

SHAPING OUR FUTURE

RUTGERS UNIVERSITY—CAMDEN

STRATEGIC DIRECTIONS FOR THE CAMPUS, *2014–19*

October 2014



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SHAPING THE FUTURE OF

RUTGERS UNIVERSITY–CAMDEN



Remarkable achievements lead to the promise of still-greater accomplishments. At Rutgers University–Camden, we have a clear commitment to attaining and sustaining excellence in all aspects of our institutional vision, which has fueled our unrelenting stride throughout our history. Our responsibility is also to accelerate the impact we have upon lives and communities here in New Jersey and around the world.

This is a singular moment for Rutgers–Camden. We are earning national respect as a pioneer among urban public research universities for our effective blending of research, teaching, civic engagement, and experiential learning customized to serve the needs of a diverse and nontraditional student body. Our relatively compact size allows Rutgers–Camden to be adaptive and responsive, rising to challenges with a “can do” attitude that is pervasive among our students, faculty, and staff.

Growth is important to the evolution of any organization, provided that we do not lose sight of what defines the core commitments and virtues that make us special. Our dedication to a top-quality educational experience that allows students to thrive in a personalized, supportive atmosphere resonant of a liberal arts college, yet with the academic rigor and cutting-edge knowledge of a major research university, is unquestioned. Our innovative portfolio of experiential learning opportunities at home and abroad, the efficacy of our research enterprise, and our unique position as a model for civically engaged urban universities also are woven into the DNA of this institution.

These defining characteristics of our impressive university form the rock-solid foundation for an exciting future we anticipate through implementation of this planning document, which offers a set of initiatives and ideas that will advance the work of our students, faculty, alumni, staff, supporters, and fellow citizens.

Progress cannot happen without planning, and our community has invested two years into thoughtful discussion of our shared aspirations. When I joined Rutgers–Camden as chancellor, considerable work had already occurred toward that end. During the intervening weeks, it has been my privilege to engage with every constituency group touched by Rutgers University–Camden for further conversation about what it means to be “Rutgers–Camden,” and how we deepen the value that we bring to all of our audiences.

Our institutional culture is supportive, collaborative, and personal, with an unwavering dedication to setting new benchmarks in research, student success, civic engagement, and learning. Our aspirations reflect clear-eyed optimism that recognizes existing strengths and potential for growth, but acknowledges challenges, and are guided by these principles:

- **We are an integral part of Rutgers, The State University of New Jersey, and we contribute significantly to building its centuries-old tradition of world-class excellence.**
- **Innovation and creativity characterize every endeavor, and lead us continuously to improve upon our institutional life.**
- **Our commitment to achievement embraces every constituent group, and seeks to lift students, communities, research scholars, and our staff, who are essential to making things happen.**

I want to thank the steering committee and the hundreds of members of the Rutgers University–Camden community who invested so much time in this plan’s development. I especially would like to acknowledge the roles of our committee co-chairs, Dr. Drew Humphries (professor of criminal justice) and Dr. Andrew Seligsohn (former associate chancellor for civic engagement and strategic planning), and offer special thanks to my predecessor, Chancellor Wendell Pritchett, for their extraordinary work. Our institution is a place where individuals take ownership of, and pride in, our growth, and I am grateful to everyone who contributed imagination, critical thinking, and knowledge in support of this effort.

The initiatives listed in this document are ambitious. But we believe they also are attainable, though they will require the hard work, creativity, and grit for which Rutgers–Camden is rightfully known. We have high expectations for ourselves and recognize our accountability to all of our stakeholders, including the citizens of New Jersey.

No effective strategic plan is ever truly complete, and thus we recognize it is a continuing process. In the narrative of our campus, this plan represents a chapter, and not a conclusion.

As we grow, we must be open to new priorities and to constantly evaluating our progress. I am committed to ongoing dialogue about the future of our great institution, and I am certain that we will build a framework for our shared success.

Since its founding in 1926, our campus has enjoyed periods of seismic transformation. We know that Rutgers University–Camden is ready for the next chapter of our journey, and we are prepared to proceed in a thoughtful and deliberative manner. I look forward to working with the campus and you as, together, we embark upon this exciting future.

Sincerely,



Phoebe A. Haddon
Chancellor

October 1, 2014

EXECUTIVE *Summary*

In an effort to encapsulate and communicate the essential attributes and values of Rutgers University–Camden, the strategic planning steering committee developed, and the campus community reviewed and commented upon, statements of vision, mission, and core values that are imbued throughout this strategic plan and, indeed, every aspect of the daily life of our campus. Combined with a brief listing of our strategic directions, this executive summary provides a succinct snapshot of the characteristics that define Rutgers–Camden and will guide our growth.

OUR VISION for the future of Rutgers University–Camden is clear and ambitious. It reflects our current strengths and acknowledges the need to safeguard vigilantly those attributes that make Rutgers–Camden distinctive as a campus within the Rutgers system and as a destination of choice for students, faculty, and staff:

As a national leader among urban public research universities in research, teaching, and civic engagement both local and global in scope, aspiring to have a transformative impact on a diverse student body and on communities, Rutgers University–Camden seeks to grow while retaining our intimate and collaborative campus culture, which nurtures the aspirations of our students, faculty, staff, alumni, and fellow citizens.

OUR MISSION is rooted in and enriched by the mission of Rutgers, The State University of New Jersey. This statement reflects the special ways in which Rutgers–Camden delivers the University mission to its students, faculty, staff, and alumni, and to the citizens of southern New Jersey, and gives perspective to our role within the Rutgers system:

Bringing the Rutgers experience to southern New Jersey and the Delaware Valley, Rutgers University–Camden prepares the next generations of leaders by delivering interdisciplinary and innovative research, rigorous academic programs and engaged experiential learning opportunities, and solution-oriented services that change communities. As one of the nation's highest-ranked public regional universities, Rutgers University–Camden offers access to a top-quality educational experience to a diverse population; its size allows undergraduate and graduate students to thrive in an intimate and supportive atmosphere within a preeminent public university. Rutgers University–Camden continues to build on its core strengths by creating distinct areas of research excellence, strengthening interdisciplinary graduate and professional programs, and improving student success through a wide range of supportive programming.

OUR CORE VALUES offer a window into the elements that define Rutgers University–Camden, as a community and as an institution, and are essential drivers for our plans and ambitions as set forth in this strategic planning document:

- 1. Prestige:** We are an integral part of Rutgers’ 250-year tradition of world-class quality education at a research university which recruits and retains outstanding faculty and staff, creates cutting-edge research and engages in other work that serves the interests of the citizens of New Jersey and the Delaware Valley.
- 2. Access:** We build upon our record of diversity and access for many diverse, first-generation college families and nontraditional students seeking a Rutgers degree in southern New Jersey by fostering our supportive and personalized culture of collegiality and by working to generate the student-centered financial and academic support systems required for success.
- 3. Innovation:** We provide opportunities for creative approaches to research, teaching, curricular development, campus planning, and all other aspects of institutional life in a manner that supports our aspirations for excellence and growth.
- 4. Impact:** We seek to implement strategies leading to measurable successful outcomes for our students and significant connections with our community and our region.

OUR STRATEGIC DIRECTIONS

have been determined by the Rutgers University–Camden community and guided by the priorities set forth in the University Strategic Plan developed under the leadership of President Robert Barchi. These strategic directions provide a straightforward framework for our initiatives and goals:

- Providing a First-Rate Undergraduate Education Grounded in Research and Providing Experiential Learning
- Enhancing High-Quality and Interdisciplinary Graduate and Professional Programs
- Advancing Faculty Research Excellence
- Playing a Leadership Role in Revitalizing Camden and in the Greater Delaware Valley
- Increasing Enrollment to Support Strategic Goals

This executive summary offers a high-level view of Rutgers University–Camden and our aspirations for the future. Richer detail is provided throughout this document.

OUR MOMENT

in Time

Rutgers University–Camden is at a pivotal juncture in its history. Emerging and established scholars from across the nation choose Rutgers–Camden because it is an integral part of Rutgers University. It provides them with an outstanding scholarly environment where they can maximize the development of their research. They work directly with talented students, many of whom represent the first in their families to attend college or graduate school. The efficacy of our programs is underscored by continuing gains in undergraduate and graduate enrollments, as students increasingly understand and opt for the Rutgers degree experience that is in a personalized and supportive environment. Our South Jersey location provides myriad opportunities for students to take advantage of the educational, cultural, research-focused, and career-building attributes of the Delaware Valley region. Our role as a prominent institution within the Rutgers system allows students (as well as faculty, staff, and alumni) to connect to different, yet equally enriching, aspects of the Rutgers experience at New Brunswick and Newark. Our experiential learning offerings integrate students into faculty research, internships, health care externships, judicial clerkships, and civically engaged learning programs. And our commitment to civic engagement is acknowledged nationally as a model for other institutions.

Our core values – prestige, access, innovation, and impact – were affirmed and strengthened in 2012, when a proposal to restructure higher education in southern New Jersey by merging Rutgers University–Camden with Rowan University sparked a public discussion about the role of Rutgers–Camden in the region. The debate culminated in the New Jersey Medical and Health Sciences Education Restructuring Act, which was signed into law in August 2012 and presented a far more promising vision for Rutgers–Camden and its position in New Jersey. This development offers new potential for increasing facilities for Rutgers–Camden programs in health and science and provides for:

- **A board of directors consisting of representatives from the Rutgers Boards of Governors and Trustees, as well as gubernatorial appointees, to support the campus**
- **Additional state financial support, allocated directly from the legislature to the campus, to support enrollment growth and the expansion of facilities**
- **An external board to promote life sciences partnerships between Rutgers–Camden and Rowan University**

In addition, the passage of the Building Our Future Bond Act by New Jersey voters in 2012 expands the campus – in terms of capacity and footprint – with the construction of a Nursing and Science Building that will provide a state-of-the-art facility to match the excellence of our faculty and students in these core areas. As another outcome of the higher education restructuring activity of 2012, the legacy UMDNJ nursing program that had been located in Stratford, N.J., was integrated into the Rutgers School of Nursing–Camden in 2014, when our campus welcomed those students, faculty, and staff to our community.



As The State University of New Jersey, Rutgers also is reinventing itself, evolving into a new state system, with strong campus locations in Newark, New Brunswick, Piscataway, and Camden, and thus is poised for the 21st century. Notably, in so many essential ways, we remain one Rutgers: we share the same hiring and promotion standards for our research and clinical faculty; we put our academic programs through the same rigorous review process; we enjoy one world-class library system; and we have some centralized administrative functions that are designed to prevent unnecessary, and expensive, duplicative services. And we all benefit from the ever-increasing value of the Rutgers brand known throughout the world.

The Rutgers brand stands for uncompromising quality regardless of location. Each institution within the system has distinctive characteristics and constituents to serve. The core of Rutgers – our scholarship, our centuries-old traditions, our commitment to our students and the citizens of New Jersey – is immutable. Within the emerging system structure under the leadership of President Robert Barchi, each campus – Camden, Newark, and New Brunswick – is gaining a greater ability to define our distinctive strengths. This new model is a work in progress, and presents extraordinary opportunities for Rutgers University–Camden to envision a bold new future as an equal partner in a new Rutgers system.

The campus continuously works to keep its resources and infrastructure in line with the needs of its students, faculty, and staff. During 2014, significant upgrades to our technology infrastructure were implemented to provide students and faculty with new resources to enhance classroom learning, research, and creative thinking. Our rewired classrooms now enable state-of-the-art information sharing; network

speed has been greatly enhanced; location beacons are in place to guide students to classrooms; and new labs have been installed for nursing and the biosciences. These improvements are transforming the learning experience at Rutgers–Camden in a truly impressive manner.

The demand for the Rutgers–Camden experience is growing, but so also is the competitive environment in which our institution operates. The federal, state, and foundational resources that traditionally have supported higher education across the nation are in decline, while the costs associated with any industry powered primarily by human capital – such as higher education – tend to increase steadily. These costs are further increased by a burgeoning social agenda requiring the problem-solving capacity of colleges and universities like ours. The Delaware Valley is home to many universities and colleges, and demographic trends show a decline in the population of children and teenagers who will be entering college during the coming years; this is particularly true in southern New Jersey. Accordingly, competition for new students has become tighter, as universities further removed from our region increase their recruitment in the area. Concerns about student debt and other challenges keep the economic future questionable and job markets for graduates weak. Fewer students are attending county colleges, which have been known to be reliable feeders for our student population.

Despite these hurdles, Rutgers University–Camden is poised for exceptional prominence as a mid-sized research university with strong elements of engagement with its urban community and host region. Thriving in this environment, however, demands careful planning and focused goals.



WHAT SETS *Us Apart*

Through discussions about our future during the last two years, the Rutgers University–Camden community recognized the following distinctive attributes which define and sustain our institution, making us confident about the future:

- **Faculty commitment to and student recognition of the University's exceptional focus on academic quality**
- **Campuswide dedication to helping to transform the lives of each of our students through personalized academic and education attention – and research and problem-solving experiences – that will help achieve each student's success as a learner and a civically engaged citizen**
- **Faculty-led research and campus experiential learning offerings that often illuminate a wider understanding of the urban experience in America, and that exhibit excellence both within and across disciplines, with special attention to emerging fields**
- **An experiential learning and service mission that creates exceptional educational possibilities for talented and motivated students**
- **Great potential for future institutional growth in quality, reputation, and size thanks to our own efforts and the support of influential policy leaders who are committed to the advancement of our region**
- **An auspicious location in Camden, adjacent to Philadelphia, both of which offer robust opportunities for learning and research, as well as enriching interactions with other academicians, businesses, and policymakers**
- **A tradition of interaction with communities beyond the campus — locally and globally — and a fundamental commitment to build on the foundation of that history in new ways**
- **Genuinely respectful, supportive, and collaborative relationships across disciplinary, status, and occupational lines within the University, on our campus, and across all of the campuses of Rutgers**

OUR JOURNEY *Thus Far*

Embracing the future often requires an appreciation of the past. As Rutgers stands on the eve of its 250th anniversary, Rutgers University–Camden has emerged as a true success story for the University and the State of New Jersey.

Our tradition of adaptability, innovation, and perseverance has played a significant role ever since the creation of the South Jersey Law School in 1926, when two enterprising civic leaders, Arthur E. Armitage and Elmer G. Van Name, recognized a strong interest among Camden County residents for an evening program offering education in New Jersey law. In 1927, the two-year College of South Jersey joined that operation.

The independent law school and its junior college continued to grow through the 1930s and managed to survive an enrollment slump caused by World War II. On July 1, 1950, the South Jersey Law School and the College of South Jersey became part of Rutgers, and known as Rutgers College of South Jersey.

Through the 1950s, Rutgers found an increasing demand for each new educational opportunity it offered in Camden. New facilities were built to accommodate the burgeoning demand for Rutgers degrees in South Jersey, and that growth continued into the 1960s.

In 1967, the School of Law earned autonomy from Newark's law school. In 1970, Rutgers College of South Jersey officially became Rutgers University, Camden College of Arts and Sciences, when the Board of Governors approved the change. The Class of 1970 was the first to have commencement exercises on campus, instead of graduation in New Brunswick.

The demand for Rutgers programs continued to mount. Since 1980, Rutgers–Camden has introduced a School of Business, Graduate School, Honors College, and School of Nursing, in addition to the existing College of Arts and Sciences and School of Law. Off-campus degree-granting programs expanded, as did the roster of undergraduate and graduate programs. Three interdisciplinary, cutting-edge Ph.D. programs (in childhood studies, computational and integrative biology, and public affairs) have been introduced, vaulting Rutgers–Camden into a new institutional category. (The schools and their programs are discussed further in the section titled “Institutional Context.”)

Significant growth on the campus occurred during the 1970s and the 1980s, with the construction of the original School of Law building; the Campus Center; the Fine Arts Complex; the Business and Science Building; and the Rutgers–Camden Tower and Apartments student residential facility. New investment in the campus's physical plant did not again occur until the opening of the School of Law East building in 2009 and the 330 Cooper Street student residential and retail building in 2012. During the coming months, a new Nursing and Science Building will rise, and deep renovations to two properties on Cooper Street will result in a Writers' House and the first Alumni House on any Rutgers campus. A new building for our growing School of Business also is being planned.

