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

INTRODUCTION

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

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

MISSION

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

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

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

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

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

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

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

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

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

PROGRAMS AND CURRICULA

The mission of the university is carried out by its 29 degree-granting schools and colleges, the NJAES, and by over 100 centers, bureaus, and institutes (CBIs), supported by myriad administrative offices covering major areas such as academic affairs, research, student affairs, undergraduate education, budgeting, continuous education and outreach, institutional research and planning, and administration and finance. (See Appendix D, Organization Charts.) Among the 29 degree-granting schools and
colleges, 12 offer undergraduate degrees only, 11 graduate or professional degrees only, and six offer both graduate and undergraduate degrees. Sixteen of the degree-granting colleges and schools are located in New Brunswick, eight in Newark, and five in Camden. (See Appendix B, Table 5.) Rutgers awards nearly 10,000 degrees each year.

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

STUDENTS

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

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

FACULTY AND STAFF

Rutgers’ greatest asset is its distinguished full-time faculty of over 2,400, which includes 39 memberships in prestigious academies or institutes of science, engineering, arts and sciences, and medicine. (See Appendix B, Table 7.) The full-time faculty are augmented by well-prepared part-time lecturers. About 75% of the full-time faculty work in New Brunswick, about 18% in Newark, and 7% in Camden. Among the full-time faculty, roughly one-third are women. Minority faculty comprise about 15% of the total, placing Rutgers among the top 10 public AAU institutions in the percentage of its faculty that are minorities. (See Appendix B, Table 8.) Two-thirds of the faculty are tenured. (See Appendix B, Table 9.) The distribution of faculty among the ranks includes roughly 40% professors, 30% associate professors, 20% assistant professors, and 10% instructors. The excellence of Rutgers’ faculty is reflected not only in the number of national academy members, but also in their ability to secure annual external support, which has more than doubled in the last 10 years; and in the quality of the
university’s academic programs, which were highly rated in the most recent evaluations conducted by the National Research Council. (See Appendix B, Graph 1 and Table 10.)

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

**Budget and Resources**

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

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

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

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

**Libraries and Computing**

As befits a major research university, Rutgers boasts an outstanding library system. The system comprises 18 locations across the three regional campuses. It offers over 3 million volumes and bound periodicals, roughly 4 million microform units, 2.5 million government documents and collections of
manuscripts, maps, and audiovisual materials. Approximately 23,000 serials are maintained, and some 80,000 volumes are added each year. The Association of Research Libraries currently ranks the system 25th nationally; among public AAU institutions, it currently ranks 13th. In addition to numerous special collections such as those of the Institute of Jazz Studies Library, the Alcohol Studies Library, and the Criminal Justice Library, the university also maintains two major law libraries in Newark and Camden.

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

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

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

**Facilities**

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

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

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

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

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

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

To finance our ambitious plans during a time of fiscal austerity, an innovative set of funding strategies has been developed, including a major capital campaign focusing on strategic planning objectives and leveraging external support through the judicious use of SROA funds. The strategic plan and funding mechanisms are complemented by a series of cost-containment and revenue-enhancing practices. Included among many are: administrative reorganizations, public/private partnerships, development and marketing of intellectual property, dealing creatively with recurring costs, and refinancing debt. While these strategies will significantly advance the university toward meeting its goals, they are no guarantee of ultimate success. To meet this goal, it is essential that the state of New Jersey provide predictable and adequate annual support.
The university strategic plan has been instrumental in focusing attention on undergraduate and graduate/professional education alike. These areas at the heart of the university’s mission have increasingly been the subject of public scrutiny. In addition, questions about faculty research and its value, about the balance between research and teaching, about the balance between undergraduate and graduate education, and about diversity on university campuses have received wide media and legislative attention. Business leaders, Congress, the New Jersey Legislature, the New Jersey Commission on Higher Education, and accrediting bodies such as the Commission on Higher Education of the Middle States Association of Colleges and Schools have repeatedly made calls for greater relevance of research and stronger accountability by public research institutions. Indeed, a recent Rockefeller Institute survey found that 35 states are now using, or considering the use of, performance funding as part of the state budgetary process for public higher education.

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

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

The changing demography of the student body is not limited to ethnic change. Sixty-one per cent of our students are of traditional college age; the balance of 39% represents a significant and increasing population on our campuses, and a population whose needs and expectations we must understand if we are adequately to serve all the people of the state. Furthermore, the university’s ability to attract the best
students in the state, whether or not of traditional college age, depends on its ability to inform the state’s citizens, especially its public school teachers, of what Rutgers has to offer. In this area, distance learning offers significant opportunities not previously possible for interaction between Rutgers faculty and the state’s school systems. These opportunities, which should include lifelong learning/continuing education programs available to all the state’s citizens, need to be seized and developed now, especially in the highly competitive environment of the northeast.

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

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

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

The report of the graduate/professional education and research committee addresses these national issues in the context of their impact upon Rutgers. The committee cites the significant improvement in the quality of Rutgers’ doctoral programs as evidenced by recent NRC rankings and new levels of external research and sponsored program support, but suggests implementation of reforms and innovations that are appropriate to specific disciplines (rather than universally applicable to all programs) which will allow Rutgers to achieve further distinction. In this regard, it clearly acknowledges the differences between graduate education in traditional fields of arts and sciences and that in the professions. Regardless of discipline, however, the report notes not only the essential role that graduate students play in world-class research and teaching, but also the need to provide attractive financial support to enhance the university’s competitive position internationally, to ensure timely completion of studies, and to minimize student debt loads upon degree completion. The committee also notes the importance of CBIs to both research and graduate education, and recommends strategies for further integration with academic departments and schools.
Complementary to high-quality instructional and research programs are first-rate academic support and services. As the characteristics of the information age come to predominate in contemporary life, all institutions of higher education are grappling with fundamental change in the way information is stored and accessed. The technology underlying this change is extremely costly and much of it is subject to rapid obsolescence. At the same time, the costs for maintaining and augmenting current print materials have been rising at rates far above general inflation, so that the balance between traditional and new media is precarious at best. The new technologies not only require significant capital investment but also are labor-intensive. Determining and providing for appropriate staffing levels to exploit fully the manifold benefits of technology are fraught with difficulty since the consequences of poor decision-making are extremely serious.

