of Business
Annual Report - Graduate School
Annual Report - School of Law