Throughout it all, Rutgers–Camden remained – and remains – an institution dedicated to providing diverse populations with access to the life-changing potential of a Rutgers degree. For example, our campus always has had an abiding commitment to serving military veterans. In 2014, we earned national recognition for our services to our student veterans and were named a “veteran friendly” institution by the magazine *G.I. Jobs*. Rutgers–Camden students continue to include many first-generation college students who are able to attain their Rutgers degrees because of our campus's location in South Jersey. International students have begun to choose Rutgers–Camden in ever-increasing numbers as their families and advisers discover the “liberal arts” feel of our compact campus with trees, plants, and fountains. We already have connections with institutions abroad in Brazil, South Africa, France, India, and Cuba and these established faculty collaborations can shape student recruitment efforts in the future.

Equally significant is Rutgers University–Camden's emerging stature as a national model for civically engaged universities. Our special focus on civic learning can be found in every academic unit, at every level. Students seek out Rutgers–Camden for this type of experiential learning, as well as the chance to conduct original research alongside Rutgers' highly respected research faculty. And our engagement in the City of Camden and the greater Delaware Valley region is transforming the lives of citizens (as well as the lives of our students) in the communities in which we work.

From a mere handful of students in 1926 to approximately 6,400 in 2014, Rutgers University–Camden has recognized the need for continuous, but measured, growth. Our history of innovation prepares us for the rigors of reimagining higher education for the 21st century, and we expect to lead in defining that future.

HIGHER EDUCATION *Today*

Over the last 20 years, the landscape of higher education in the United States has changed dramatically. The issues that now face colleges and universities are forcing institutions to make necessary changes – ready or not – that will redefine the role of higher education in the 21st century. Many of these challenges can be traced to a perfect storm of decreasing revenue and other concerns linked to the higher education competitive environment, the rise of technology, and the surge in for-profit schools and technology-focused competitors to traditional institutions of learning. In a hyper-competitive market, colleges and universities must transform their institutions in ways that maintain high quality educational standards while remaining relevant for both today's students and future employers.

Continual reductions in public funding threaten the viability of higher education's traditional tuition-based revenue model. As an industry, higher education has tried to survive cuts and deflect rising costs in different ways, struggling to recover lost dollars while maintaining their educational mission. Some institutions have gone the route of lowering admissions standards in an effort to increase enrollment. Others have embarked on ambitious fundraising campaigns to increase dwindling or paltry endowments. And some institutions became early adopters in preparation of the seismic changes taking place in higher education.

For-profit universities and online degrees have changed the very face of higher education. Massive online open courses (MOOCs) adapt the online learning concept to afford unlimited participation. The most successful MOOCs are offered by elite institutions with well-known brands, such as Harvard, MIT, and Duke. For-profit universities have also adopted online degree programs, recognizing technology as the conduit to delivering education to an untapped market of students who otherwise could not attend a traditional institution. For these students, the value is in the convenience that online education affords.

As institutions struggle to reinvent themselves and find new ways to keep rising tuition costs at bay, many recent and prospective graduates question the value of college education. At one time, earning a college degree was the sure way for students to secure a promising future. For many college graduates today, starting this independent, adult life has been delayed as they struggle to begin a career and reach milestones while

paying off student loans. The rising costs of tuition, coupled with a challenging job market where having a college degree no longer guarantees a well-paying job, could dissuade students from attending college. This is particularly true for students from low-income families and those families without previous college experience. If universities like ours are to survive in the future, the role of higher education, and the way we deliver education, must adapt.

Students have a rightful claim to receive an education – regardless if it is undergraduate or graduate – that prepares them for meaningful career paths. For future generations to succeed and be prepared for an ever-competitive global market, the very definition of what a university is and how we function as a public institution must evolve. We need to rethink and reinvent our economic model by finding new ways to limit growth, increase philanthropy, and develop new revenue sources that will enable us to continue to innovate in our programs and to serve our students. But maintaining a focus on our mission while expanding our revenue streams in the face of declining public funding is critical to defining and fortifying our leadership position within higher education.

Although these new concerns face higher education as public funding continues to shrink, Rutgers University–Camden remains public in another sense. Part of our mission is to serve the needs of individuals in our community and become agents of comprehensive and lasting change. We must expand our problem-solving capacities by joining with neighbors in our host city and the region to address the profound issues that face the collective “us.” This public calling starts with higher education – a place where the intricacies of multi-faceted controversies can be explored, debated, and mediated, if not resolved. Higher education must move away from our inherent insularity of scholarship and instead collaborate with our neighbors to overcome these barriers and bring about this necessary change.

If the mission of higher education is to prepare students for a productive future, civic engagement prepares students for that future with 21st-century skills. Expanding the reach of public service to our neighbors in the city and the region will help address the problems facing our community while preparing our students to start a career equipped with the hands-on experience necessary to compete in today’s world. Leaving the traditional classroom model, we must find innovative ways to combine research, teaching, and learning with engaged public service to reimagine scholarship and redefine ourselves as a university. To maintain the promise that a high-quality education

will open doors, institutions of higher education must look for new ways to ensure that access remains open to all through technology, innovative programming, and cost containment.

At Rutgers University–Camden, we embrace the tremendous potential for our future. Our longstanding tradition of nurturing students through faculty mentoring and thoughtful support systems is buttressed by our emerging national reputation as a model for experiential learning that includes civically engaged academic programs. Combined with an exceptional portfolio of technological and digital upgrades to our campus during 2014, Rutgers–Camden is well-situated and prepared to undertake the critical thinking and work required to bring into reality the aspirations set forth in this strategic planning document.

As revenue shortfalls leave few options for increasing higher education allocations, colleges and universities face pressure to economize operations and reduce reliance on state funding.

In fiscal year 2013, the average support for higher education per capita in the United States was \$230, with New Jersey ranked 31 at \$213 per capita.

When measured against the personal income of state residents, New Jersey ranked 41 among the 50 states in per capita for higher education at \$3.99 per \$1,000 of personal income.

OUR *Process*

The Rutgers University–Camden strategic planning process has been thoughtful, focused, and collaborative. It commenced even before President Robert Barchi announced his intention to engage the University in planning; at Rutgers–Camden, planning began with a campuswide meeting on September 20, 2012, when then-Chancellor Wendell Pritchett encouraged approximately 150 participants to comment upon, criticize, and contribute to a vision statement that presented Rutgers–Camden as a national leader in innovation, quality, service to students, and civic engagement. Subsequently, he named a steering committee (whose members are listed in Appendix B) and charged them with developing a draft planning document.

Following that large meeting, members of the steering committee met with smaller groups of faculty, staff, and students to gather their ideas on the next steps in Rutgers–Camden’s journey. In parallel with the work of the steering committee, the chancellor and representatives of the chancellor met with alumni, other friends of Rutgers–Camden, political leaders, and President Barchi and his team to discuss the planning process for Rutgers as a whole and Rutgers–Camden’s voice within those conversations. (Appendix C offers a list of the conversations held on campus and regionally.)

These campus and community discussions were guided by two important and related questions:

- **What do local and global communities need from a public, urban research university in the first third of the 21st century?**
- **How can the distinctive academic and communal strengths of Rutgers University–Camden be magnified, shaped, and focused to better meet the aspirations of the people we serve?**

There was an interlude in our campus planning process as the Universitywide planning effort was undertaken throughout the calendar year of 2013. The steering committee reconvened in spring 2014. The committee, aided by a retreat involving a broad range of stakeholders, aligned campus-level thinking with the results of the Universitywide process and identified top priorities among the proposed action steps. (A listing of those priorities is found in Appendix A.)

A draft plan taking account of what had transpired was made available to Chancellor Phoebe A. Haddon upon her arrival on July 1, 2014. Committed to transparency, the value of learning by listening, and wishing to hear the perspectives of faculty, staff, and students on whether the document reflected who we are and where we are going, Chancellor Haddon spent the months of July, August, and September meeting with members of the Rutgers–Camden community – faculty, staff, and students – in groups large and small. This document reflects the work of everyone involved throughout the process, and sets the stage for developing a plan with concrete steps toward our vision and sustainable and flexible growth.

"The Honors College was always there to offer support and help guide me through the process of continuing my education. They ensured that I reaped the greatest benefits from my college experience."

John Horneff
B.S., Biology

THE RUTGERS UNIVERSITY

Strategic Plan

With the arrival of a new president, Robert Barchi, in 2012, Rutgers began a comprehensive, Universitywide planning effort. That process produced a plan that identifies four institutional priorities, five foundational elements, and five distinctive academic themes:

Strategic Priorities

- **Envision tomorrow's university**
- **Build faculty excellence**
- **Transform the student experience**
- **Enhance our public prominence**

Foundational Elements

- **Strong core of sciences and humanities**
- **Inclusive, diverse, and cohesive culture**
- **Effective and efficient infrastructure and staff**
- **Financial resources sufficient to fund our aspirations**
- **Robust shared governance, academic freedom, and effective communication**

Integrating Themes

- **Cultures, diversity, and inequality: local and global**
- **Creating a sustainable world through innovation, engineering, and technology**
- **Improving the health and wellness of individuals and populations**
- **Educating involved citizens and effective leaders for a dynamic world**
- **Creative expression and the human experience**

Initiatives for the First 100 Days

To begin implementation of the University Strategic Plan, President Barchi announced nine initiatives for the first 100 days. The initiatives involved organizing some committees to address the University's structure, and others to look at instructional technology and an assessment of Rutgers' information technology. The president created new faculty chairs and graduate fellowships, as well as more support for student advising and funding for facilities. Courses across the University are to be created which address the Integrating Themes.



OUR ROLE WITHIN THE *University Plan*

Against the backdrop of the systemwide mission, institutional priorities, foundational elements, and distinctive academic themes, the Rutgers University Strategic Plan describes the distinctive character of Rutgers–Camden in these words:

Bringing research and education to South Jersey and the Delaware Valley, Rutgers University–Camden excels at engaging its student body and the surrounding community. Through its interdisciplinary, innovative, and important research, its exceptional teaching, and its solution-oriented service that changes communities, Rutgers University–Camden stands as a national model of an engaged urban research campus. Rutgers University–Camden continues to build on its core strengths by creating distinct areas of research excellence, strengthening select interdisciplinary graduate programs, and improving student outcomes through excellence in teaching and student support, while serving as a national model for civic engagement.

Through its own planning, Rutgers–Camden intends to realize and extend the three tenets of Rutgers’ mission by becoming one of the best institutions in the country at delivering an exceptional academic experience for talented and motivated students, fostering high-impact research that engages students, and contributing to the urban and metropolitan region it serves. Moreover, we will realize our mission by achieving an unprecedented level of integration among these elements — connecting research to teaching while linking research and teaching to the needs and opportunities in our host city and region. We will do so while always retaining our personalized and supportive culture that most say makes us distinctive.

The University Strategic Plan cites cross-cutting strategic priorities, foundational elements, and integrating themes that are incorporated into many of our own efforts and initiatives, both current and planned.

The Universitywide planning process emphasized a set of campus-specific goals for Camden:

- **Retain “liberal arts” feel — maintain small class sizes, student-faculty ratios**
- **Build upon and strengthen interdisciplinary graduate programs**
- **Achieve greater impact through deeper engagement with communities beyond the campus**
- **Grow enrollment while balancing selectivity with access**
- **Advance research prominence in growth areas**
- **Improve student outcomes through excellence in teaching and student supports**
- **Grow number of residential students and increase campus vitality**
- **Partner with southern New Jersey health care and life science leaders to build a vibrant health science campus**

Our plan represents a perspective on achieving these goals, informed by our wide-ranging discussions and reflections on our own aspirations, including the challenges and opportunities we confront presently and in the future. In a later section of this document, we discuss how Rutgers University–Camden will implement our campus plan.

The University Strategic Plan is available at universitystrategy.rutgers.edu.

“As an undergraduate, I took a class that opened my eyes to environmental justice. It motivated me to tackle housing policy and equity problems. A professor encouraged me to apply to the B.A./M.P.A. dual-degree program, and I was accepted.”

Dennis Williams Jr.
B.A./M.P.A. Dual-Degree
Program Urban Studies/Public
Policy and Administration

STRATEGIC DIRECTIONS

In the following sections, we detail what we plan to achieve in the areas identified through the development of this plan as the strategic directions that lead to Rutgers University–Camden’s future:

- 1. Providing a First-Rate Undergraduate Education Grounded in Research and Providing Experiential Learning**
- 2. Enhancing High-Quality and Interdisciplinary Graduate and Professional Programs**
- 3. Advancing Faculty Research Excellence**
- 4. Playing a Leadership Role in Revitalizing Camden and in the Greater Delaware Valley**
- 5. Increasing Enrollment to Support Strategic Goals**

Each strategic direction incorporates our overarching commitments to engage with communities and forge global connections to achieve a distinctive form of excellence.

Each strategic direction has initiatives listing suggestions for advancing specific topics and goals. Some initiatives will have focus areas with related recommendations; other focus areas will not have subsidiary related items, leaving opportunities to clarify pathways after further consideration in our next stage of planning.

No priority is assigned to how these initiatives or focus areas are listed, and no assumptions should be made based on order or numbering. The next phase of our strategic planning work will determine the selection of actionable initiatives and the mapping of steps needed to implement those initiatives.

STRATEGIC DIRECTION 1:

Providing a First-Rate Undergraduate Education Grounded in Research and Providing Experiential Learning

Rutgers University–Camden is committed to providing an excellent undergraduate education that meets the needs of learners, who constitute a community of students who defy category. While every institution strives to meet this goal, Rutgers University–Camden has the unique distinction of a relatively small size that offers curricular and co-curricular learning experiences with world-class faculty and academic programs, delivered in personalized ways for each student.

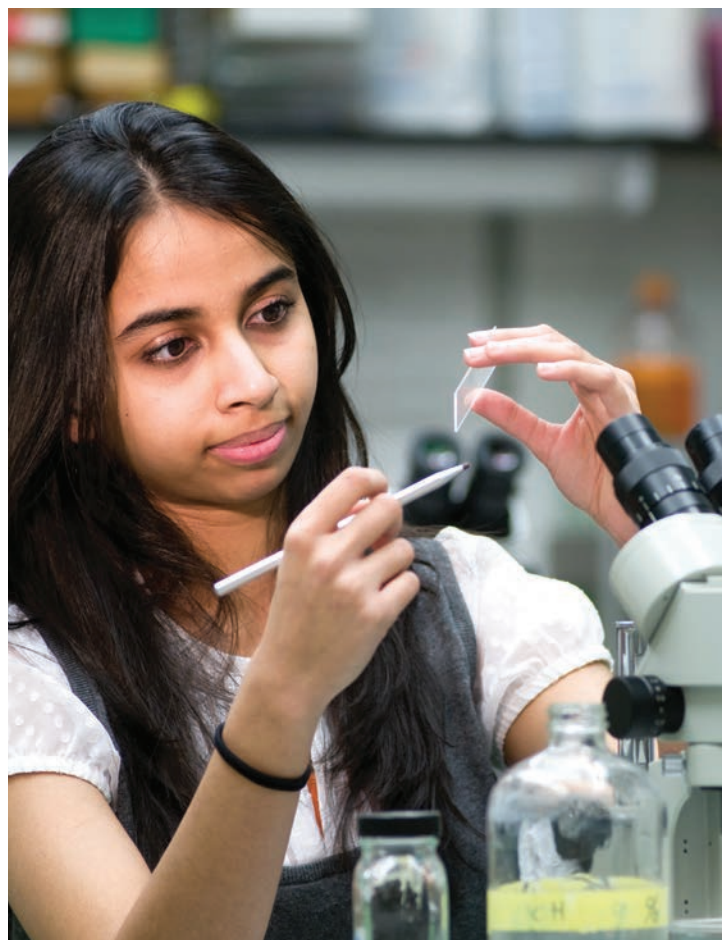
We take pride in the fact that our undergraduate population comprises students drawn from a rich variety of backgrounds and life experiences. The diversity of our student body is an asset and critical element of our learning community. Rutgers–Camden's history of providing first-generation college students with access to a Rutgers degree is even more powerful at the start of the 21st century than it was when the campus was founded in the early 20th century.