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

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

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

**Note to Readers**

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

UNIVERSITY MISSION AND GOALS

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

- Rutgers has the prime responsibility in the state to conduct fundamental and applied research, to train scholars, researchers, and professionals, and to make knowledge available to students, scholars, and the general public.

- Rutgers should maintain its traditional strength in arts and sciences, while at the same time developing such new professional and career-oriented programs as are warranted by public interest, social need, and employment opportunities.

- Rutgers will continually seek to make its educational programs accessible to an appropriately broad student body.

- Rutgers is committed to extending its resources and knowledge to a variety of publics, and bringing special expertise and competence to bear on the solution of public problems.

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

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

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

- Improve the already high quality of the undergraduate experience in the liberal arts, seeking both to preserve the diversity of its programs and to develop students who will provide future leadership for the state, the nation and the world.

- Develop and improve programs to serve society's needs for broadly educated, humane, competent professionals.

- Serve the needs of the State of New Jersey by:

  -- conducting research on such basic issues of public policy as energy, transportation, urban affairs, agriculture, human services, coastal and marine science and similar areas, especially those of emerging importance;

  -- fostering programs in the arts, music, and theater to enhance the cultural environment;

  -- conducting research and retraining programs to improve education in the schools;

  -- working with state and local government officials to help improve the quality of citizens' lives;

  -- working with business, industry and labor to provide a resource for their research and development needs and for the future education of their personnel; and

  -- working to strengthen and improve the institutional capability and performance of state governmental bodies.
CAMPUSS MISSIONS AND GOALS

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

CAMDEN CAMPUS

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

NEWARK CAMPUS

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

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

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

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

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

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

NEW JERSEY AGRICULTURAL EXPERIMENT STATION

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

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

Table 1

BOARD OF GOVERNORS - January 1, 1998

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

Nancy K. Lotstein
Eugene M. O'Hara
Thomas A. Renyi
Louie Crew, Faculty Representative
Harry W. Janes, Faculty Representative
Gwendolyn McLoof, Student Representative
Mildred R. Schildkamp, Secretary
Enrica Gioe Chretien, Assistant Secretary
Joseph P. Whiteside, Treasurer
BOARD OF TRUSTEES - January 1, 1998

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

Table 2

1996-1997

Board of Managers

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

Statewide Advisory Committee

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

Ex Officio

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

1996-1997 Officers

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

Table 3

RUTGERS UNIVERSITY SENATE
Membership Roster, 1997-1998
(As of October 1997)

CAMDEN

Faculty of Arts and Sciences - Camden
Michael Lang, Faculty Senator
Jon Van Til, Faculty Senator

Camden College of Arts and Sciences
Mirta Barrea Marlys, Faculty Senator
(Vacant, Faculty Senator)
Nicole Rainey, Student Senator
Darrell Staton, Student Senator

University College - Camden
Harvey Lesser, Faculty Senator
(Vacant, Student Senator)

School of Business - Camden
Samuel Rabinowitz, Faculty Senator
Helen McCloskey, Student Senator

Graduate School - Camden
(Vacant, Faculty Senator)
(Vacant, Student Senator)

School of Law - Camden
Arno Liivak, Faculty Senator
Matthew Kaplan, Student Senator

At Large - Camden
Robert Bailey, Faculty Senator
Dinesh Bhoj, Faculty Senator
Robert Evans, Faculty Senator
NEWARK

Faculty of Arts and Sciences - Newark
Edward Boylan, Faculty Senator
Stan Hall, Faculty Senator
Pheroze Wadia, Faculty Senator
Myroslava Znayenko, Faculty Senator

Newark College of Arts and Sciences
Louie Crew, Faculty Senator
Ann Watts, Faculty Senator
Matthew Drewes, Student Senator
George Elias, Student Senator
Alex Fitzgerald, Student Senator

Erica Toth, Student Senator

University College - Newark
Henry Levinson, Faculty Senator
(Vacant, Student Senator)

College of Nursing
Judith Lucas, Faculty Senator
Carla Anderson, Student Senator

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

Graduate School of Management
Robert McManus, Student Senator

School of Management - Newark
(Vacant, Student Senator)

Graduate School - Newark
Frances Bartkowski, Faculty Senator
Alan Gilchrist, Faculty Senator
Max Rodriguez, Student Senator

School of Criminal Justice
Candace McCoy, Faculty Senator
Jennifer LeBaron, Student Senator
School of Law - Newark
Peter Simmons, Faculty Senator
Curtis Tao, Student Senator

Other Research and Academic Units - Newark
Teresa Perney, Faculty Senator

At Large - Newark
Mark Feighn, Faculty Senator
Robert Rothberg, Faculty Senator
Beverly Whipple, Faculty Senator

NEW BRUNSWICK

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

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

Livingston College
Melvin Gary, Faculty Senator
Gerald Pomper, Faculty Senator
Shanti Tangri, Faculty Senator
Jacqueline Douriet, Student Senator
Ameenah Poole, Student Senator
John Ruvolo, Student Senator
Rutgers College
Rudolph Bell, Faculty Senator
John Belton, Faculty Senator
Ellen Idler, Faculty Senator
John Kenfield, Faculty Senator
Joseph Pifer, Faculty Senator
Barbara Reed, Faculty Senator
Kathleen Scott, Faculty Senator
Arthur Tomie, Faculty Senator
Carlos Arias, Student Senator
Carrie Davenport, Student Senator
Chris Decker, Student Senator
Alexander D’Jamoos, Student Senator
Abosede George, Student Senator
Jonathan Kaplowitz, Student Senator
Gwendolyn McLoof, Student Senator
James Molnar, Student Senator
Michael Shapiro, Student Senator
Tony Solimine, Student Senator
Vacant (Student Senator)

University College - New Brunswick
Stanley Nash, Faculty Senator
Georgette Adamcik, Student Senator
Christine Tortajada, Student Senator

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

College of Engineering
William Bottega, Faculty Senator
Richard Lehman, Faculty Senator
Sigrid McAfee, Faculty Senator
Jerry Scheinbeim, Faculty Senator
Paul Calabrese, Student Senator
Vincenzo Italiano, Student Senator
College of Pharmacy
Joseph Barone, Faculty Senator
Robert Snyder, Faculty Senator
Christopher Cooney, Student Senator

Mason Gross School of the Arts
Paul Bruner, Faculty Senator
Patricia Mayer, Faculty Senator
Jennifer Monaco, Student Senator

School of Business - New Brunswick
James O’Donnell, Student Senator

School of Communication, Information and Library Studies
Robert Kubey, Faculty Senator
Vacant (Student Senator)

Edward J. Bloustein School of Planning and Public Policy
(Vacant, Faculty Senator)
Jeffrey Doshna, Student Senator

School of Management and Labor Relations
Richard Beatty, Faculty Senator
Nicole Jarvis, Student Senator

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

Graduate School of Applied and Professional Psychology
Louis Sass, Faculty Senator
Ruth Orenstein, Student Senator
Overview

**Graduate School of Education**
Kenneth Carlson, Faculty Senator
Charlene Crupi, Student Senator

**School of Social Work**
(Vacant, Faculty Senator)
(Vacant, Student Senator)

**Other Research and Academic Units - New Brunswick**
Stephen Crystal, Faculty Senator
Lily Young, Faculty Senator

**At Large - New Brunswick**
Douglas Blair, Faculty Senator
Michael Shafer, Faculty Senator
George Sigel, Faculty Senator

**UNIVERSITY-WIDE**

**Libraries**
Natalie Borisovets, Faculty Senator
Myoung Chung Wilson, Faculty Senator

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

**Non-Voting Membership**
Michael Benevento, Student Senator
Michele Cortese, Student Senator
Michael Salpas, Student Senator
ADMINISTRATORS

Roger I. Abrams, Dean, School of Law-Newark
P. George Benson, Dean, Faculty of Management
John F. Burton, Dean, School of Management and Labor Relations
Raphael J. Caprio, Vice President for Continuous Education and Outreach
Bruce C. Carlton, Executive Dean for Agriculture and Natural Resources; Dean, Cook College; and Executive Director of the New Jersey Agricultural Experiment Station
Ronald V. Clarke, Dean, School of Criminal Justice
John L. Colaizzi, Dean, College of Pharmacy
Mary E. Davidson, Dean, School of Social Work
Emmet A. Dennis, Dean, University College-New Brunswick
Roger J. Dennis, Camden Provost
Ellis H. Dill, Dean, College of Engineering
Jay M. Feinman, Acting Dean, School of Law-Camden
James M. Flanagan, Vice President for Research
Richard F. Foley, Dean, Faculty of Arts and Sciences-New Brunswick and Dean, Graduate School-New Brunswick
Susan G. Forman, Vice President for Undergraduate Education
Marianne I. Gaunt, University Librarian
Hurdis M. Griffith, Dean, College of Nursing
Sandra L. Harris, Dean, Graduate School of Applied and Professional Psychology
Christine M. Haska, Vice President for Institutional Research and Planning
David H. Hosford, Dean, Faculty of Arts and Sciences-Newark
James W. Hughes, Dean, Edward J. Bloustein School of Planning and Public Policy
Todd T. Hunt, Acting Dean, School of Comm., Information, and Library Studies
Arnold G. Hyndman, Dean, Livingston College
Ian Jacobs, Camden Associate Provost, External Affairs
Carl Kirschner, Dean, Rutgers College
George G. Laskaris, Executive Director for Computing & Information Technology
Francis L. Lawrence, President
Andrew Lees, Acting Dean, Camden Faculty of Arts and Sciences and Acting Dean, Graduate School-Camden
Milton Leontiades, Dean, School of Business-Camden
Donald L. McCabe, Newark Associate Provost
Gary Roth, Associate Dean, Faculty of Arts and Sciences- Newark
Norman Samuels, Newark Provost and Dean, Graduate School-Newark
Joseph J. Seneca, University Vice President for Academic Affairs
Barbara A. Shailor, Dean, Douglass College
Marilyn F. Somville, Dean, Mason Gross School of the Arts
Corinne M. Webb, Associate Vice President for Enrollment Management
Louise C. Wilkinson, Dean, Graduate School of Education
Roselle L. Wilson, Vice President for Student Affairs
Nancy S. Winterbauer, Vice President for University Budgeting
## TABLE 4