With our strong emphasis on fulfilling our mission as a public research university, it is not surprising that Rutgers–Camden is focused on enriching student learning and striving for success. Ours is a supportive and welcoming campus community, with a top-notch research faculty committed to student learning and to encouraging students to take advantage of new, and often transformative, opportunities.

Rutgers–Camden undergraduates are afforded the chance for hands-on, experiential learning, both on-campus and off-campus. Whether in a science lab, a North Camden elementary school, a hospital room, or the headquarters of a South African corporation, our students learn in local, regional, and global classrooms that facilitate real-world engagements that help them to become graduates prepared to effect lasting change in their communities and their organizations. This strength is reflected and extended in the New Model for General Education recently adopted by the Faculty of Arts and Sciences, which integrates experiential learning and civic engagement into the core under-

graduate experience. Overall, the curriculum reflects dramatic increases in the integration of civic engagement and experiential learning, and fosters creative thinking and a problem-solving mindset.

Even with these many positive offerings, academic success for some of our students is by no means a given. External support systems, economic challenges, time constraints, and other factors represent some of the ever-increasing hurdles that students confront on their path toward a Rutgers degree. We acknowledge this reality, and our challenge is to identify and provide the resources needed to support every student.



Rutgers–Camden has many strengths upon which we build a common, academically rigorous, and engaged undergraduate experience that meets the needs and celebrates the diverse backgrounds of all of our students. We commit to three strategic actions:

- **To deepen student engagement in the academic and co-curricular offerings of the Rutgers–Camden experience**
- **To provide a supportive environment for a diverse population of students to complete their studies and prepare for satisfying post-graduate careers or other educational pathways in a timely manner**
- **To create a learning environment supported by technology that will advance each student’s experience and our continuous improvement in providing student services**

We also must, and will, do more to enhance how we deliver support services to our students. Every complex organization strives to achieve high standards of service to its audiences, and Rutgers University–Camden is no exception. While we have a clear and proven record of offering personalized attention to our students, we recognize that there are areas where

the quality of advising and student support can be improved. This is more than a strategic goal; it is a core principle of a high-functioning institution that nurtures its students, and we will work toward generating ever-increasing levels of satisfaction from our students and their families.

We must ensure that all Rutgers–Camden undergraduates are exposed to high-impact learning experiences that challenge students intellectually, position them to develop problem-solving capacities, and enable them to connect their experiences to post-graduate opportunities. Such learning opportunities promote students’ understanding of the contribution of diversity to communities and organizations. Through such opportunities, students across our campus already make major contributions to communities in our region and beyond. We must build on our strength as an anchor institution committed to linking undergraduate education with our mission of service in order to promote the ethos of civic responsibility and citizenship among our students.

Major initiatives supporting this strategic direction will fall into two primary areas: strengthening student opportunities for engaged learning and improving the services that support students in their pursuit of educational and professional success.



INITIATIVE ONE: *Transformative Experiential Learning Programs*

Rutgers University–Camden’s established record of experiential learning activity takes many forms. Our ever-growing internship programs extend across the Delaware Valley; our Learning Abroad program provides rich and immersive global interactions; our clinical placements are in every major health care facility in the region; and our civic engagement program creatively integrates hands-on experiences into the academic curriculum. We intend to hire an associate chancellor for experiential learning and civic engagement to provide vision and coordination to focus our efforts and advance our commitment to preparing students to achieve their personal and professional life goals while attending Rutgers University–Camden and once they graduate. Undergraduate research is another significant type of experiential learning that is undertaken with a breadth unique to our campus; we discuss this element further in this section.

This initiative augments the campus infrastructure necessary to support experiential learning on the enlarged scale envisioned in this plan. Some priorities that the campus community identified in this area are:

- **Strengthening and enhancing staffing and resources needed to connect students to opportunities related to internships, civic engagement, and study abroad**
- **Developing and investing in structures and systems to track the effects of experiential learning on career paths and life experiences**
- **Creating an e-portfolio tool that allows students to document and understand the impact of learning experiences inside and outside the classroom upon the growth of their knowledge and skills**
- **Dedicating resources to ensure that experiential opportunities are sustainable and available to all students regardless of financial circumstances**

INITIATIVE TWO: *Curricular and Pedagogical Innovation*

This area supports faculty pedagogical development generally, with a specific focus on building our collective capacity to create and enhance experiential learning opportunities. Priorities include:

- **Building upon existing successes and established best practices by:**
 - ▶ Leveraging the existing Teaching Matters and Instructional Design and Technology offices in the College of Arts and Sciences to create a campuswide office supporting pedagogical innovation, the incorporation of experiential learning and research opportunities into courses, and the increased use of technology in the classroom
 - ▶ Modeling successful initiatives, such as the Civic Engagement Faculty Fellows, to provide resources to help faculty develop new or revise existing courses to increase hands-on learning, research, and experiential learning
- **Establishing funds and resources dedicated to experiential learning growth by:**
 - ▶ Creating an Urban Innovations Fund to support pedagogical innovation connecting learning to the urban environment in Camden and Philadelphia
 - ▶ Creating a dedicated fund to support the piloting of high-impact experiences such as residential learning communities, linked courses, and other engaged opportunities
- **Establishing learning outcomes and building assessment indicators to track and measure student learning outcomes**

INITIATIVE THREE: ***Strength in Undergraduate Research***

Rutgers University–Camden is home to a world-class research faculty that, through their passion and commitment to teaching and scholarship, work closely with undergraduate students on a scale allowing the evolution of truly meaningful research collaborations because of these interactions. Students apply theory directly to practice, publish in academic journals, and present their original findings at scholarly conferences with ever-increasing frequency. This area of focus develops our capacity to encourage and support undergraduate research, a crucial form of experiential learning in a research university. Priorities include:

- **Continuing to strengthen and expand CURCA (Celebration of Undergraduate Research and Creative Activity)/SURF (Summer Undergraduate Research Fellowship) by:**
 - ▶ Strengthening undergraduate programs that lead into graduate degrees
 - ▶ Featuring CURCA in undergraduate recruitment efforts
 - ▶ Expanding and adapting the honors thesis program across all units
 - ▶ Incorporating more research opportunities into the undergraduate curriculum
 - ▶ Establishing and staffing a Center (or Office) for Undergraduate Research to connect undergraduates and faculty to research opportunities on and off campus
- **Creating a fund for student community-based research, enabling students to engage in sustained research efforts that seek to answer questions of importance to community partners**

INITIATIVE FOUR: ***Enhancements to Orientation and Advising***

Students learn at different rates. While our personalized campus culture strives to support individualized learning, we must do more to make certain that our students graduate on time, with less debt, and with the benefits that they expect from their Rutgers degree. While these are general goals at universities across the nation, Rutgers University–Camden is a place where we must find constructive solutions to barriers to student achievement. Every undergraduate should receive appropriate information that identifies a clear pathway to success from admission to graduation, and onward for careers and advanced study. For this to happen, priorities must include:

- **Investing resources in increasing the number and proficiency of academic advisers, and providing ongoing financial support for advising resources and professional development**
- **Redesigning orientation for new students to ensure smooth transition from the first point of contact to the classroom to ensure a strong start for all students**
- **Establishing a campuswide framework for advising so that no student slips through the cracks**
- **Developing opportunities for professional staff development that will facilitate more connections among important student services-oriented functions, such as advising and career services, that help students shape their academic programs and prepare for post-graduate opportunities**
- **Building relationships with area schools and college access organizations to not only admit but also retain students from underrepresented groups**
- **Delivering staff development programs across all units that keep professional skills of staff current with the best practices that enhance the student experience**

INITIATIVE FIVE: *Improved Physical and Knowledge Environments*

This initiative ensures that the campus offers an environment for learning in terms of physical space and technology that promotes student success, including:

- **Building on successful examples such as the new Honors College physical environment, invest in renovating and creating spaces that promote strong relationships among students, staff, and faculty to facilitate information flow and maintain the personal connections with supportive faculty, advisers, career service professionals, and others who work with students to define and build pathways to post-graduate success**
- **Investing in institutional research and data collection and dissemination vehicles to better predict and analyze student outcomes and provide staff and faculty with information that can enhance their student interactions**

At Rutgers, the total unmet need for undergraduate aid recipients in the 2012-13 academic year was \$199.2 million, with an average unmet need of \$8,818 per student, placing Rutgers at a significant disadvantage relative to our Big Ten/CIC counterparts, many of whom meet full need.

INITIATIVE SIX: *Financial Support*

A consistent barrier to student success is the gap between available resources and the financial needs of our students. The debt loads assumed by our students hobble their ability to launch their lives upon graduation and, while students, frequently requires that they engage in employment at levels that impede their studies and ability to graduate in a reasonable period of time. While this is a national problem, it is particularly of concern to us in that many first-generation students are obliged to take on jobs that cause them to extend their college careers – and correlating tuition expenses – longer than we believe is tolerable, given our commitment to nurturing student success. And they must often choose to work at jobs to alleviate debt rather than engage in activities that enhance their academic growth. We can address this by:

- **Enhancing scholarship funding through philanthropy, which would enable us to:**
 - ▶ Establish a campuswide, need-based scholarship fund as a priority
 - ▶ Seek support for targeted scholarships such as merit scholarships and Civic Scholars funding
 - ▶ Dedicate development staffing to grow the campus endowment and the discretionary use of scholarship funds
- **Creating a comprehensive financial literacy training program available to all undergraduates and providing education about the value of financial planning and making sound decisions about the use of resources**

STRATEGIC DIRECTION 2:

Enhancing High-Quality and Interdisciplinary Graduate and Professional Programs

As higher education confronts tectonic changes, universities must be flexible and responsive to survive and to thrive in a fast-paced world. Dedication to graduate education at Rutgers University–Camden prepares our students for success in this new reality, and our campus intends to build upon the considerable momentum that has already occurred by strategic growth and innovation.

Indeed, some of Rutgers–Camden’s most exciting changes in recent years have centered on graduate education. During the past decade, we have created three interdisciplinary Ph.D. programs: childhood studies, which is the nation’s first Ph.D. in this rapidly emerging field; computational and integrative biology, which places our campus squarely at the global intersection of health, science, and technology; and public affairs, which emphasizes community development here in New Jersey and around the world. Master’s programs in the same fields also have been established and, during the coming year, we anticipate two additional master’s programs in public affairs and taxation.

We also have grown in ways that capitalize upon core Rutgers–Camden academic strengths while addressing the needs of our region’s citizens and employers. A doctor of nursing practice – a terminal degree program for nurses – has been created by our School of Nursing. The School of Business has launched professional M.B.A. and professional master of accounting programs at locations across southern New Jersey; they have resonated strongly with working professionals. New graduate programs in business analytics and teaching Spanish have developed, as have graduate certificate programs in wound ostomy continence nursing and in community development.

Our agility in this area extends beyond innovation in programmatic development. In response to systemic challenges confronting all of legal education, the School of Law is working toward a thoughtful integration with the School of Law–Newark; when completed, this union will create extraordinarily strong law school offerings taught by faculty in two urban locations. Each law school location currently is constructing a

state-of-the-art immersive classroom that will enable course-sharing and student engagement in the most innovative ways at these campuses and elsewhere.

These changes already help us attract and retain top faculty and students; magnify our impact in the region and beyond; increase the number and depth of our international connections; and augment the prominence of our campus. Our plan is to further capitalize on this success in order to support the achievement of the Rutgers mission and more firmly establish Rutgers–Camden as an innovative leader in graduate education that is cutting-edge and interdisciplinary, drawing on the strengths of disciplines and professors across campus and our long-standing institutional commitment to collaboration among faculty and staff.

Building upon our significant assets, we define two strategic goals:

- 1. To achieve Doctoral/Research University status in the Carnegie classification scheme through targeted investments**
- 2. To maintain the nationally recognized level of quality in professional programs while launching innovative approaches to curriculum, organization, and delivery of programs**

Each of these goals requires additional resources that are not likely to be generated without a significant infusion of philanthropic, foundation, or research grant support. While striving to solidify existing doctoral programs and to create conditions under which expanded programs will thrive, we must focus on maintaining and extending program quality. We also are committed to improving support and research assistance for graduate students who are already enrolled.

As our professional programs experience growth and change, we have the great opportunity to make more visible our program offerings and formats. As resources permit, we will work toward these outcomes:

INITIATIVE ONE:

Sustain the Quality of Current Ph.D. Programs

Rutgers–Camden is home to three innovative and interdisciplinary Ph.D. programs. We will seek to help them achieve their full potential by:

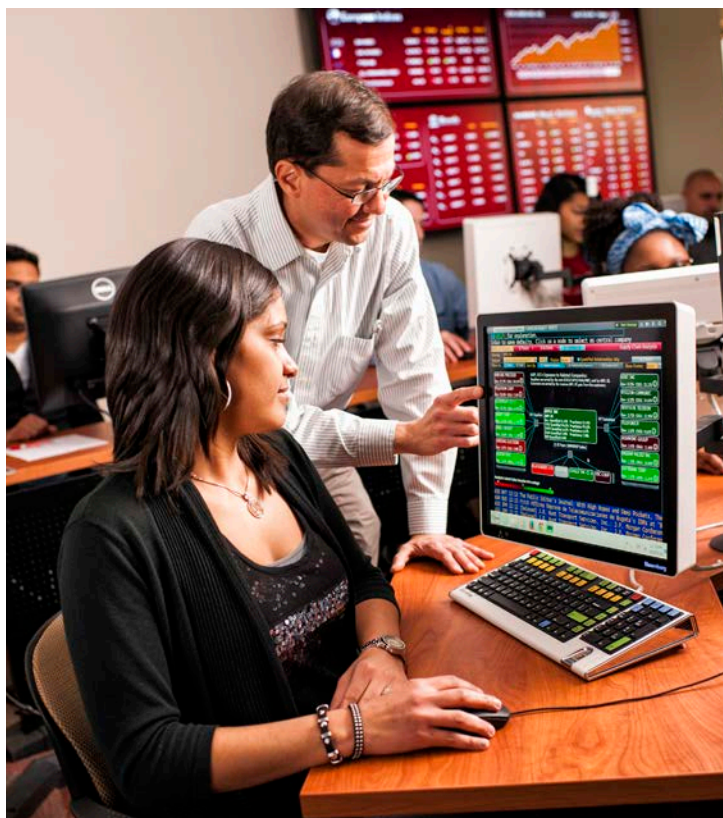
- Investing in faculty strength and growth by recruiting diverse faculty and providing faculty release time for graduate student supervision and advising
- Creating a retention fund to retain strong faculty vital to the mission of graduate studies while also recruiting at the regional, state, national, and international levels to attract diverse students prepared to take full advantage of program offerings
- Supporting competitive third- and fourth-year funding for dissertation research and special student projects (e.g., for summer research), as well as base funding for additional graduate assistantships and teaching assistants

INITIATIVE TWO:

Create New Innovative Ph.D. Programs Across Natural Sciences, Social Sciences, and Humanities

We will consider expanding our Ph.D. offerings in a thoughtful manner by:

- Advancing interdisciplinary Ph.D. proposals in global studies and social justice
- Identifying new programs to establish in the future utilizing rigorous criteria such as:
 - ▶ Clear evidence of societal demand
 - ▶ Availability of public and private resources
 - ▶ Capacity of programs to develop their own resource base
 - ▶ Connections to regional opportunities and needs
 - ▶ Fields where Rutgers–Camden can excel in national competition and recognition
- Exploring opportunities for joint doctoral programs that draw upon interdisciplinary approaches across schools, Rutgers University campuses, and other institutions



The first Ph.D.s in childhood studies to be awarded in the United States happened at Rutgers University–Camden.

INITIATIVE THREE: *Improve the Quality of the Graduate and Professional Student Experience*

This initiative ensures that the campus offers an environment for learning in terms of physical space and technology that promotes student success in many ways, including by:

- **Developing a physical environment appropriate for the world-class graduate education to which we are committed by:**
 - ▶ Creating common spaces such as seminar rooms and lounges for students to interact and forge a common identity as graduate and professional students
 - ▶ Constructing dedicated spaces, similar to the Writers' House, for students to interact on departmental and school levels
 - ▶ Developing facilities to house new programs and office space for faculty, students, and special projects, courses, service projects, and research
 - ▶ Building office space to allow the Graduate School to develop a growing graduate student culture
- **Assisting graduate and professional students to identify opportunities to make the transition to the world of work or post-graduate academic experiences**

The wound ostomy continence (WOC) graduate certificate program offered by the Rutgers School of Nursing—Camden is one of only eight WOC programs nationally; one of only three that offer graduate credit; and the only one in New Jersey.