MEMBERS OF THE ADMINISTRATIVE COUNCIL

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Francis L. Lawrence</td>
<td>President</td>
</tr>
<tr>
<td>Roger I. Abrams</td>
<td>Dean, School of Law-Newark</td>
</tr>
<tr>
<td>Sharon A. Ainsworth</td>
<td>Director, State Relations</td>
</tr>
<tr>
<td>P. George Benson</td>
<td>Dean, Faculty of Management</td>
</tr>
<tr>
<td>John F. Burton</td>
<td>Dean, School of Management and Labor Relations</td>
</tr>
<tr>
<td>Raphael J. Caprio</td>
<td>Vice President for Continuous Education and Outreach</td>
</tr>
<tr>
<td>Bruce C. Carlton</td>
<td>Executive Dean for Agriculture and Natural Resources; Dean of Cook College; and Executive Director of the New Jersey Agricultural Experiment Station</td>
</tr>
<tr>
<td>Michael W. Carroll</td>
<td>Vice President for Development and Alumni Relations</td>
</tr>
<tr>
<td>Ronald V. Clarke</td>
<td>Dean, School of Criminal Justice</td>
</tr>
<tr>
<td>John L. Colaiuzzi</td>
<td>Dean, College of Pharmacy</td>
</tr>
<tr>
<td>Mary E. Davidson</td>
<td>Dean, School of Social Work</td>
</tr>
<tr>
<td>Emmet A. Dennis</td>
<td>Dean, University College-New Brunswick</td>
</tr>
<tr>
<td>Roger J. Dennis</td>
<td>Camden Provost</td>
</tr>
<tr>
<td>Ellis H. Dill</td>
<td>Dean, College of Engineering</td>
</tr>
<tr>
<td>Jay M. Feinman</td>
<td>Acting Dean, School of Law-Camden</td>
</tr>
<tr>
<td>James M. Flanagan</td>
<td>Vice President for Research</td>
</tr>
<tr>
<td>Richard F. Foley</td>
<td>Dean, Faculty of Arts and Sciences-New Brunswick and Dean of the Graduate School-New Brunswick</td>
</tr>
<tr>
<td>Susan G. Forman</td>
<td>Vice President for Undergraduate Education</td>
</tr>
<tr>
<td>Marianne J. Gaunt</td>
<td>University Librarian</td>
</tr>
<tr>
<td>Hurdis M. Griffith</td>
<td>Dean, College of Nursing</td>
</tr>
<tr>
<td>Sandra L. Harris</td>
<td>Dean, Graduate School of Applied and Professional Psychology</td>
</tr>
<tr>
<td>Christine M. Haska</td>
<td>Vice President for Institutional Research and Planning</td>
</tr>
<tr>
<td>David H. Hosford</td>
<td>Dean, Faculty of Arts and Sciences-Newark</td>
</tr>
<tr>
<td>James W. Hughes</td>
<td>Dean, Edward J. Bloustein School of Planning and Public Policy</td>
</tr>
<tr>
<td>Todd T. Hunt</td>
<td>Acting Dean, School of Comm., Information, and Library Studies</td>
</tr>
<tr>
<td>Arnold G. Hyndman</td>
<td>Dean, Livingston College</td>
</tr>
<tr>
<td>Carl Kirschner</td>
<td>Dean, Rutgers College</td>
</tr>
<tr>
<td>George G. Laskaris</td>
<td>Executive Director for Computing &amp; Information Technology</td>
</tr>
<tr>
<td>Andrew Lees</td>
<td>Acting Dean, Camden Faculty of Arts and Sciences and Acting Dean of the Graduate School-Camden</td>
</tr>
<tr>
<td>Milton Leontiades</td>
<td>Dean, School of Business-Camden</td>
</tr>
<tr>
<td>Richard M. Norman</td>
<td>Vice President for Administration and Associate Treasurer</td>
</tr>
<tr>
<td>Brent D. Ruben</td>
<td>Executive Director, University Program for Quality and Communication Improvement</td>
</tr>
<tr>
<td>Norman Samuels</td>
<td>Newark Provost and Dean of the Graduate School-Newark</td>
</tr>
<tr>
<td>Mildred R. Schildkamp</td>
<td>Secretary of the University and Assistant to the President</td>
</tr>
<tr>
<td>Marilyn F. Somville</td>
<td>Dean, Mason Gross School of the Arts</td>
</tr>
<tr>
<td>David R. Scott</td>
<td>University Counsel</td>
</tr>
<tr>
<td>Joseph J. Seneca</td>
<td>University Vice President for Academic Affairs</td>
</tr>
<tr>
<td>Barbara A. Shailor</td>
<td>Dean, Douglass College</td>
</tr>
<tr>
<td>William N. Walker</td>
<td>Executive Director for University Communications</td>
</tr>
<tr>
<td>Joseph P. Whiteside</td>
<td>Senior Vice President and Treasurer</td>
</tr>
<tr>
<td>Louise C. Wilkinson</td>
<td>Dean, Graduate School of Education</td>
</tr>
<tr>
<td>Roselle L. Wilson</td>
<td>Vice President for Student Affairs</td>
</tr>
<tr>
<td>Nancy S. Winterbauer</td>
<td>Vice President for Budgeting</td>
</tr>
</tbody>
</table>
## APPENDIX B
### Table 5

### PROFILE OF THE 29 DEGREE GRANTING DIVISIONS OF THE UNIVERSITY

**Divisions Granting Undergraduate Degrees Only**

**Camden**
- Camden College of Arts and Sciences
- University College-Camden

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

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

**Divisions Granting Graduate Degrees Only**

**Camden**
- Graduate School-Camden
- School of Law-Camden

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

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

**Divisions Granting BOTH Undergraduate and Graduate Degrees**

**Camden**
- School of Business-Camden

**New Brunswick**
- College of Pharmacy
- Edward J. Bloustein School of Planning and Public Policy
- Mason Gross School of the Arts
- School of Communication, Information, and Library Studies
- School of Business-New Brunswick
APPENDIX B
Chart 1
UNDERGRADUATE STUDENT PROFILE
Fall 1996
Total Undergraduate Enrollment: 35,059
## APPENDIX B

### Table 6

**SIX-YEAR GRADUATION RATES FOR PUBLIC AAU INSTITUTIONS**

**Fall 1990 Full-Time, First-Year Students**

<table>
<thead>
<tr>
<th>Institution*</th>
<th>Graduation Rate**</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Virginia</td>
<td>91</td>
</tr>
<tr>
<td>University of Michigan</td>
<td>84</td>
</tr>
<tr>
<td>University of North Carolina</td>
<td>82</td>
</tr>
<tr>
<td>University of California - Berkeley</td>
<td>80</td>
</tr>
<tr>
<td>University of Illinois</td>
<td>78</td>
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<tr>
<td>Pennsylvania State University</td>
<td>78</td>
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<tr>
<td>University of California - Los Angeles</td>
<td>77</td>
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<tr>
<td>University of California - Irvine</td>
<td>72</td>
</tr>
<tr>
<td>University of Wisconsin</td>
<td>72</td>
</tr>
<tr>
<td><strong>Rutgers, The State University of New Jersey</strong></td>
<td><strong>71</strong></td>
</tr>
<tr>
<td>University of California - Santa Barbara</td>
<td>70</td>
</tr>
<tr>
<td>Indiana University</td>
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<td>University of Washington</td>
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<td>Purdue University</td>
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<td>University of Colorado</td>
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<td>Michigan State University</td>
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<td>University of Texas</td>
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<td>University of Iowa</td>
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<td>University of Pittsburgh</td>
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<td>University of Maryland</td>
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<td>Iowa State University</td>
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<td>State University of New York - Buffalo</td>
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<td>University of Missouri</td>
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<td>University of Oregon</td>
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<td>University of Kansas</td>
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<td>Ohio State University</td>
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<td>University of Minnesota</td>
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<tr>
<td>University of Arizona</td>
<td>51</td>
</tr>
<tr>
<td>University of Nebraska</td>
<td>49</td>
</tr>
</tbody>
</table>

* Includes all students who graduated through August 1996.

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

Source: NCAA 1997 Division I Graduation-Rates Report
APPENDIX B
Chart 2

GRADUATE STUDENT PROFILE

Fall 1996

Total Graduate Enrollment: 12,753

* ages below 22 are less than 1%
### APPENDIX B
#### Table 7

**FACULTY MEMBERSHIPS**

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

<table>
<thead>
<tr>
<th>NATIONAL ACADEMY OF SCIENCES</th>
<th>AMERICAN ACADEMY OF ARTS AND SCIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elihu Abrahams  (Physics)</td>
<td>Felix Browder  (Mathematics)</td>
</tr>
<tr>
<td>Felix Browder  (Mathematics)</td>
<td></td>
</tr>
<tr>
<td>Allan Conney  (Pharmacology)</td>
<td>Ronald Graham  (Mathematics)</td>
</tr>
<tr>
<td>James Flanagan  (Computer Engineering)</td>
<td>Rachel Hadas  (English)</td>
</tr>
<tr>
<td>James Flanagan  (Computer Engineering)</td>
<td>Henryk Iwaniec  (Mathematics)</td>
</tr>
<tr>
<td>Israel Gelfand  (Mathematics)</td>
<td>Shirley Jackson  (Physics)</td>
</tr>
<tr>
<td>Ronald Graham  (Mathematics)</td>
<td>Bela Julesz  (Psychology)</td>
</tr>
<tr>
<td>Bela Julesz  (Psychology)</td>
<td>Donald Kelley  (History)</td>
</tr>
<tr>
<td>Martin Kruskal  (Mathematics)</td>
<td>Martin Kruskal  (Mathematics)</td>
</tr>
<tr>
<td>Joel Lebowitz  (Mathematics)</td>
<td>David Mechanic  (Behavioral Sciences)</td>
</tr>
<tr>
<td>David Mechanic  (Behavioral Sciences)</td>
<td>Herbert Robbins  (Mathematics)</td>
</tr>
<tr>
<td>Herbert Robbins  (Mathematical Statistics)</td>
<td>David Mechanic  (Behavioral Sciences)</td>
</tr>
<tr>
<td>Aaron Shatkin  (Biological Sciences)</td>
<td>Richard Poirier  (Literature)</td>
</tr>
<tr>
<td>Lawrence Shepp  (Statistics)</td>
<td>Herbert Robbins  (Mathematics)</td>
</tr>
<tr>
<td>Evelyn Witkin  (Genetics)</td>
<td>Charles Wuorinen  (Music)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NATIONAL ACADEMY OF ENGINEERING</th>
<th>INSTITUTE OF MEDICINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Flanagan  (Computer Engineering)</td>
<td>Jack Elinson  (Institute for Health)</td>
</tr>
<tr>
<td>Richard Frenkel  (Computer Engineering)</td>
<td>Gerald Grob  (History)</td>
</tr>
<tr>
<td>James Idol  (Ceramics)</td>
<td>Casimir Kalikowski  (Computer Science)</td>
</tr>
<tr>
<td>Bernard Kear  (Materials Science and Technology)</td>
<td>Howard Leventhal  (Behavioral Sciences)</td>
</tr>
<tr>
<td>Elias Snitzer  (Ceramics)</td>
<td>David Mechanic  (Behavioral Sciences)</td>
</tr>
<tr>
<td></td>
<td>Louise Russell  (Economics)</td>
</tr>
<tr>
<td></td>
<td>Lawrence Shepp  (Statistics)</td>
</tr>
</tbody>
</table>
APPENDIX B
Table 8

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

Fall 1995

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percent Female Faculty</strong></td>
<td>Rutgers ranked third among public AAU institutions</td>
</tr>
<tr>
<td><strong>Percent Total Minority Faculty</strong></td>
<td>Rutgers ranked eighth among public AAU institutions</td>
</tr>
<tr>
<td><strong>Percent African American Faculty</strong></td>
<td>Rutgers ranked third among public AAU institutions</td>
</tr>
<tr>
<td><strong>Percent Asian Faculty</strong></td>
<td>Rutgers ranked thirteenth among public AAU institutions</td>
</tr>
<tr>
<td><strong>Percent Latino Faculty</strong></td>
<td>Rutgers ranked tenth among public AAU institutions</td>
</tr>
</tbody>
</table>
# APPENDIX B

## Table 9

## TENURED FACULTY

1995

<table>
<thead>
<tr>
<th>Faculty Headcount and Percentage</th>
<th>AFRICAN AMERICAN</th>
<th>AMERICAN INDIAN</th>
<th>ASIAN</th>
<th>LATINO</th>
<th>WHITE</th>
<th>NON-RESIDENT ALIEN</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT Male</td>
<td>52</td>
<td>4.2</td>
<td>1</td>
<td>0.1</td>
<td>79</td>
<td>6.3</td>
<td>22</td>
</tr>
<tr>
<td>FT Female</td>
<td>30</td>
<td>7.4</td>
<td>14</td>
<td>3.5</td>
<td>8</td>
<td>2.0</td>
<td>348</td>
</tr>
<tr>
<td>TOTAL</td>
<td>82</td>
<td>5.0</td>
<td>1</td>
<td>0.1</td>
<td>93</td>
<td>5.6</td>
<td>30</td>
</tr>
</tbody>
</table>

Source: Integrated Postsecondary Education Data System (IPEDS) Fall Staff Survey 1995
APPENDIX B
Graph 1