INITIATIVE FOUR: *Recruit Top-Quality Graduate Students*

We will seek to advance the intellectual climate of our campus and our graduate programs by:

- **Recruiting high-performing undergraduate students to continue their studies on campus in bachelor/professional degree truncated programs (e.g., B.A./M.A., B.A./J.D.)**
- **Devising scholarship support or other pathways and pipelines to recruit professional program students from diverse backgrounds, including appropriate mentoring and retention support**

INITIATIVE FIVE: *Explore Opportunities for Programmatic Enhancement*

Our campus will work to enhance its graduate-level programs to better meet the needs of current and prospective students by:

- **Developing programs that meet market demand and prepare students for success upon graduation by, for example:**
 - ▶ Recruiting master's-level students into professional degree programs by offering joint degrees (e.g., criminal justice M.A./J.D.; accounting M.B.A./J.D.)
 - ▶ Designing M.A.-plus-one-year degrees (e.g., master's in accounting or science plus one year of relevant law classes)
 - ▶ Supporting concentration programs that allow graduate students in business, nursing, arts and sciences, and law to take a concentration of courses in a different program or school, emphasizing our interdisciplinary strengths
- **Offering format innovations (e.g., hybrid, online, and Saturday courses) and off-campus courses and programs that are attractive and tailored to student needs**
- **Experimenting with reduced credit requirements for targeted audiences**

STRATEGIC DIRECTION 3:

Advancing Faculty Research Excellence

As an integral part of Rutgers University, an internationally recognized research university with high aspirations for its next chapter, Rutgers–Camden aims to become a leader in research and creative achievement among urban public institutions. Strengthening the faculty is essential to achieving our objectives for providing high-quality undergraduate and graduate education to our students.

Our prominence as a research institution is strong and rising. Rutgers University–Camden is home to an increasingly productive faculty that, on a per capita basis and adjusted for the scale of our campus, generates original research, publishes in leading scholarly journals and with top publishing houses, and attracts research funding at a comprehensive and truly impressive rate.

Rutgers University–Camden faculty attract more than \$10 million in research funds annually. Through the research and programs generated by our faculty, we bring to Rutgers and New Jersey consistent and increasing grant support from federal agencies that include the National Science Foundation, the National Endowment for the Arts, the National Institutes of Health, the National Endowment for the Humanities, the John S. and James L. Knight Foundation, the Ford Foundation, the Woodrow Wilson National Fellowship Foundation, and the John D. and Catherine T. MacArthur Foundation, among others.

Our campus is home to internationally recognized faculty members across a broad range of disciplines. They hold prestigious memberships in organizations such as the American Association for the Advancement of Science, the American Academy of Nursing, and the American Mathematical Society. During the past four years, Rutgers University–Camden has had the highly competitive MacArthur Fellowship – known as the “Genius Grant” – awarded to two faculty members. Rutgers–Camden has two Pulitzer Prize-winners on its faculty during the 2014-15 academic year.

Our research and scholarly centers focus faculty expertise and encourage cross-disciplinary collaborations, both on our campus and across the Rutgers system. The Institute for Law and Philosophy, for example, con-

nects the strengths of the School of Law–Camden with the globally ranked Department of Philosophy in New Brunswick. The Center for Computational and Integrative Biology is a locus advancing multidisciplinary research in a burgeoning field of science and health.

Hubs of research activity in relatively new doctoral program areas also are commanding national attention. Enabled by our location in the heart of a major metropolitan area with numerous research universities, our faculty are able to attract top scholars from around the world to engage with them in major academic conferences held on the Rutgers–Camden campus and in the surrounding region.

In short, Rutgers University–Camden has an established reputation with great growth potential. As a relatively small institution, we require additional investment in order to sustain and increase our productivity and visibility. Our achievements are already impressive, but we can, and should, increase our success.

Building on these considerable assets, we seek to accomplish four important objectives:

- **To solidify and enhance our standing as a research university through increased innovation in research areas with potential for recognition and growth**
- **To nurture undergraduate and graduate students and support their leading-edge research and creative activity**
- **To create research links across Rutgers–Camden schools, Rutgers campuses, and other academic institutions, and work with community partners and industry who seek collaboration in problem-solving**
- **To connect research innovation to the needs and/or opportunities in our region**

INITIATIVE ONE: *Innovation in Areas of Strength and Potential*

We seek the financial support and other resources necessary for strengthening and growing the capacity of our research faculty and facilitating their work. We will work to do so by:

- **Dedicating a centralized campus position for research (i.e., vice provost or other administrative leader)**
- **Attracting and retaining outstanding faculty who can conduct the highest quality research, scholarship, and creative work, with other ongoing efforts that may include:**
 - ▶ Building up existing centers and institutes currently on campus by seeding them with additional scholarly researchers
 - ▶ Establishing new endowed chairs and professorships to attract renowned senior scholars in strategic areas who will serve as magnets for other top faculty, researchers, students, and supporters
 - ▶ Financing a New Faculty Development Fund that will provide competitive salaries, release time, start-up packages, and research support for new faculty hires, particularly at the junior level
 - ▶ Developing a Faculty Research Incentive Plan to provide intermediate seed funding, and to foster and reward research productivity among the current faculty

- **Establishing new cutting-edge and distinctive initiatives that draw upon existing faculty strengths in research, scholarship, and creative work and that connect the disciplines in innovative ways, through actions that may include:**

- ▶ Creating a campuswide committee to identify new research opportunity areas within and across schools that leverage existing faculty strengths and that promote interdisciplinary and multidisciplinary teaming
- ▶ Instituting new research initiatives for the identified opportunity areas that will pull together faculty with expertise in these areas and foster research collaborations among them, with a longer-term goal of creating new research centers and new Ph.D. programs
- ▶ Establishing a Faculty Cluster Hiring Initiative that will add new faculty in each of the identified opportunity areas to seed the new research initiatives

- **Providing research support at a level consistent with aspirational institutions through actions such as:**

- ▶ Expanding pre-award staff resources to the Office of Sponsored Research to keep pace with the increase in grant applications and awards
- ▶ Realigning major functional responsibilities, improving processes, and expanding post-award staff support to better facilitate ongoing research activities and to support increased numbers of grants and contracts
- ▶ Providing more physical space (building, laboratory space, etc.) in support of the campus's research enterprise, particularly for programs with the greatest need (presently, computational biology, public affairs, and psychology)
- ▶ Providing better technology, technical support, and computational support
- ▶ Providing better research instrumentation in the experimental sciences

During FY2013, Rutgers–Camden received \$10.34 million in grants and contracts, as reported by the Office of Sponsored Research.

INITIATIVE TWO:

Engagement of Undergraduate and Graduate Students in Research

In addition to efforts to improve the undergraduate student experience and to strengthen graduate programs as discussed under “Strategic Direction 1: Providing a First-Rate Undergraduate Education Grounded in Research and Providing Experiential Learning,” we can promote the innovative research university in these ways by:

- **Reaffirming our commitment to student research involvement at all levels through co-authorship, collaboration, and financial support by:**
 - ▶ Encouraging and supporting graduate students to present at nationally recognized academic conferences
 - ▶ Expanding TA/GA lines, summer stipends, and research funding
 - ▶ Promoting co-authoring of scholarly publications
 - ▶ Providing training (mentor-the-mentor) for faculty on ways to better nurture student research and critical inquiry
- **Creating links between research efforts and our regional K–12 partnerships, supporting inquiry-based learning and early exposure to research**

INITIATIVE THREE:

Connections Across Schools, Campuses, and Institutions, and with Communities and Industry

Sharing information about the research achievements of our faculty and students with wider audiences, and extending awareness of the work undertaken at Rutgers University–Camden as a hub of research activity, is critical to our institutional growth. We seek to do so by, among other things:

- **Charging the provost’s office with leading and overseeing the regular schedule of communication regarding the campus’s research programs to the wider community by:**
 - ▶ Identifying, encouraging, and sustaining research partnerships
 - ▶ Working with the communications office to publicize research outputs
 - ▶ Maintaining an inventory of research areas and current collaborations
 - ▶ Working with the New Brunswick, Newark, and RBHS campuses to facilitate both informal and formal research networking within Rutgers
- **Creating a Civic Innovation Fund to support faculty research conducted in partnership with government, nonprofit, and community-based organizations**
- **Establishing Visiting Scholar and Invited Speaker programs**
- **Working more closely with existing Rutgers system resources, such as the Office of Technology Transfer and the Office of Research Alliances**
- **Developing research support relationships with entities such as local educational and law enforcement organizations to establish Rutgers–Camden as the regional hub for applied public interest research**

“As an undergraduate researcher, I worked with amazing faculty members and undergraduate and graduate students. It really helped me understand the importance of collaboration and communication in the research community. It’s a hands-on learning environment and you get to really understand how that work can impact everyday life.”

Lyla Jno Baptiste
B.S., Biology

STRATEGIC DIRECTION 4:

Playing a Leadership Role in Revitalizing Camden and in the Greater Delaware Valley

Understanding that the strength and success of our campus is in part linked to the vitality of the City of Camden and the surrounding region, Rutgers University–Camden has a long tradition of forging effective partnerships that can help us to address challenges facing our host city, county, state, and region.

We do so supported by a comprehensive catalogue of interdisciplinary academic programs, institutes, and centers that uniquely situate Rutgers University–Camden to serve in this community problem-solving capacity. These institutional assets cover an extraordinary range of topics and impact, and include the:

Senator Walter Rand Institute for Public Affairs, a research-driven center that engages faculty and students with public administrators, elected officials, nonprofit organizations, and community leaders to leverage campus assets on behalf of South Jersey citizens;

Center for Community Leadership, a grant-funded service and research center with a powerful record of success in helping to revitalize urban communities through education, leadership, and community development;

Center for the Arts, which provides performances, exhibitions, education programs, and community projects that create meaningful opportunities to participate in the arts, advance the central role of the arts in pre K–12 education, and increase awareness of the arts as essential to cultural, economic, and community vitality;

School of Law’s pro bono and clinical programs, which provide legal assistance to citizens who otherwise might not be able to avail themselves of critical legal assistance in such areas as immigration, children’s justice, domestic violence, and child and family advocacy; and

Small Business Development Center, part of a statewide network that supports new business growth in Burlington, Camden, Gloucester, and Salem counties.

While Rutgers University–Camden traces its commitment to service from its founding, a deliberate and strategic focus on this activity coalesced with the launch and leadership of the Office of Civic Engagement in 2010. Within a relatively short period of time, our innovations rooted in civically engaged learning have catapulted us to among the nation’s top institutions dedicated to this work.

The Office of Civic Engagement works collaboratively with faculty, students, staff, and alumni to develop undergraduate and graduate curricula that incorporate meaningful community-driven activity into the learning process. The result has been nothing short of transformational for the institutions and our students, faculty, and staff. Rutgers University–Camden is emerging as a magnet destination for undergraduate and graduate students seeking an expanding set of opportunities for experiential learning, including those options that put classroom instruction to work in local communities.

This exciting vision has attracted outside investment, including a leadership gift to create the Hill Family Center for College Access, which helps Camden families prepare for success in college. This effort, in addition to the Rutgers Future Scholars program, has significantly increased the number of Camden city youth who attend Rutgers, and also has supported Camden students in gaining access to highly selective universities. Our North Camden Schools Partnership project, which is focused on increasing student achievement by providing an integrated system of services in five elementary and middle schools promoting academic success, positive social and emotional development and family engagement, has garnered millions of dollars of support since its launch in 2010. In an effort to strengthen the connectivity of civic engagement between our campus and the community, we have established the Civic Scholars program for a select group of ambitious students (many of whom are part of our Honors College) and the Faculty Fellows program, which encourages scholars to pursue research and teaching across fields related to societal study.

The significance of K–12 educational reform, both in our region and across our nation, cannot be overstated. On July 31, 2014, we reaffirmed our dedication to working with our partners to improve access to higher education when Rutgers–Camden led a delegation of representatives from our institution, the Camden City School District, Rowan University, and Camden County College to participate in a national workshop hosted by The White House and the U.S. Department of Education. Rutgers–Camden will be working in partnership with the school district and the higher education institutions in Camden to develop a collaborative plan focused on increasing access and boosting college completion of Camden high school students. We look forward to returning to a second workshop in Washington, D.C., and submitting a plan to the U.S. Department of Education later this fall.

From 2009 to 2013, the number of engaged civic learning courses offered with academic credit at Rutgers University–Camden increased from 31 to 93, representing a 200% rate of growth. The number of students who chose to enroll in these courses rose from 264 to 1,065. In 2013, 45% of our students participated in some form of service, resulting in 300,000 hours of community service throughout 2013–14.

All of our work is done alongside community stakeholders who understand our philosophy that Rutgers University–Camden can fulfill its core mission of teaching bright students and promoting cutting-edge research while also working in collaboration with community partners to identify what matters to them. Understanding the role that our university can play in revitalizing Camden and the region, we also seek intentionally to increase the opportunities to promote good citizenship and develop new areas of expertise to meet the needs of our host city and region.

This is a foundation upon which we will continue to build. Overall, our growth will require the further development of faculty and staff expertise in areas that best respond to the needs of the city and region, including addressing issues related to the well-being of children and youth, health care, poverty, housing, economic development, public policy, and education. Moreover, we intend to hire an associate chancellor for experiential learning and civic engagement who will focus our efforts and advance our commitment to the success and growth of our students and our regional communities.

Our initiatives will fall into the following primary focus areas: K–20 partnerships and access, economic development, and civic leadership capacity-building.

INITIATIVE ONE: ***Strengthen K–20 Partnerships and Access***

Recognizing the challenges confronted by primary and secondary education providers in the City of Camden and other areas, this initiative can lead the higher education community to advance the quality of education in the city and children’s access to higher education opportunities, realizing the tremendous importance of improving the educational outcomes of students in Camden and elsewhere, by:

- **Increasing – through philanthropy and other resources – support to expand and sustain Rutgers-based programs addressing the needs of historically underserved populations, including Rutgers Future Scholars-Camden and the Hill Family Center for College Access**
- **Expanding collaborative partnerships with local organizations that will achieve better outcomes for youth and families in the City of Camden, especially those in North Camden, the neighborhood adjacent to the Rutgers–Camden campus**
- **Investing in the expansion of student services that will support South Jersey’s underserved and underrepresented students in their post-secondary education at Rutgers University–Camden or other institutions and attain the completion of degrees and other pathways to successful lives**



INITIATIVE TWO: ***Support Economic Development***

Recent economic announcements regarding the location of such commercially vibrant organizations as Holtec, the Sixers, and Webimax in the City of Camden suggest that there may be extraordinary changes in the economic landscape of our host city and in the Delaware Valley. While this news is positive, it is equally true that unexpected changes can adversely affect our fragile regional economic growth. This initiative seeks to apply Rutgers University–Camden’s intellectual and physical capital toward maintaining sustainable economic growth by such actions as:

- **Attracting and retaining businesses in the city by leveraging Rutgers–Camden’s enrollment growth as a magnet for retail and other business development that will lead to jobs for Camden residents**
- **Assisting the City of Camden and Camden County, small businesses, and other economic and social enterprises with relevant research and plans for development by connecting them with faculty and students with research expertise**
- **Partnering with corporations to promote the commercialization of research at Rutgers where appropriate**
- **Building capacity for Rutgers–Camden students and graduates to advance the interests of regional organizations through employment and experiential learning projects**
- **Encouraging local purchasing by students, faculty, staff, and alumni to foster a more robust retail environment within the Camden community**

INITIATIVE THREE: ***Build Civic Leadership Capacity***

We are committed to advancing community objectives while developing the next generation of engaged citizens and leaders, both at Rutgers University–Camden and in the local community. The existing work of our Community Leadership Center and Senator Walter Rand Institute for Public Affairs will be crucial to success in this area. We can achieve this by, among other things:

- **Developing a Civic Leadership Academy at Rutgers University–Camden to train and empower local residents to become effective agents of change in their communities**
- **Establishing a cross-disciplinary certificate program to grow capacity among the region’s nonprofit/nongovernment agencies**
- **Securing funding to support the creation of these programs and to provide support for broad participation**

In 2012, the Rutgers–Camden Office of Civic Engagement was awarded \$2.75 million from the New Jersey Department of Education to support the North Camden Schools Partnership, which served over 300 elementary and middle school students and their families during 2013-14.