RESEARCH, OTHER CONTRACTS AND GRANTS AWARDED

Fiscal Years 1985/86 - 1996/97

Source: Office of Research and Sponsored Programs
### APPENDIX B

#### Table 10

**SCHOLARLY QUALITY OF PROGRAM FACULTY**

By Mean Score of All Programs, for U.S. Public AAU Institutions

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

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

APPENDIX B

Table 11

NUMBER OF FULL-TIME STAFF BY RACE/ETHNICITY AND GENDER

Academic Year 1996-97

<table>
<thead>
<tr>
<th></th>
<th>TOTAL UNIVERSITY</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>African American</td>
<td>Asian</td>
<td>Latino</td>
<td>White</td>
<td>Foreign</td>
<td>Total*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Total</td>
<td>Female</td>
<td>Male</td>
<td>Total</td>
<td>Female</td>
<td>Male</td>
<td>Total</td>
<td>Female</td>
</tr>
<tr>
<td>Professor</td>
<td>14</td>
<td>23</td>
<td>37</td>
<td>6</td>
<td>10</td>
<td>16</td>
<td>147</td>
<td>723</td>
<td>870</td>
<td>0</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>14</td>
<td>29</td>
<td>43</td>
<td>8</td>
<td>13</td>
<td>21</td>
<td>229</td>
<td>381</td>
<td>610</td>
<td>5</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>17</td>
<td>18</td>
<td>35</td>
<td>20</td>
<td>32</td>
<td>52</td>
<td>167</td>
<td>184</td>
<td>351</td>
<td>21</td>
</tr>
<tr>
<td>Instructor</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>39</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>8</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>46</td>
</tr>
<tr>
<td>TOTAL FACULTY PERCENTAGE</td>
<td>47</td>
<td>74</td>
<td>121</td>
<td>40</td>
<td>131</td>
<td>171</td>
<td>20</td>
<td>30</td>
<td>50</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>6.1</td>
<td>4.4</td>
<td>4.9</td>
<td>5.2</td>
<td>7.7</td>
<td>6.9</td>
<td>2.6</td>
<td>1.8</td>
<td>2.0</td>
<td>81.1</td>
</tr>
<tr>
<td>Exec. Admin. Mgr.</td>
<td>9</td>
<td>15</td>
<td>24</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>65</td>
</tr>
<tr>
<td>Professional</td>
<td>149</td>
<td>78</td>
<td>227</td>
<td>32</td>
<td>28</td>
<td>60</td>
<td>49</td>
<td>28</td>
<td>77</td>
<td>926</td>
</tr>
<tr>
<td>Tech. Para-Prof.</td>
<td>42</td>
<td>11</td>
<td>53</td>
<td>28</td>
<td>13</td>
<td>41</td>
<td>15</td>
<td>6</td>
<td>21</td>
<td>179</td>
</tr>
<tr>
<td>Sec./Clerical</td>
<td>251</td>
<td>23</td>
<td>274</td>
<td>22</td>
<td>4</td>
<td>26</td>
<td>70</td>
<td>5</td>
<td>75</td>
<td>919</td>
</tr>
<tr>
<td>Skilled Craft</td>
<td>13</td>
<td>70</td>
<td>83</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>39</td>
<td>40</td>
<td>28</td>
</tr>
<tr>
<td>Serv. Maint.</td>
<td>195</td>
<td>202</td>
<td>397</td>
<td>35</td>
<td>17</td>
<td>52</td>
<td>192</td>
<td>154</td>
<td>346</td>
<td>158</td>
</tr>
<tr>
<td>TOTAL STAFF PERCENTAGE</td>
<td>659</td>
<td>899</td>
<td>1,558</td>
<td>117</td>
<td>68</td>
<td>185</td>
<td>329</td>
<td>233</td>
<td>562</td>
<td>2,275</td>
</tr>
<tr>
<td></td>
<td>19.4</td>
<td>17.7</td>
<td>18.7</td>
<td>3.5</td>
<td>3.0</td>
<td>3.3</td>
<td>9.7</td>
<td>10.3</td>
<td>10.0</td>
<td>67.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Includes American Indian.

Source: IPEDS Fall 1995 Staff Survey
### APPENDIX B

#### TABLE 12

**ANALYSIS OF STAFFING TRENDS**

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

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PEER AVERAGE</th>
<th>RUTGERS UNIVERSITY (ALL CAMPUSES)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Executive, Administrative and Managerial</td>
<td>0.19</td>
<td>0.10</td>
</tr>
<tr>
<td>Employees per Faculty</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Non-Instructional, Professional Employees</td>
<td>1.01</td>
<td>0.75</td>
</tr>
<tr>
<td>per Faculty</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Technical Employees per Faculty</td>
<td>0.28</td>
<td>0.19</td>
</tr>
<tr>
<td>Support Staff per Faculty</td>
<td>2.76</td>
<td>2.35</td>
</tr>
<tr>
<td>Secretarial Staff per Faculty</td>
<td>0.75</td>
<td>0.59</td>
</tr>
<tr>
<td>Skilled Craft and Service Employees per</td>
<td>0.54</td>
<td>0.72</td>
</tr>
<tr>
<td>Faculty</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Non-Faculty Staff per 100 FTE Students</td>
<td>20.93</td>
<td>14.99</td>
</tr>
<tr>
<td>Faculty per 100 FTE Students</td>
<td>7.71</td>
<td>6.38</td>
</tr>
<tr>
<td>Faculty as a Percent of Total Employees</td>
<td>28.30</td>
<td>29.90</td>
</tr>
</tbody>
</table>

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

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

### TABLE 13

### REVENUE SOURCES AND UNIVERSITY EXPENDITURES

**Fiscal Year 1997**

#### Revenue Sources

<table>
<thead>
<tr>
<th>Source</th>
<th>$ in millions</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>State appropriations</td>
<td>374</td>
<td>34.5</td>
</tr>
<tr>
<td>Student tuition and fees</td>
<td>235</td>
<td>21.7</td>
</tr>
<tr>
<td>Federal grants and contracts</td>
<td>183</td>
<td>16.9</td>
</tr>
<tr>
<td>State and municipal grants and contracts</td>
<td>56</td>
<td>5.2</td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>130</td>
<td>12.0</td>
</tr>
<tr>
<td>Gifts, private grants, and contracts</td>
<td>40</td>
<td>3.7</td>
</tr>
<tr>
<td>Other sources</td>
<td>66</td>
<td>6.1</td>
</tr>
<tr>
<td><strong>TOTAL Revenues</strong></td>
<td><strong>1,084</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Consists principally of recovery of indirect costs from contracts and grants and investment and endowment income

Source: Division of University Accounting

#### University Expenditures

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$ in millions</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional and departmental research</td>
<td>325</td>
<td>30.0</td>
</tr>
<tr>
<td>Student aid and services</td>
<td>218</td>
<td>20.1</td>
</tr>
<tr>
<td>Auxillary expenses</td>
<td>128</td>
<td>11.8</td>
</tr>
<tr>
<td>Operation and plant maintenance</td>
<td>84</td>
<td>7.7</td>
</tr>
<tr>
<td>Sponsored research</td>
<td>76</td>
<td>7.0</td>
</tr>
<tr>
<td>General administration</td>
<td>64</td>
<td>5.9</td>
</tr>
<tr>
<td>Other separately budgeted research</td>
<td>53</td>
<td>4.9</td>
</tr>
<tr>
<td>Other</td>
<td>136</td>
<td>12.5</td>
</tr>
<tr>
<td><strong>TOTAL Expenditures</strong></td>
<td><strong>1,084</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Division of University Accounting
APPENDIX B

GRAPH 2

STATE BUDGET SHORTFALLS, 1989-1995
(in millions)

Source: Office of Budget and Resource Studies
APPENDIX C

MIDDLE STATES SELF-STUDY COMMITTEES

SELF-STUDY STEERING COMMITTEE

Chair: Barry V. Qualls, English, FAS-New Brunswick Dean's Office (qualls@fas-admin.rutgers.edu)

Michael Benevento, student
Myra Bluebond-Langner, Sociology, FAS-Camden
Roger Dennis, Camden Campus
Yale Ferguson, Political Science, FAS-Newark
James L. Flanagan, Research
Richard F. Foley, FAS-New Brunswick
Ziva Galili, History, FAS-New Brunswick
Christine M. Haska, Institutional Research and Planning
Elpidio Laguna-Diaz, Classics and Modern Languages and Literatures, FAS-Newark
Richard A. Levaio, Board of Governors
David Levering Lewis, History, FAS-New Brunswick
Gwendolyn McLoof, student
Joan I. Morrell, Center for Molecular and Behavioral Neuroscience

Dean J. Paranicas, Board of Trustees
Norman Samuels, Newark Campus
Jonell Sanchez, Student Affairs
Joseph J. Seneca, Academic Affairs
Earl D. Shaw, Physics, FAS-Newark
English Showalter, French, FAS-Camden
George H. Sigel, Ceramics
Paul A. Snyder (staff), Institutional Research and Academic Planning (snyder@instlres.rutgers.edu)
Antonia Tripolitis, Religion, FAS-New Brunswick
George J. Weng, Mechanical and Aerospace Engineering
Joseph P. Whiteside, Treasurer
Nancy Winterbauer, Budgeting

SPECIAL TOPICS COMMITTEES

UNDERGRADUATE EDUCATION

Chair: Susan Forman, Undergraduate Education (forman@oldqueens.rutgers.edu)

John Bankert, student
Neenia C. Barlatt, student
P. Dennis Bathory, Political Science, FAS-New Brunswick
Kai Blissett, student
Earl Farrow, Graduate School of Education
Robert J. Hefferman, Institutional Research and Academic Planning
Gregory Herzog (staff), Undergraduate Education (herozg@oldqueens.rutgers.edu)
David Hosford, FAS-Newark

Ian Jacobs, Camden Campus
Wilbert David Jerome, Music, FAS-Camden
Stanley Kaish, Faculty of Management
Carol Kaufman, School of Business-Camden
Thomas S. Kimbrell, student
Carl Kirschner, Rutgers College
Joan Apple Lemoine, Douglass College
Ian Maw, Cook College
Sophocles Orfanidis, Electrical and Computer Engineering
Clement Price, History, FAS-English

1.38
GRADUATE/PROFESSIONAL EDUCATION AND RESEARCH

Chair: Joan Morrell, Center for Molecular and Behavioral Neuroscience (morrell@axon.rutgers.edu)

Kenneth J. Breslauer, Chemistry, FAS-New Brunswick
Allan H. Conney, College of Pharmacy
Robert Davis, Graduate School of Education
Peter R. Day, Center for Agricultural Molecular Biology
Sarah Ellenzweig, graduate student, English, FAS-New Brunswick
Carol S. Goldin (staff), Institutional Research and Academic Planning (goldin@instlres.rutgers.edu)
J. Frederick Grassle, Institute of Marine and Coastal Sciences
Tomasz Imielsinski, Computer Science, FAS-New Brunswick
Gene Miller Jonakait, FAS-Newark
Tomas Kovarik, graduate student, Graduate School of Education
Ronald M. Levy, Chemistry, FAS-New Brunswick
Bridget Gellert Lyons, FAS-New Brunswick
Wilma Olson, Chemistry, FAS-New Brunswick
Rosa Oppenheim, Faculty of Management
John Payne, School of Law-Newark
George H. Sigel, Ceramics

INFORMATION SYSTEMS/INFORMATION TECHNOLOGY

Co-Chairs: Marianne I. Gaunt, University Libraries (gaunt@rci.rutgers.edu)
George G. Laskaris, Computing Services (laskaris@rci.rutgers.edu)

Teuvo M. Airola, Natural Resources, Cook College
R. Michael Beals, FAS-New Brunswick
Susan Beck, Robeson Library
James Burkley (staff), Institutional Research and Academic Planning (burkley@instlres.rutgers.edu)
Maureen DeMaio-Esteves, College of Nursing
Michael Eisenmenger, Visual Arts, MGSA
Richard S. Falk, Mathematics, FAS-New Brunswick
Bruce C. Fehn, Controller
Gary A. Gigliotti, Teaching Excellence Center
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Ronald P. Hart, Biological Sciences, FAS-Newark
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Kenneth E. Kendall, School of Business-Camden
Sigrid McAfee, Electrical and Computer Engineering
Donald L. McCabe, Newark Campus
Shimmy Mehta, student
Lynn Mullins, Dana Library
Jose Manuel Reyes, student
Lisa Zussman, student
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CAMPUS REPORTS
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Miguel Estremera, Registrar
Carolyn Gerdes, student, Behavioral and Neural Sciences