STRATEGIC DIRECTION 5:

Increasing Enrollment to Support Strategic Goals

The strategic directions discussed in this document mirror the qualities that we seek in our students: smart, focused, and ambitious. Rutgers University–Camden seeks to attract more students who can benefit from the kind of challenging, engaged, and personalized educational experience that a university of our size and quality offers. We aim to serve both students who have taken full advantage of educational opportunities afforded to them and those who demonstrate the potential for success despite limited opportunities. This aspiration couples growth with quality within our student body and promises to increase the vitality of our campus experience for all. Our tripartite aspiration of growth, quality, and access is daunting but we believe that it is achievable. And growth is essential if we are to accomplish the ambitious steps toward accomplishing the critical strategic directions already discussed in this document.

Through our strategic planning process, the campus community projected that we should grow from 6,400 to approximately 8,000 during the five years which are the focus of this plan. It is conceivable to envision sustained growth leading Rutgers University–Camden to a maximum student population of 10,000 over the next decade but growth decisions should continuously assess and account for: (a) our ability to retain our distinctive character and quality – some call it the “liberal arts feel” – and personalized treatment of students; (b) more deliberate attention to and consideration of the appropriate mix of students who are transferring into our programs, coming to us through international and national recruitment, and applying directly from South Jersey and regional high schools; and (c) our interest in growing competitive, cutting-edge graduate and professional programs of learning.

Discussions in the following months and throughout the next stages of our planning process must consider the kind and pace of this additional growth and mix against the background of unlikely significant state increases in resources, our present programs and other institutional needs, and the costs associated with many of the initiatives proposed in this document.

While there remains a critical need to enable more residents of southern New Jersey to achieve baccalaureate and graduate degrees, high school cohorts in the region are gradually shrinking. Policy leaders supported new legislation with its promise of resources with the expectation that Rutgers–Camden would serve more students. As we approach questions about student population and growth, we should recognize our considerable assets, including the power of the Rutgers name and a deep appreciation for the excellence and value embedded within that overarching brand. The Rutgers University–Camden brand builds upon the Rutgers tradition with our reputation for high-quality teaching and personal attention, our commitment to experiential learning, and our easily accessible location. Our ongoing history of serving first-generation college students is augmented by proven strength in serving a multiplicity of nontraditional students, including a rise in our national reputation as a veteran-friendly campus. We have also developed close ties with institutions across several continents through faculty collaborations and service projects undertaken by students and faculty. Thus there are many reasons to be optimistic about expanding the number of talented students who select Rutgers University–Camden for undergraduate and graduate programs.

Once we have made the critical decisions leading up to defining the composition of students we will target, we can be more intentional in our marketing and outreach efforts. We can do much more to define potential recruiting territories and become more agile in our use of financial aid. The steps toward hiring a new associate chancellor for enrollment management which began this summer included seeking perspective from a consultant who had periodically worked with the campus over the last decade. The consultant’s recommendations will help in the hiring process and will inform the new manager as he or she sets out a new vision.

Some of the challenges we have faced in the past can be avoided. The highly centralized nature of Rutgers University financial aid and data about prospective students has posed bureaucratic barriers to developing efficient and effective strategies for recruiting students to Rutgers University–Camden. Outdated systems for

collecting and generating data have impeded effective communication of what knowledge has been accumulated and should be accessible at the campus level. Last spring, enrollment staff across the Rutgers system met to address some of these issues and the University has proposed to address the systems-related problems with critically needed upgrades. The financial aid process itself, which had been built on grant allocations based on a "first-come/first-served" competitive basis that penalized some families, has also been redesigned to create fairer and more reasonable campus allocations of grants. There are steps taken toward eliminating obstacles in our efforts to communicate directly with potential students through the website. And Rutgers University recruiters have begun to be trained with campus visits and orientation sessions on the three campuses so that each recruiter is more familiar with the distinctive strengths and differences of the campuses and can share with prospective students and their families knowledge upon which they can make informed choices about their preferences. Within our own campus community, we are developing training opportunities to support cross-departmental collaborations and clarity of roles that can improve our efforts. These are promising changes which will enhance the quality of admissions and financial aid for the entire system.

While our location within the metropolitan Philadelphia region is a clear strength, it also places Rutgers University–Camden in the heart of a fiercely competitive market for higher education. The most qualified students within the Delaware Valley are in high demand. With a clear and rational acknowledgement that there are considerable challenges before us, we are confident of our ability to grow in ways that will meet our mission and vision and that will attract students to better serve the region. Our initiatives below reflect areas that were discussed by the campus community as being most in need of attention, including:

1. **Developing an appropriate mix of students to be recruited and supported**
2. **Improving marketing and recruitment processes**
3. **Transforming the campus visit experience**
4. **Increasing off-campus and online opportunities that will attract some targeted students**
5. **Building our college access infrastructure**
6. **Increasing scholarship funding**

These initiatives and other strategies, perhaps in combination with the expansion of online and off-campus offerings, must be continued topics of conversation in the months to come.



INITIATIVE ONE:

Develop the Appropriate Mix of High School Entrants, Transfers, and International Students We Seek as Rutgers–Camden Students

The value proposition and nurtured learning opportunities of the Rutgers University–Camden experience have resonance in southern New Jersey, throughout the state, and far beyond. We are positioned to have a transformative impact upon many lives, and should maximize our opportunity to do so by extending our outreach efforts beyond our local markets nationally and to countries where Rutgers–Camden has connections. We should identify international locations where the strengths of our campus (such as size, location, and nurturing atmosphere) will also appeal to students interested in coming to study here from abroad. We should reach out first to countries where we already have faculty relationships at education institutions and service projects such as India, South Africa, Cuba, and Brazil.

INITIATIVE TWO:

Increase Recruitment of High-Potential Students, Including From Low- and Moderate-Income Families from South Jersey

Reaching out to students for whom access is an issue is particularly important in this region given its needs and our commitment to better serve these communities. We should make more visible the opportunities to join the Rutgers–Camden community for talented students who are graduates of high schools in the region as well as through joint programs and other avenues of entry that are part of our agreements with Camden County College and other colleges in neighboring counties. Those students with potential should get priority in the merit-based and other scholarship support we can offer.

INITIATIVE THREE:

Improve Marketing and Recruitment Processes

In order to attract more students to Rutgers University–Camden, they first must be made aware of the qualities that make the institution attractive, including cost, a value-added, nurturing environment and civic engagement and academic courses that take students to international venues for service and practical work. We must tell the compelling story of an education at Rutgers–Camden and make sure the story is spread widely and engages our targeted students. Admissions staff and related offices must be able to deliver clear and consistent information aimed at a diverse and comprehensive mix of students to sharpen their interest. The leadership of a new enrollment manager is critical to identifying the steps to implementing this initiative as is the emphasis of an integrated University and campus marketing plan— including print, web, and social media—to communicate a consistent set of messages across units. We must also see resources for:

- **Expanding research and data analysis capacities to support data-informed recruitment decisions**
- **Increasing numbers and training of Student Ambassadors**
- **Involving alumni, faculty, and other friends in keeping applicants' interest in Rutgers–Camden as their first choice**

"Every opportunity I've ever had in my career can be traced back to Rutgers–Camden. Without the rigorous coursework and curriculum at Rutgers–Camden, I would not have taken a computer science class and learned I had a knack for it. Without my education, I would not have had any of the opportunities I've been fortunate enough to have."

Dennis Egen
B.S., Computer Science
M.S., Computer Science

INITIATIVE FOUR:

Transform the Campus Visit Experience

The moment that a prospective student and his or her family first set foot on a campus is critical to whether that student chooses that institution. While our campus visit program has improved steadily during recent years, there is a clear need for continued enhancements, including significant upgrades of the reception areas as well as the back offices. We seek funding that will enable us to create a welcome center that has become a fixture for comparable institutions.

INITIATIVE FIVE:

Use Scholarship Support More Effectively in the Recruitment Process

As state support for public higher education continues to dwindle, student need has never been greater. Nothing less than the ability for families to secure a Rutgers degree is at stake. Rutgers University–Camden is committed to growing resources for students in order to maintain our accessibility and reduce student debt loads. This may include:

- **Building support and sustainability for programs to attract historically underserved populations, especially through such programs as Rutgers Future Scholars and the Hill Family Center for College Access**
- **Increasing need-based aid**
- **Increasing merit aid to attract students with great potential who fit our defined mix of students, including nontraditional students not within other categories traditionally recognized as underrepresented**
- **Focusing on retention of students through strengthened student success programs and advising**

For the first time, debt from student loans has surpassed credit card debt.

Student loan debt now exceeds \$1 trillion.

Nationally, 68% of college seniors graduate with student loan debt, with an average of \$27,850. At Rutgers, 73% of seniors graduate with student loan debt, with an average of \$25,108.

"Each professor was very thoughtful to the students, knowing that most of us are employed full-time, among other commitments. Having said that, they are relentless in their education, always providing real-world examples of how our class work applies directly to what is going on in the world and in the workplace."

Kyle Seidel
M.B.A.

OUR NEXT *Steps*

This document reflects our collective ambitions. Now, we must take the difficult, though exciting, steps to translate these ideas into concrete actions that will chart our future.

In order to achieve the national recognition we seek and the levels of quality and service our students deserve, Rutgers–Camden must commit itself to developing a sustainable approach to funding its operations, mindful of its mission, the need to build enrollment, and sometimes competing aspirations. The academic enterprise model we propose rests on the assumption that we must look to the ingenuity of our administration, faculty, and staff to manage operations and develop programs that are cost-effective and, when possible, generate revenue beyond direct costs. The University's movement to responsibility centered management (RCM) budgeting that has already begun creates opportunities to control costs and make campus-centric decisions about spending that can increase our capacity to plan for such programming. Additionally, we have restructured our campus development office in an effort to increase our capacity to add philanthropic support from alumni and friends who are our partners in our plans for the future, as well as corporations, foundations, and other supporters of our mission.

But we also recognize that the quest for more resources must not trump sound academic judgment or the goal of achieving better quality will remain elusive. Our community must remain attentive to the fact that our fundamental purposes are to pursue the highest quality academic programs and serve our students well.

The creation of the new academic enterprise model is being undertaken simultaneously within the ongoing evolution of Rutgers, The State University of New Jersey, into a new kind of system that balances autonomy with some unified functions across each constituent part of the University. This reinforces the ability of Rutgers University–Camden to chart our own course while maintaining our Rutgers connections..

It also demands difficult discussions about eliminating inefficient systemwide bureaucracy and decision making, as well as the need for a satisfactory and distributive approach to resource allocations that take account of the distinctive needs of each campus. We must work with our colleagues from every part of the Rutgers system to create new structures which can eliminate stultifying obstacles and enable us along with the other system participants to achieve the courses we have set.

Rutgers University–Camden needs to develop effective policies and strategies that will enable us to secure the resources we need to achieve our goals. Issues for future conversation to lay the framework for change include:

How can we best create financial aid, enrollment, and other policies to better ensure access and affordability, and still generate sufficient income to fund important existing and new programs and services?

How should we organize the administrative structure of our institution to best serve the campus – faculty, staff, and students?

What systemwide structures and new technologies will better ensure that the sharing of critical information across the Rutgers system can occur so that Rutgers University–Camden can succeed in meeting its goals of increasing its enrollment and providing quality service to our students and faculty?

How do we better nurture a network of supporters – especially among our alumni – to help promote our campus in spreading the Rutgers–Camden story of transformative experiences?

Are there alternative financial models for sustaining research endeavors during a time of declining federal grant support, including options for unrelated business income from nonacademic operations?

Where is the greatest potential for credit and non-credit programs within and among schools and programs that can address professional and continuing education needs and generate self-sustaining or increased revenue streams?

During a period of growth, how do we maintain and build upon our defining characteristic as a collaborative, interdisciplinary institution?

What standards and best practices are available for gauging the potential success of new programs, including business plans that clearly detail fiscal impacts and assessments of other consequences?

Are there unexplored options to innovate and to generate resources to support Rutgers–Camden's agenda for the future?

How can Rutgers–Camden leverage the University’s move toward RCM (Responsibility Centered Management) as a budgetary model to create or augment efficiencies in our campus operations?

How do we define concisely and communicate clearly the value propositions of Rutgers–Camden in ways that will resonate with diverse audiences?

We also recognize that our ambitions can be threatened by several challenges not explicitly addressed in this document. In moving forward, we must ever be cognizant of these issues as they have the real potential to affect our ability to develop the financial resources required to realize our aspirations:

- **Many of our buildings are aging and, as a result, cannot keep pace with the curricular, research, and cultural demands of students and faculty in the 21st century. Facilities constructed in the 1950s, 60s, and 70s must be upgraded to meet current standards if we are to continue to attract talented students and faculty, and to be able to carry out our strategic efforts related to building our excellence as an innovative research university.**
- **Our antiquated systems for collecting, analyzing, and sharing data prevent us from serving our students, faculty, and staff with the agility that is rightfully expected from a world-class university in the 21st century. This is a concern for all of Rutgers, and change must be undertaken Universitywide to ensure that all systems sharing important student, employee, and research data can communicate with others quickly and effectively. Rutgers University has begun to grapple with this problem and the chancellors must be involved in the implementation stages.**
- **Rutgers University–Camden is a place where transformative pathways exist and where students thrive. This is a message that must be heard, and heard loudly, if we are to compete in the crowded higher education arena. Our campus must deploy resources to aggressively and consistently market Rutgers–Camden across multiple media platforms, developing data-driven strategies to target students who will likely benefit from and choose our institution; we must build the overall campus brand while also promoting individual schools and appropriate programs.**

Achieving our vision for Rutgers–Camden will depend on the intelligence, energy, and commitment of the entire University community. We will need the support of Rutgers University, our governing boards, our legislative supporters, and our many friends within New Jersey and the Delaware Valley to ensure that we reach our goals.

THE NEXT 100 DAYS *and Beyond*

We have identified five strategic directions in our plan. They are:

- **Providing a First-Rate Undergraduate Education Grounded in Research and Providing Experiential Learning**
- **Enhancing High-Quality and Interdisciplinary Graduate and Professional Programs**
- **Advancing Faculty Research Excellence**
- **Playing a Leadership Role in Revitalizing Camden and in the Greater Delaware Valley**
- **Increasing Enrollment to Support Strategic Goals**



Within the next 100 days, we will begin to implement this plan through a wide array of measures that include the following:

- ▶ We will conclude an open search for an assistant chancellor for civic engagement and form a new search committee to begin the process for identifying an associate-level chancellor to coordinate and help shape a vision for our experiential learning, global, and community interaction offerings, with the goal of ensuring that every student at Rutgers–Camden will have the ability to access “on the ground” learning through civic engagement courses, learning abroad, and faculty research projects as well as intern and extern placements.
- ▶ The assistant chancellor for civic engagement, with the advice of appropriate faculty and staff and other partners connected to the program, will make recommendations to the chancellor on how to strengthen and develop new partnerships in support of our K–12 school efforts in Camden and explore additional federal, state, foundation, and philanthropic support for expanding this work, including designing programs that complement and fit the vision we seek for our students involved in civic participation in the future.
- ▶ A committee will be appointed by the chancellor to recommend steps to improve our academic and advising-related student services, tailored with the range of students we attract and recruit (transfer, nontraditional, and high school entrants) in mind to ensure better outcomes and success for all students. In support of this work, a daylong, campuswide faculty and staff discussion about advising and other services is being planned for later this fall or early in the second semester, convened by the dean of the Faculty of Arts and Sciences and the associate chancellor for undergraduate education and student success.
- ▶ We will continue staff initiatives already undertaken to improve the effectiveness of institutional offices that interface with students and parents, with an enhanced customer service orientation for staff, and we will give recognition and provide incentives for departments demonstrating innovation, collaboration, and our trademark campus “get it done” attitude.
- ▶ Another committee – appointed by the chancellor and reporting to the provost – will be charged with surveying the research strengths of the faculty and making recommendations for ways to increase interdisciplinary projects (across schools and programs on campus as well as across other locations within Rutgers University) and identify additional funding from governmental and foundation grant sources and corporate partnerships. The committee will also advise the chancellor on the best leadership structure for shepherding the grant research process and how to better coordinate campus activities with Rutgers University system senior administrators concerned with research and economic development to ensure that Rutgers–Camden receives appropriate support for its research efforts.
- ▶ The School of Law–Camden and the School of Law–Newark will continue to take concrete steps to integrate their programs. Within the next 100 days, the immersive distance education classrooms being constructed on both campuses will open to expand educational programs and other interaction across the two campuses.
- ▶ With the assistance of the School of Business and in coordination with others who may have an interest in this development, the vice chancellor will continue to explore with governmental and other partners the feasibility of underwriting new construction for housing the School of Business, utilizing, if possible, tax credits and other benefits that might be available through commercial and other participation.
- ▶ We plan to conclude an open national search for a new associate chancellor for enrollment management who will lead our campus’s efforts to identify immediate and longer-term steps toward achieving the desirable growth of our student population, including its appropriate mix in light of our other strategic directions.