T. Edward Hollander, Accounting and Information Systems, Faculty of Management
Phillip Huskey, Chemistry, FAS-Newark
Gene Miller Jonakait, FAS-Newark
Annette Juliano, Visual and Performing Arts, FAS-Newark
Asela Laguna-Diaz, Classical and Modern Languages and Literatures, FAS-Newark
Elpidio Laguna-Diaz, Classical and Modern Languages and Literatures, FAS-Newark
Jan Ellen Lewis, History, FAS-Newark
Jonathan Lurie, History, FAS-Newark
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Lynn Mullins, Dana Library
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Naima A. Cook, student
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Marc K. Manganaro, English, FAS-New Brunswick
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Nancy Gulick, University College-Camden
Louise Horowitz, French, FAS-Camden
Dennis Joslyn, FAS-Camden
Kathleen Kearns, student
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Paul Larkin, student
Milton Leontiades, School of Business-Camden
C. Paul Loane, Alumni Relations
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James Marino, Career Planning and Placement

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

ORGANIZATIONAL CHARTS
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Rutgers University Computing Services

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Institutional Research and Planning
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Computing and Information Technology
George G. Laskaris

Telecommunications Division
Director
Kathleen Ciociola

Administrative Office
Doris Serheev
Lorraine Krisanits

Voice Services
John A. Whyte

Auxiliary Services
David Souren

NJIN
George Carroll

Computer Repair
Robert Schwarz

Vacancy

Network Operations
John Collins

Engineering Design
Douglas Harnaga

Network Installations
Michael Salowe

System Services
David Steiner

Systems & Operations
Roy Marantz

User Services Unit
Eva Michna

Microcomputing Services
Frank Reda

Network Services
David Steiner

Security
John Battista

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Student Information
Management Systems
Jim Drumheller (Acting)

Production Support
Carlynn Carasiewicz
George Love
Eileen Markey
Judy Soncrist
Richard Strycharz
Gail Weber

Central & Distributed Systems
Robert Allen

Production Services & Facilities
Prescott Quackenbush

Administrative Office
Colleen Gordon

Operations
Clifford Geisler

Data Control
Frank Belgiovene

Data Preparation
Nina Bassista

Computing Services
New Brunswick
Director
Charles Hedrick

Distributed Computing
Mary Ann Chianelli

LCSR Facilities
Richard Thomas

Newark
Computing Services
Director
Marie Botticelli

RUCS Central Admin.
Administration Office
Vacant

RUCS Central Admin.
Business Office
Marian Diamond

RUCS Central Admin.
Personnel Office
Patricia Stevenson

Camden
Computing Services
Director
David Gualthney

Administrative Office
Rhona Zabolinsky

Campus Computing Facilities
Paul Sullivan

Education & Information Services
Mary Zielinski
Overview

Appendix D

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Senior Associate, QCI
Sherrie Tromp

Director, Institutional Research and Academic Planning
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Telecommunications Analyst
David Dowd

Principal Secretary Confidential
Renee Orders

Secretarial Assistant III
Iris Bauman

Associate Director, Institutional Research
Robert J. Heffernan

Academic Planning Associate
James Burkley

Senior Academic Planning Associate
Carol S. Goldin

Basic Skills Coordinator
April Pagano

Information Manager
Richard Tedesco

Information Specialist
Marie Paulette Matis

Institutional Research Associate I
Gayle Coryell

Project Director, Integrated Information Systems
Tina Grycenkov

Office of Institutional Research and Academic Planning

Overview Appendix D

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Vice President for University Budgeting

Marline Boslet
Secretarial Assistant II
Confidential

John Brugel
University Director
Financial Aid

Kenneth Iuso
University Registrar

Albert Reid
Director
Budget & Resource Studies

Corinne Webb,
Associate Vice President
for Enrollment Management

Financial Aid Staff
(see attached)

Registrar’s Staff
(see attached)

Budget & Resource Studies Staff
(see attached)

Admissions Staff
(see attached)
Office of the Registrar

University Registrar
Kenneth J. Iuso

Newark Registrar
Miguel A. Estremera
- Associate Registrar
  Edith Frankel
  Zarine Dotivala
  Office Manager
  Barbara L. Johnson

Camden Registrar
Terry L. Richartz
- Associate Registrar
  William S. Edens
  Richard R. Bird
  Assistant Registrar
  Norma J. Sawyer

Undergraduate Registrar
Theodore H. Koller
- Assistant Registrar
  Robert D. Whitman
  Head
  Registration Clerk
  Arlene J. Hartley
  Undergraduate Registrar
  Kenneth F. Geigel
  University Recorder
  George Hryvniak
  Supervisor Records
  Laura J. Conover
  Transcript Supervisor
  Patricia Brophy

Undergraduate Registrar
June B. Coates
- Assistant Registrar
  Zola Runyon
Office of Budget and Resource Studies

- VP for University Budgeting
  Nancy Winterbauer

- Manager, Computing Services
  Darren Jacobs

- Director
  Budget and Resource Studies
  Albert J. Reid

- Science and Technology Projects Administrator
  Vacant

- Associate Director
  Richard L. West

- Manager, Cost and Resource Studies
  Vacant

- Secretarial Assistant III
  Confidential
  Carolyn D. Wacker

- Resource Allocation Officer
  Robert W. Rossi

- Asst. Director Finance and Resource Studies
  Jeffrey A. Wilson

- Budget and Planning Officer
  Joann T. Paupe
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Rutgers University Libraries

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Academic Affairs
Joseph J. Seneca

University Librarian
Marianne Gaunt

Acting Director of Development
Lisa Heidrick

Assistant to the University Librarian
Doris Hawkins

Dana/DS/Crim/ Lib (Newark)
Director
Lynn Mullins

Robeson Library (Camden)
Director
Gary Golden

New Brunswick Libraries
Director
Ryoko Toyama

Dana/DS/Crim/ Lib (Newark)
Associate Director
Francoise Puniello

Communications/P.R. Officer
Lisa Heidrick

Associate University Librarian
for Public Services & Communications
Joanne Boyle

Head, Copy Services
Donna Cryan

New Brunswick Libraries
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Francoise Puniello

Coordinator for Interlib Services
Judy Gardner

Associate University Librarian
for Collection Dev. & Management
Robert Sewell

Head of Special Collections
Ronald Becker

University Archivist
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Associate Univ. Librarian
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