In addition to these efforts that will be launched on campus, Rutgers–Camden is participating in the University’s 100 Day initiatives. A faculty committee is being formed to search for one of the Henry Rutgers Term Chairs, which likely will be in bioethics. Over the next three months, we will complete our ambitious effort to upgrade technology that supports classroom learning and the computing capabilities of students, faculty, and staff. Our faculty also are participating in several of the new courses that are designed to incorporate the Distinctive Academic Themes identified in the University’s plan.

Beyond these immediate plans, Chancellor Phoebe A. Haddon will appoint a new strategic planning steering committee to provide direction for longer-range implementation of this plan. The committee will work with the chancellor and the provost to plot an effective course. A key component of its charge will be to track the progress we make on each of our strategic directions. In support of this effort, the following dashboard provides key indicators useful in assessing our movement toward the successful achievement of our goals.

RUTGERS UNIVERSITY–CAMDEN **DASHBOARD**

Our strategic plan calls for growing while we retain our personalized culture; increasing the quality of our undergraduate and graduate programs to promote student success; advancing the research excellence of our faculty; and playing a leadership role in the revitalization of Camden and in the greater Delaware Valley. To accomplish these ambitious goals, we will need to be fiscally sound and administratively effective.

In order to provide ourselves, the Universitywide community, our governing boards, our alumni, our friends, public officials, and the citizens of South Jersey with updates on our progress toward meeting these goals, we need indicators that can allow us to measure progress. We believe that the following metrics, which will consistently be monitored, evaluated, and reported on to our stakeholders, afford us the tools we need to gauge our progress toward success.

1. Increasing Enrollment to Support Strategic Goals

- **Effective and inclusive recruiting strategies for both traditional and nontraditional students**
- **Affordability index, especially for underrepresented groups**
- **Enrollment growth in targeted areas (determined by each school or college)**
- **Out-of-state and international enrollment growth**
- **New success initiatives for transfer and nontraditional students**
- **Enrollment growth in targeted off-campus and online offerings**
- **Partnerships with county colleges and other institutions for degree completion and fast-track programs**
- **Visibility of Rutgers University–Camden through promotion of targeted disciplines**
- **Higher profile in value/cost/access rankings such as the *Washington Monthly* magazine ranking and the White House College Scoreboard**

"I transferred from Camden County College on the advice of my professors who recommended the English department. I'm so impressed with the academic standards and the helpfulness of the faculty and staff."

Ariel Grandinetti
B.A., English

2. Providing a First-Rate Undergraduate Education Grounded in Research and Providing Experiential Learning

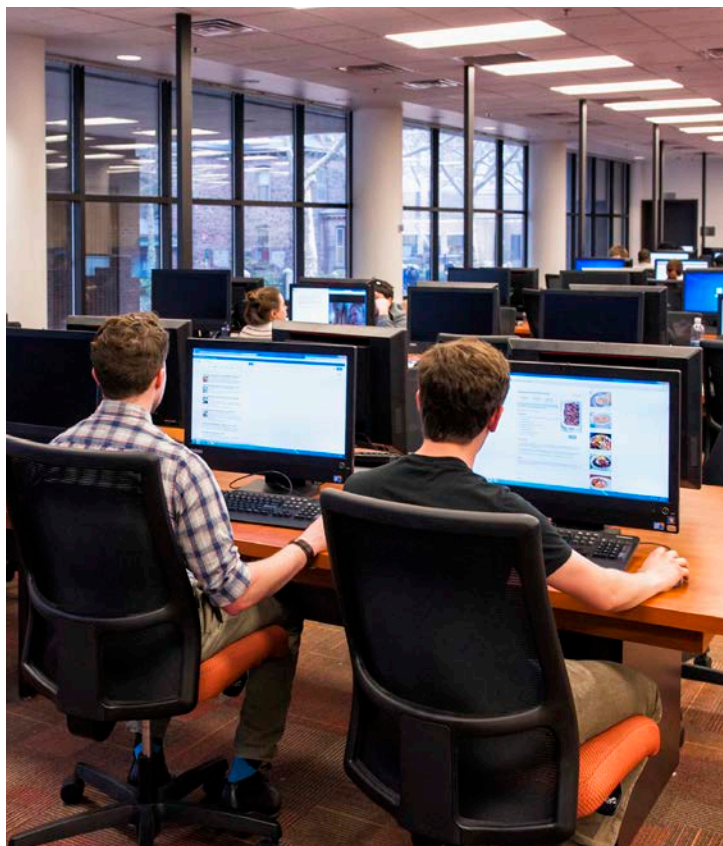
- Inclusive recruitment and commitment to first generation and nontraditional students
- Reductions in average time-to-degree for undergraduate students
- Improvements in retention and graduation rates
- Experiential learning and research opportunities for all students
- Access to career information and internship opportunities
- Affordability index, especially for underrepresented groups
- Expansion of the Honors College
- Effective use of technology-enhanced learning

3. Enhancing High-Quality and Interdisciplinary Graduate and Professional Programs

- Increased retention rates among graduate students
- Reductions in average time-to-degree for graduate students
- Instructional collaboration among departments and schools
- Experiential learning and research opportunities
- Funding support for graduate students
- Opportunities for showcasing research accomplishments in graduate and professional schools
- Effective use of technology-enhanced learning

4. Advancing Faculty Research Excellence

- Commitment to recruit a diverse research faculty
- Support for pre-grant and post-grant funding
- Increased grant funding
- Incentives for interdisciplinary research as well as faculty-led engaged scholarship and instruction
- Donor, foundation, and government funding for targeted research initiatives
- Research facilities through new construction, renovation, and collaboration
- Focus on interdisciplinary graduate and advanced professional programs through research funding and higher support for graduate assistantships and post-doctoral funding



5. Playing a Leadership Role in Revitalizing Camden and in the Delaware Valley

- **K–12 partnerships in Camden**
- **Integration of experiential learning and civic engagement initiatives with regional revitalization**
- **Outreach and partnerships through research centers and through research interests of other faculty across campus**
- **Collaborative opportunities with Rowan University and other higher education institutions**
- **Vision for civic engagement that ties education to other issues that confront Camden in a holistic, problem-solving approach (e.g., nutrition and health)**

6. General Administrative Measures

- **Effective and efficient business practices**
- **Staff training and professional development**
- **Grow revenue diversity**
- **Improved classroom and research facilities**
- **Commitment to inclusive and safe campus**
- **Continuous improvement of campus technology**
- **Alumni donor participation rates**
- **Corporate and foundation funding as well as general development**
- **Effective use of facilities and implement block scheduling**
- **Evaluation of organizational effectiveness on an annual basis through satisfaction surveys with students, staff, and faculty**





INSTITUTIONAL CONTEXT

Rutgers University–Camden is an institution comprised of world-class faculty and professional staff dedicated to delivering programs and services that help to advance our students, the research of our faculty, our local and regional neighbors, our alumni, and many other important stakeholders.

The following profiles offer an overview of each academic school or college on our campus. A summary of the administrative areas represented by the chancellor’s executive team, and reflecting many areas where our talented staff advance Rutgers on a daily basis, also is included.

FACULTY OF ARTS AND SCIENCES

The largest academic unit at Rutgers University–Camden, the Faculty of Arts and Sciences is comprised of the College of Arts and Sciences, University College, and the Graduate School. Arts and Sciences offers a wide array of programs at the baccalaureate, master's, and doctoral levels in the humanities, natural sciences, social sciences, and fine arts. The unit also delivers the Rutgers University–Camden undergraduate general education curriculum.

The student experience at Arts and Sciences is characterized by an abiding commitment to student success, with special attention to transfer and non-traditional students. One of the signature initiatives for Arts and Sciences is the thriving Honors College, which was established as part of the College of Arts and Sciences in 1997. The Rutgers–Camden Honors College is a visible and significant investment in students the University expects to be among its strongest academic performers, leaders, and successful alumni. Candidates with a strong record of high academic performance are invited as incoming first-year or transfer students from a range of other institutions. Perhaps most significant, students in our Honors College rank among the highest in retention, completion, and graduation rates in the entire University. This resource serves students enrolled in every undergraduate school on campus.

Experiential learning is another defining hallmark of the Faculty of Arts and Science, especially in the area of student research, and this unit is a clear leader within the Rutgers system. Students across every discipline, at every level of study, are afforded the singular opportunity to work in partnership with world-class Rutgers research faculty – sometimes in a faculty research lab, sometimes in the community, and sometimes on original research that the student chooses to pursue. As a result, Rutgers–Camden students have their work appear in scholarly journals and they present alongside their faculty mentors at academic conferences worldwide. The annual Celebration of Undergraduate Research and Creative Achievement event held each spring features up to 200 Arts and Sciences students showcasing their work for the entire campus, interested visitors, and prospective students.



"It's a great environment for performing scientific research. I am working to develop a quantitative model which can determine the number of contributors to a DNA sample. I love the work. I love the real-world application."

Harish Swaminathan

Ph.D. candidate,
Computational and Integrative Biology

FACULTY OF ARTS AND SCIENCES

Students thrive with many forms of experiential learning at the Faculty of Arts and Sciences. Internships offered through the Career Center build careers, and community engagement initiatives – including a growing array of specialized learning courses – help to prepare students to become educated citizens and leaders of the 21st century. Members of the faculty also participate in civic learning experiences, with some serving as Civic Engagement Faculty Fellows in an effort to integrate this aspect of life into their courses. In the area of internationalization, Arts and Sciences was a pioneer in learning abroad courses, offering students the ability to spend time in a faculty-led international-study trip as part of a spring semester course. During spring 2013 alone, 163 Arts and Sciences students participated in study abroad through experiential learning courses.

There are 192 full-time faculty in the Faculty of Arts and Sciences. Of those, 163 are tenure-track faculty holding their doctorate or terminal degree, and 29 are clinical or instructor faculty.

A commitment to continuous improvement in teaching runs strongly throughout the Faculty of Arts and Sciences, which launched the Teaching Matters and Assessment Center in 2012 to support Arts and Sciences faculty and departments in sustaining a culture of teaching excellence through best practices in pedagogy and assessment. Offering workshops, colloquia, and consultations with faculty and departments, the center seeks to foster success in traditional and online learning and the productive mentoring of undergraduate and graduate researchers.

The faculty's strength in research productivity is impressive. They are a strong, highly regarded research faculty in traditional liberal arts and sciences fields, boasting special interdisciplinary strengths in such areas as computational and integrative biology, digital studies, childhood studies, health sciences, and public policy. A mere sampling of recent awards and honors earned by the Faculty of Arts and Sciences includes the Fulbright Foundation Fellow, Princeton University Fellowship, National Endowment for the Humanities Fellowship, National Science Foundation Career Grant, and two Rutgers University Board of Governors Professorships.



The Faculty of Arts and Sciences sponsors nine research centers and institutes that foster interdisciplinary collaboration and community outreach. These centers include:

Center for Computational and Integrative Biology (CCIB): Established in 2009 to support and encourage a cross-departmental approach to biological research, the CCIB brings together leading research scholars and students from the departments of biology, mathematics, computer science, chemistry, and physics. Scientists develop mathematical models for biological systems and the application of the models to data from laboratory and field investigations. Scholars in the CCIB are developing collaborations with the Cooper Medical School of Rowan University and other regional stakeholders.

Mid-Atlantic Regional Center for the Humanities: Receiving more than \$750,000 in grant funding and foundation support from the National Endowment for the Humanities and the William Penn Foundation, this cross-disciplinary research center is the editorial home of the preeminent National Council on Public History Journal, *The Public Historian*, and is the founding home and publisher of the online Encyclopedia of Greater Philadelphia.

Center for State and Constitutional Studies: In partnership with the School of Law–Camden, this center is a global resource for subnational constitutional study and offers experiential learning opportunities for undergraduate and graduate students.

Center for the Arts: Offering interactive learning programs, including K–12 arts education with partner schools and children’s service organizations, this is an important art exhibition center for the campus and the Delaware Valley.

Center for Urban Research and Education: This center encourages and promotes interdisciplinary research on urban issues by Rutgers University–Camden faculty and collaborators throughout the United States. Home of the Camden Neighborhood Change Study, it offers workshops and conferences featuring internationally renowned scholars and provides pathways for students to work in ongoing research projects.

Senator Walter Rand Institute for Public Affairs: Through the Rand Institute, Rutgers–Camden addresses public policy issues affecting southern New Jersey, through applied research, community engagement, and organizational development.

Digital Studies Center: Established in 2013 to support and encourage research, teaching, and learning in digital literacy for students and faculty, this center offers a certificate program in digital humanities and is planning for future bachelor’s and master’s degree programs in digital studies.

Institute for Effective Education: Serving as a center for the advancement of research on effective educational strategies, this unit confers the certificate program in teacher preparation and includes the Woodrow Wilson STEM Teaching Scholars Grant Program, a \$2 million grant-funded program.

ACADEMIC DEGREE PROGRAMS

32 BACHELOR DEGREE PROGRAMS:

Africana Studies
Art (Electronic Arts, Studio Arts, and Art History)
Biology (General Biology and Environmental Biology)
Biomedical Technology
Chemistry
Childhood Studies
Computational and Integrative Biology
Computer Science
Criminal Justice*
Economics
English
French
German
General Sciences
Health Sciences
History
Individualized Major
Liberal Studies*
Mathematics
Music
Philosophy
Physics
Political Science*
Psychology*
Religion
Social Work*
Sociology
Spanish
Theater
Urban Studies

Pending for 2016: Digital Studies and Communication

**also offered off-campus*

The Graduate School offers 13 master's degree programs including a new master of arts in teaching in Spanish and a nationally recognized M.F.A. in creative writing. The Graduate School has three innovative and interdisciplinary Ph.D. programs: childhood studies, established in 2007 as the first Ph.D. program on the Rutgers–Camden campus, is renowned for awarding North America's first Ph.D. in this area; computational and integrative biology, established in 2009, awarded its first Ph.D. in 2014; and public affairs and community development, which was created in 2010 and is expected to award its first Ph.D. in 2015.

Through the Graduate School, Rutgers–Camden also offers the doctor of physical therapy degree in collaboration with the School of Health-Related Professions.

In the last seven years, Arts and Sciences has transformed from a unit largely focused on undergraduate and master's level education to a full research unit with cutting-edge interdisciplinary doctoral programs. The shift has meant a greater reliance on talented part-time faculty and the hiring of new top junior faculty to support the doctoral programs. The Graduate School has grown in size and enrollment, especially in the natural sciences, public policy, and various fields in childhood studies. This change and implementation of a 2/2 teaching load for research-active faculty has put a strain on the budget that will only be sustainable through overall growth in enrollment. The need for enrollment growth occurs at the same time the campus established its new School of Nursing that left science education responsibilities in Arts and Sciences, but moved nursing student enrollments out of the unit. Launching the nursing school was necessary and a good strategy, but highlights the need to establish additional programs to sustain growth for Arts and Sciences (such as the new program in health sciences and the proposed digital studies and communications major).

Additionally, space constraints on campus have forced Arts and Sciences to rent science research laboratories in the Waterfront Technology Center for new tenure-track faculty. This is a good temporary solution, but will not solve the need for facilities in the natural sciences and other research programs over the long term. The proposed new collaborative science research building in Camden being planned by the Rowan University/Rutgers–Camden Board of Governors would ease some of the space issues. Higher levels of support for post-doctoral positions and graduate student funding at both the master's and doctoral levels also will help to keep our trajectory as a full research campus on track. Finally, more effective recruitment of all students will help Arts and Sciences to sustain its current momentum as well as Rutgers–Camden's recognition as a significant campus in the Rutgers system.

TEACHER PREPARATION CERTIFICATION

Preschool – 3rd grade
Elementary K–6
Subject Matter P–12
Teacher of Students with
Disabilities P–12
Middle School Certification 5–8

13 MASTER'S DEGREE PROGRAMS

Biology
Chemistry
Childhood Studies
Creative Writing (M.F.A.)
Criminal Justice
English
History
Liberal Studies
Mathematical Sciences
Psychology
Scientific Computing
Spanish

TWO PROFESSIONAL MASTER'S PROGRAMS

Public Health (M.P.H.)
Public Policy and
Administration
(M.P.A., E.M.P.A.)

ONE PROFESSIONAL DOCTORATE

Physical Therapy (D.P.T.)

THREE INTERDISCIPLINARY PH.D. PROGRAMS

Childhood Studies
Computational and
Integrative Biology
Public Affairs and
Community Development

The Rutgers School of Business–Camden is rising in prominence as a destination school of choice for undergraduate and graduate students. Its innovative, relevant, and enriching learning experience is delivered in a personalized manner to a diverse student body. The School of Business fosters an intellectually stimulating environment that advances original thinking to enrich the quality of the theory and practice of business.

Founded in 1988, the School of Business became the first institution in southern New Jersey to earn accreditation from AACSB International. Today, the school offers six undergraduate majors (accounting, finance, management, and marketing, as well as the bachelor of hospitality management and a bachelor of arts in business administration) and a responsive portfolio of graduate programs, including the M.B.A., a professional M.B.A., a professional master of accounting, and a forthcoming master of science in taxation. Online programs are on the rise, as are the development of off-campus programs.

The overall student body population consists of undergraduate transfer students (39%), undergraduates who enroll directly from high school (28%), M.B.A. students on campus (14%), undergraduates enrolled in off-campus programs (11%), and professional and executives (8%).

The faculty at the Rutgers School of Business–Camden make significant contributions to their disciplines. During the past five years, the School of Business has increased its research publications capacity and produced a wide range of offerings, including 16 peer-reviewed journal publications. Faculty excellence is exemplified by such scholars as Dr. Robert Schindler, a professor of marketing, who was ranked among the world's top pricing researchers according to the *Journal of Business Research* in 2011; Dr. Sungsoo Kim, a professor of accounting, who was selected as part of the 2011-12 Fulbright Distinguished Chairs Program; and Dr. Kenneth Kendall, a distinguished professor of management, who was named the 2010 Educator of the Year in Information Systems Education by the Education Special Interest Group.

These achievements help to fuel such centers of excellence as the Finance Lab and Center for Investment Management, which opened in 2013 and brings an authentic trading environment to the business school. In addition to serving as an extraordinary resource for students, this new resource will be used to promote financial literacy in the Camden community. Similarly, the Daniel J. Ragone Center for Excellence in Accounting is expanding Rutgers–Camden's capacity to advance its innovative and practical approach to accounting education and enable practitioners, faculty, and students to collaborate and learn from one another. Funded by a prominent South Jersey family, the center – which opened in fall 2014 – is a hub of continuing education for practicing accountants and recent accounting graduates who are on the path to earning their CPA. Through this center, the school seeks to have the highest number of accounting majors attaining their CPA certification within 16 months after graduation.



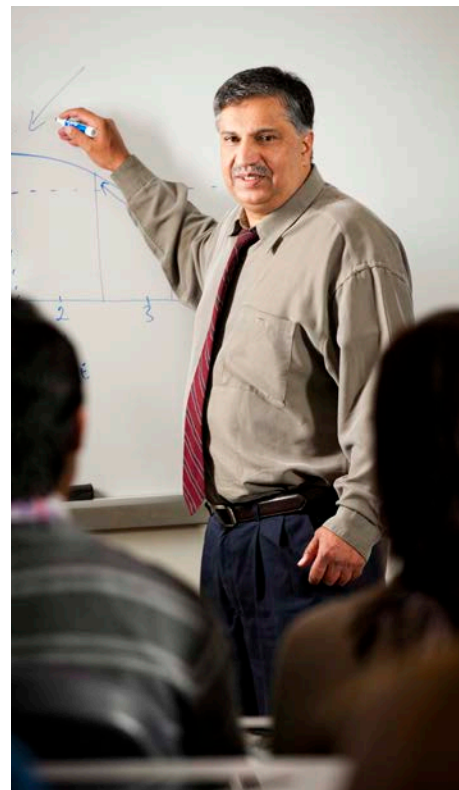
Experiential learning opportunities thrive at the Rutgers School of Business–Camden. A new Corporate Affiliate Program creates stronger partnerships with area businesses to benefit existing students through internships and by soliciting industry expertise to help keep the curriculum relevant to real-world demands. The International Cultural Diversity Initiative at the business school offers four international field study courses on three different continents to expose students to a multicultural environment. This initiative has included courses on South Africa, France, the European Union, and Brazil. International immersion courses increase students' exposure to and appreciation of cultural diversity. Through this initiative, Rutgers students now have broader global interactions and receive training to become effective world business leaders. The Business Leader Development Program offers high-achieving students the chance to receive enhanced leadership training, networking, and mentoring by Rutgers faculty and industry business leaders.

The School of Business offers numerous connections to the corporate community in the region. The Executive Education unit within the business school delivers high-impact and tailored training programs to businesses large and small, as well as to individuals. Through this portfolio, the Rutgers School of Business–Camden helps regional and national employers to remain competitive and productive. The unit won the bronze award for "Learning in Practice Award for Excellence in E-Learning" from *Chief Learning Officer* magazine in 2013.

The Executive Education unit provides online workforce development in association with the New Jersey One-Stop Career Center to provide training to the unemployed. Similarly, the Small Business Development Center provides free and low-cost counseling to new and potential owners of small businesses in Burlington, Camden, Gloucester, and Salem counties, thereby helping to grow New Jersey's economy. Another program, the Camden Youth Entrepreneurship Initiative, invites high school students from the city to attend entrepreneurship courses at Rutgers. Their class attendance connects Rutgers–Camden students to diverse local needs and opportunities for developing ventures. In 2011, 25 ventures by Camden youth were launched at these sites, with support from Rutgers faculty, students, Campbell Soup, and the Geraldine R. Dodge Foundation.

The School of Business has rightly set itself lofty goals and expectations. Every aspect of its own strategic planning reflects a conscious pursuit of quality and accompanied enrollment growth. These efforts help identify the school as a "School of Choice" for undergraduate and graduate students. However, the limited operating budget puts a considerable strain on funding of its strategic initiatives. On the positive side, the school has become more entrepreneurial in its outlook, creating new programs and finding new venues for alternate sources of revenue to complete its research mission. But there is a mismatch between the school's vision and mission and the resource structure currently available to execute the strategic plan. Recruitment and retention of high performing faculty and staff, initiating new scholarships to attract a diverse population of students, creation of endowed professorships, and the building of a new physical infrastructure to house this growing population of students, faculty, and staff are some of the key resource priorities necessary for our sustained growth.

The strategic plan for the Rutgers School of Business–Camden is available at business.camden.rutgers.edu/strategic-plan.



"The South Africa course and trip could stand by itself as a reason to major in business at Rutgers–Camden. It will open your eyes to the possibility of an international business career and give you a chance to learn about business culture in another country. It is an experience you will never forget."

Mike Bruder
B.S., Finance

Distinguished by our strong academic community, the Rutgers School of Law–Camden is noted for excellence in scholarship and rigor in the training of new lawyers. Here, highly motivated students learn from an innovative curriculum that provides a critical foundation in law, encompasses emerging areas in the field, and emphasizes the most sought-after skills by legal employers. With the exciting prospect of integrating with the Rutgers School of Law–Newark on the horizon, the future of a Rutgers legal education is very bright.

With 52 research and clinical faculty, as well as an impressive roster of practitioners who share their knowledge and insights in our classrooms, the School of Law is a leading center of legal education offering the juris doctor degree and eight dual-degree programs, including J.D./M.B.A. and J.D./M.D.

Current total enrollment at the law school is approximately 500 full- and part-time students from across the region and across the nation. The law school student community is comprised of 37% women and 23% minorities.

Our many scholarly centers and institutes, including the Rutgers Center for Risk and Responsibility, the Rutgers Institute for Information Policy and Law, the Rutgers–Camden Center for State Constitutional Studies, and the Rutgers Institute for Law and Philosophy support innovative research, host premier conferences, and connect interdisciplinary legal scholars with policymakers and industry leaders.

Legal scholars at Rutgers–Camden produce research that is cited by supreme courts at home and abroad, and their comments are featured on a routine basis in media outlets across the country and around the world. Highlights of recent remarkable faculty scholarship activity include: Prof. Jay Feinman, distinguished professor, being awarded a Gold Medal for Distinguished Service by the New Jersey Association for Justice; Prof. Ellen Goodman, a professor of law, earning a Ford Foundation grant and serving as a senior visiting fellow at the London School of Economics; Prof. Kimberly Mutcherson, a professor of law, serving as a visiting scholar and senior fellow at the Center for Gender and Sexuality Law at Columbia Law School; and Prof. Alec Walen, a professor of law, serving as a Laurance S. Rockefeller Visiting Fellow at Princeton University's Center for Human Values.



The Legal Analysis, Writing, and Research program and our state judicial clerkship placements, which impart valuable experience and can launch legal careers, are consistently ranked among the nation's best.

Our students sharpen their lawyering skills in any of our 10 clinics, including Civil Practice, Domestic Violence, and Children's Justice, and serve the community through 15 pro bono programs, including bankruptcy, 501(c)(3), and financial literacy, which, combined, provide tens of thousands of hours of legal assistance to the Delaware Valley each year.

In 2008, the law school opened its striking new law school building. A 2,300 square-foot Archer & Greiner Moot Courtroom and George F. Kugler '53 Moot Courtroom Lobby accommodate our trial activities and are regularly the site of New Jersey court sessions. The \$37 million project features renovated and new classrooms, clinic space, and seminar rooms, and expands comfortable space for student organizations and the overall social and intellectual life at the law school. It is highlighted by the impressive, light-filled Donald C. Clark Jr. '79 Commons.

The prospect of our law school merging with Rutgers School of Law–Newark to create Rutgers Law promises increased educational and alumni opportunities and an enhanced national profile. A unified law school will boast a faculty with the broadest range of expertise and offer students the opportunity to take classes on either campus using immersive distance education technology that is being implemented this academic year. Students and graduates will also gain access to extensive alumni networks in the Philadelphia and New York metropolitan areas, two of the nation's five largest legal markets. This integration will provide Rutgers University with a law school commensurate to the University's Big Ten status, enhancing the national reputation of a Rutgers legal education and Rutgers University as a whole. As law schools across the nation face steeply declining applications and seek a new way forward, moving ahead with Rutgers Law is both timely and crucial. By consolidating the strengths of the law schools in Camden and Newark, this new law school promises to be greater than the sum of its parts, and will dominate the market for law students in the State of New Jersey, stemming and indeed reversing the brain drain that has long plagued the state. The integrated law school also will be an anchor institution in its two locations in Camden and Newark, providing free legal services to those communities through its clinical programs in those cities and through its unified and growing pro bono program, and providing enhanced opportunities to cooperate with other units of the University in interdisciplinary academic and research programs. With the continued backing of the University, this innovative plan has the potential to raise the value and profile of a Rutgers J.D. to unprecedented heights.

The single greatest challenge to any law school is the shrinking applicant pool. For the Rutgers–Camden law school, as well as a more integrated law school, to thrive, it needs to be able to attract highly qualified students who presently are being offered more generous scholarships by peer schools. The only way to be competitive, therefore, is to offer comparable or better scholarship support.



"The Reentry Project has afforded me the opportunity to meet with actual inmates and counsel them as well as interact with local court personnel. The skills I learned from this project can't be learned in a classroom and the experience has helped me bridge the gap between law school and real law practice."

Adam Klein
J.D.

The Rutgers School of Nursing–Camden (SNC) was created in July 2011. In July 2014, the SNC was fortified significantly by Board of Governors approval of its unification with nursing programs and personnel from the Stratford Campus of the legacy UMDNJ School of Nursing and the Board of Governors' support of its continued connection to Rutgers University–Camden.

This organizational structure supports the school's ability to focus on the needs of southern New Jersey and has already produced transformative opportunities for advancement. The growth of the SNC in student enrollments, grant submissions, research, program development, and community engagement are evidence of this success. A focus on in-demand regional initiatives provide the SNC with a strong base upon which to gain a national and international reputation for excellence. The consultation, support, and leadership that the southern New Jersey health care community has come to expect from the SNC is also an outgrowth. All of the SNC's programs have been crafted with significant local coordination to build an infrastructure for sustainability, the potential for funding, and continued faculty scholarship.

The SNC also looks forward to collaboration with the RBHS nursing unit for funding opportunities and other initiatives when size is an advantage, and to work independently when it is advantageous to do so. We anticipate being housed in the new state-of-the-art Nursing and Science Building on the Rutgers–Camden campus in 2017.

The SNC has 34 full-time faculty members: 12 (35%) tenured/tenure-track and 22 (65%) clinical track. Eighty percent of SNC faculty members hold terminal degrees. Six of the seven faculty members who hold master's degrees are working toward either a Ph.D. or D.N.P. degree. Four faculty members are fellows in the American Academy of Nursing.

A total of 850 students are enrolled in undergraduate and graduate nursing programs. At this time, most (89%) students are undergraduates; however, rapid growth in graduate student enrollment is anticipated as the D.N.P. program matures. The undergraduate population is comprised of more transfer students (74%) than high school graduates (26%). The majority of graduate students are practicing registered nurses who hold a B.S. in nursing and seek academic and clinical preparation to function as a nurse practitioner in primary care.

Like other programs and schools at Rutgers–Camden, experiential learning opportunities are significant for the SNC. In addition to clinical placements throughout the region, the School of Nursing sponsors four “study-abroad” courses focused on Health and Healing in developing countries (Bolivia, Brazil, Guatemala, and South Africa) and each includes a short-term “on the ground” immersion experience. A student/faculty exchange program focused on teaching and/or research is being explored with Semmelweis University in Budapest, Hungary.

Civically engaged learning is another important aspect of the student experience at the Rutgers School of Nursing–Camden. Twelve SNC faculty members (35%) are Rutgers–Camden Civic Engagement Scholars who have completed projects that incorporate principles of engaged civic learning into courses, curricula, and research programs. Several faculty members are conducting Camden-based studies focused on health and health care issues of women and children from vulnerable populations, including breast cancer screening, access to pre- and post-partum care, exercise, and nutrition.



“The clinical work here has given me invaluable professional experience and I’ve made a lot of great friends. The faculty has been so encouraging. It’s a close-knit family. To have a degree in nursing is a nice achievement, but to have one from Rutgers is a dream accomplishment. It’s something I never thought I’d do, but here I am.”

Katie Marlette
B.S., Nursing

An \$820,000 grant to the School of Nursing from New Jersey's Higher Education Capital Financing Grant Program has supported major upgrades in equipment and technology in the Clinical Simulation Laboratory and ensures that simulated clinical experiences are incorporated into most courses. The School of Nursing is working with the Cooper Medical School of Rowan University and the Rowan School of Osteopathic Medicine on the potential for interprofessional education and clinical practice that will enhance our offerings for the future.

THE SCHOOL OF NURSING OFFERS THE FOLLOWING ACADEMIC PROGRAMS:

UNDERGRADUATE

Traditional B.S. – Nursing
R.N. to B.S. – Nursing
Accelerated B.S. – Nursing
School Nurse Certification

GRADUATE

Doctor of Nursing Practice (D.N.P.)
Master of Science in Nursing (M.S.N.) – closing; legacy UMDNJ program
Wound Ostomy Continence (WOC) Certification

An “early entry” pathway to the D.N.P. program is built into each undergraduate degree-granting program, allowing students to replace selected undergraduate courses with corresponding courses at the graduate level. This facilitates seamless and swift progression from the B.S. to the D.N.P. degree. Few, if any, other schools of nursing offer this option. The WOC Certification Program is one of only eight WOC programs nationally, and one of only three that offer graduate credit. The closest WOC certification program is located in Harrisburg, Pa., which positions our program to become the northeastern hub for WOC nursing study.

Even as there are impressive possibilities for growing the School of Nursing–Camden, there also are challenges. An immediate priority is the need for schoolwide strategic planning with consideration of our strengths, hurdles, opportunities, and, ultimately, achieving consensus on a collectively envisioned identity (i.e., what we want to become known for) and tactical plan for becoming the envisioned SNC. This process will be launched in January 2015 and completed by January 2016.

In addition, the School of Nursing is striving to incorporate “best features” of prominent schools of nursing in the United States, including a robust Ph.D. program; a faculty practice plan; interprofessional education, research, and scholarship; research funding and scholarly productivity among faculty and students; global engagement; endowments to support students and faculty; and a diverse faculty and student body. Our ability to be a full partner in the evolving academic health science environment in Camden is key to incorporating these “best features” into our portfolio. A thriving academic health science campus in Camden will attract world-class students and faculty to the School of Nursing, which is the ultimate lynchpin for our success.



THE HONORS COLLEGE

The Rutgers–Camden Honors College is a visible and significant investment in students the University expects to be among its strongest academic performers, leaders, and successful alumni. Candidates with a strong record of high academic performance are invited as incoming first-year or transfer students from a range of other institutions. Honors College students benefit from a supportive environment encouraging outstanding academic success, engagement in campus life, networking with other high-achieving students outside their major, and a nurturing learning environment where student success is a priority.

With a small cohort of students, the Rutgers University–Camden Honors College was established as part of the College of Arts and Sciences in 1997. In 2013, the Honors College moved to beautifully renovated space at 319 Cooper Street and included more than 400 undergraduates drawn from three schools on the Camden campus: the College of Arts and Sciences, the School of Business, and the School of Nursing.

During almost two decades of serving high-achieving students, the Rutgers University–Camden Honors College has a history that features the stories of many shining stars. The list includes doctors, dentists, veterinarians, health sciences researchers, lawyers, diplomats, nurses, and many teachers. One graduate earned a degree in Spanish and is on an evangelical mission to serve some of the world's poorest communities. Another has worked in American embassies in Chile and Germany. A 2014 graduate in biology, Marissa Ionno, gained national attention from the *Huffington Post* and *Glamour Magazine* when she created a Facebook page called “The Tails Network” that saved more than 50 dogs from euthanasia. In 2013, Madison Rogers, a double major in Spanish and English, established an ESL program for immigrant parents in North Camden. Honors College students are clearly leaders. Each year for the past 14 years, an Honors College student has been elected Student Government Association president on the campus.



“The education I have received as an Honors College student helped me tremendously as an FBI Honors Intern. If you are looking for supportive, encouraging, and academically excellent surroundings, Rutgers–Camden is definitely the place to be.”

Sarah Katt
B.S., Accounting and Finance

THE HONORS COLLEGE

The Rutgers University–Camden commitment to Honors College students includes:

- **Enhanced scholarship grants and the chance to be part of distinctive learning communities: Civic Scholars, Business Scholars, STEM Scholars, and the Digital Studies Scholars**
- **Opportunities to fulfill many General Education requirements in small seminars taught by outstanding faculty**
- **Professional academic advisers assigned to the Honors College who offer academic guidance and help resolve administrative issues**
- **Large and comfortable Honors College facilities at 319 Cooper Street with classrooms, a computer lab, and a spacious lounge**
- **Grants to support short-term study abroad, independent research, and other experiential learning interactions**
- **Mentoring for attaining prestigious scholarships and awards, as well as graduate and professional school placements**

Students in the Honors College rank among the highest in retention, completion, and graduation rates in the entire Rutgers University system. Rutgers University–Camden is proud of its long commitment to providing an exceptional academic experience for these outstanding students.



The Rutgers School of Social Work has been part of the Camden campus community since 1976 when the program was initiated as the third site for Rutgers social work students. The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education and training that promotes social and economic justice and strengthens individual, family and community well-being in the diverse and increasingly global environment of New Jersey and beyond.

At Rutgers University–Camden, the School of Social Work offers a bachelor of arts in social work through the Rutgers–Camden College of Arts and Sciences. The school also offers the master of social work degree on the campus to prepare social workers to function in both public and private sectors of social welfare, and to prepare students for advanced social work practice, including administrative leadership administrative leadership and policy roles in the state's social welfare departments and agencies, at all levels of government and in the voluntary sector.

In collaboration with School of Law–Camden, the School of Social Work offers an accelerated dual-degree program in law and social work through which a student can obtain the J.D. and M.S.W. degrees.

Currently there are 117 undergraduate students and 210 graduate students taking their classes on the Rutgers University–Camden campus. These students utilize important campus functions, such as health services and the Athletic and Fitness Center. Undergraduate social work students benefit from the College of Arts and Sciences' academic advising office.

Social work students and faculty add value to the Camden area through ongoing partnerships with nonprofit agencies, including field work in health care settings, correctional facilities, senior centers, and many other types of agencies. During fall 2014, 243 social work students are working in field internships in the Camden region. These students will provide 14,175 hours of field placement service; generalist students will provide 15,750 hours; and advanced students will provide 37,070 hours of field placement service this fall. The school works with 220 agencies across the Delaware Valley.

Social work faculty members at Rutgers–Camden are active participants on the campus and in the community. All faculty members for the School of Social Work are required to rotate and teach at Rutgers–Camden at some point during their time with the school. In addition, two tenure-track and four nontenure track faculty members are dedicated specifically to the campus.

In September 2014, *USA Today* ranked the School of Social Work's undergraduate program as third in the nation.



Rutgers University–Camden is blessed by talented and dedicated staff working at every level to advance our campus. The following offers a broad overview of the functional administrative areas of the institution.

CHANCELLOR

The chancellor operates as the chief executive of Rutgers University–Camden, serving as a leader both on the campus and in the surrounding region. As chief academic officer, the chancellor is responsible for maintaining and advancing the national stature of the campus and of its faculty. As a member of the president's cabinet and a key member of the President Barchi's leadership team, the chancellor works collaboratively across the Rutgers system to advance Rutgers–Camden and the entire University. As chief budget officer, the chancellor is responsible for the campus's annual budget, working within an enrollment-driven budgeting environment. As the primary representative of Rutgers to the southern New Jersey community, the chancellor takes the initiative in forging partnerships with public and private institutions in the region and spearheading the campus's efforts to improve the quality of life in Camden and the Delaware Valley.

PROVOST

Established in 2014, the provost reports directly to the chancellor and assists the chancellor and the deans in the development and management of academic programs on the campus. A special emphasis is on encouraging programs between and among units across the campus, the Rutgers University system, and other institutions, including Rowan University. The provost serves as the campus representative for many Universitywide academic committees, including the Promotion and Tenure Committee. In this capacity and others, the provost works directly with the executive vice president for academic affairs.

ADMINISTRATION AND FINANCE

The Division of Administration and Finance at Rutgers University–Camden encompasses the following departments: budgeting, financial services/bursar, purchasing, sponsored research, economic development, facilities, Rutgers University Police Department–Camden, and human resources and is led by the vice chancellor for administration and finance. The role of the division is to provide information and support to staff and students in their specific areas and to act as the liaison between the campus and their counterpart departments with systemwide responsibility. The division offers the support of administrative functions to the academic units which are primarily responsible for the mission roles of teaching and research, provides support for student services departments, and participates in community service as appropriate.



CIVIC ENGAGEMENT

The Office of Civic Engagement connects the academic and other resources of Rutgers University–Camden with the needs and opportunities of communities in Camden, the Delaware Valley, and New Jersey. Working with campus and community partners, the office supports engaged civic learning; volunteerism and service; community-based research; and integrated efforts that seek to produce lasting change for communities beyond the campus. This office supports revitalization efforts in Camden and community development in the region, in areas such as K–12 education, health, nutrition, economic vitality, financial independence, and environmental improvement.

COMMUNICATIONS

The Office of Communications, headed by the associate chancellor for external relations, links Rutgers University–Camden to multiple and diverse audiences through advertising, community relations, graphic design, marketing, media relations, public affairs, and publications. The office serves as the principal contact between Rutgers–Camden and the media; is responsible for brand identity management; and oversees a Speakers Bureau that connects faculty with interested off-campus organizations.

DEVELOPMENT AND ALUMNI RELATIONS

Reporting to the president of the Rutgers University Foundation and the chancellor of Rutgers University–Camden, the Offices of Development and Alumni Relations nurture lifelong relationships with alumni, parents, friends, and organizations that result in volunteer engagement and philanthropic support. Guided by the strategic priorities and the mission of Rutgers–Camden, and in concert with academic and programmatic units, the development office, which is led by the assistant chancellor for development, identifies, cultivates, and solicits prospective donors whose passions align with needs of the university, whereas the Office of Alumni Relations engages all alumni in the life of the institution through communication, programming, services, and volunteer opportunities.

ENROLLMENT MANAGEMENT

The Division of Enrollment Management, led by the associate chancellor for enrollment management, is committed to providing potential and current students with services and information so that they can make informed decisions to attend Rutgers University–Camden and receive all possible aid in their transition to the community. The offices within this division are the Office of Admissions (providing admissions services for all units except law) and the Office of Financial Aid (providing financial aid packaging for all students at Rutgers–Camden). These offices, respectively, seek to increase student enrollment in a strategic fashion and provide student-centered services to all members of the campus.



STUDENT AFFAIRS

The Division of Student Affairs, headed by the associate chancellor for student affairs, works to motivate and inspire students to devote time and energy to educationally purposeful activities both inside and outside the classroom. The division seeks to improve the quality of student life by promoting student leadership and professional development, helping students address special needs or difficulties, and providing opportunities for students to be involved on campus, in athletics, in organizations and in administrative committees. Its programs and services help prepare students for successful careers, and assist them in remaining healthy and active. The division consists of the following offices and units: athletics and recreation; the Campus Center; campus events office; campus involvement; Career Center; dean of students; fraternity and sorority affairs; health services; housing and residence life; international student services; new student programs; and veterans services.



UNDERGRADUATE EDUCATION AND STUDENT SUCCESS

The Division of Undergraduate Education and Student Success provides services, opportunities, and support to students and faculty to create the best possible learning environment and experience for all students. The work of the division is guided by a focus on student learning, student success, and continuous improvement. Led by the associate chancellor for undergraduate education and student success, the division includes the offices that comprise the Center for Learning and Student Success – the Educational Opportunity Fund (EOF) program, TRiO Student Support Services, the Learning Center, and disability services – as well as the Office of the Registrar, instructional design and technology, and off-campus and outreach programs. The division brings together faculty and staff to develop and implement initiatives that improve student success, retention, and graduation.



Our talented and dedicated staff are integral to the success of our institution. Our ability to implement the ambitions set forth in our strategic plan is dependent upon a strong and engaged team and an administrative structure that is positioned to act nimbly and decisively. We need to think about whether the present administrative structure at Rutgers University–Camden has the proper complement of staff and structures of decision-making so that we may serve our students with efficiency and with the proper information.

As part of that assessment, we plan to compare ourselves against similar institutions to gauge whether the administrative areas that report to the chancellor are situated to address our plans for growth as well as meet the challenges that may arise. In order to achieve our strategic goals, we also must examine the decision-making balance between the campus and the Rutgers system. These discussions will be part of the next phase of our strategic planning process.

STRATEGIC PLAN

PRIORITIES

During the summer and early fall of 2014, the Rutgers University–Camden community considered – in-person and online – the following priorities derived from the strategic planning process. These priorities will be among the topics to be more thoroughly explored by study groups during the next phase of our strategic planning process:

- Strengthen and enhance resources needed to connect students to internships, civic learning opportunities, and other opportunities for experiential learning
- Create and staff an Office of Undergraduate Research to connect students and faculty to research opportunities on- and off-campus
- Establish a campuswide framework for compulsory advising to ensure that no student slips through the cracks
- Create a dedicated fund to support the piloting of high-impact experiences such as residential learning communities, linked courses, and other engaged opportunities
- Building on successful examples such as the Honors College, invest in renovating and creating spaces that promote strong relationships among students, faculty, and staff to facilitate information flow and the personal connections that support student success
- Invest in regional, state, national, and international recruitment efforts to attract diverse students prepared to take full advantage of program offerings
- Invest in retaining and attracting strong faculty
- Provide consistent base funding for additional graduate assistantships and teaching assistants
- Identify options to make graduate and professional schools more affordable
- Develop improved facilities to house existing programs
- Establish the position of vice provost for research
- Create cutting-edge and distinctive initiatives that draw upon existing faculty strengths in research, scholarship, and creative work and that connect the disciplines in innovative ways
- Reaffirm our commitment to student research involvement at all levels through co-authorship, collaboration, and financial support.
- Attract and retain outstanding research faculty
- Continue to strengthen undergraduate research efforts including CURCA and SURF
- Develop an integrated campuswide marketing plan
- Expand research and data analysis capacities to support data-informed recruitment decisions
- Increase support to expand and guarantee the sustainability of programs to attract and enable the success of historically under-served populations, including Rutgers Future Scholars and the Hill Family Center for College Access
- Increase merit- and need-based scholarship support

STRATEGIC PLANNING

STEERING COMMITTEE MEMBERSHIP

Note: This list includes members of the original committee roster. Individuals with an asterisk () next to their names are no longer affiliated with Rutgers University–Camden.*

Co-Chair

Dr. Drew Humphries
Professor, CFAS-sociology

Co-Chair

Dr. Andrew Seligsohn *
Associate chancellor for civic engagement and strategic planning

Dr. Julie Amon
Associate chancellor for undergraduate education and student success

Jiro Arase
Student, GSC

Dr. Robert Atkins
Associate professor, SNC

Dr. Alok Baveja
Professor, SBC-management

Pamela Clark
Director, TRiO Student Support Services

Mary Beth Daisey
Associate chancellor for student affairs

Prof. Elizabeth Demaray
Associate professor, CFAS-art

Larry Gaines
Vice chancellor for administration and finance

Dr. Jaishankar Ganesh
Dean, SBC

Prof. Phoebe Haddon
Chancellor

Dr. Emel Kahya
Associate professor, SBC-accounting

Drew Kaiden
Assistant chancellor for development

Kerry Krautwald
Student, CCAS

Dr. Kriste Lindenmeyer
Dean, CFAS

Dr. Naomi Marmorstein
Professor, CFAS-psychology

Rodney Morrison *
Associate chancellor for enrollment management

Ashley Nickels
Student, GSC

Prof. John Oberdiek
Acting dean, CLAW

Dr. Michael Palis
Professor, CFAS-computer science

Dr. Eugene Pilotte
Professor, SBC-finance

Dr. Wendell Pritchett *
Chancellor

Brandon Quiles
Undergraduate student, SBC and president, Student Governing Association

Rosa Rivera
Director, financial services

Dr. Joanne Robinson
Dean, SNC

Dr. Alex Roche
Associate professor, CFAS-chemistry

Prof. Adam Scales
Vice dean and professor, CLAW

Noreen Scott-Garrity
Associate director of education, CFAS-Center for the Arts

Mike Sepanic
Associate chancellor for external relations

Dr. Jane Siegel
Associate professor, CFAS-criminal justice

Dr. Rayman Solomon
Provost

Nyeema Watson
Acting associate chancellor for civic engagement

Prof. Lisa Zeidner
Professor, CFAS-English

MEETINGS AND INFORMATION SESSIONS *RELATED TO STRATEGIC PLANNING*

STEERING COMMITTEE MEETINGS

September 20, 2012
October 10, 2012
October 31, 2012
November 19, 2012
November 28, 2012
December 10, 2012
January 24, 2013
January 25, 2013
February 20, 2013
March 29, 2013
May 22, 2013
October 15, 2013 (campus information session)
March 4, 2014
April 7, 2014 (strategic planning retreat)
July 30, 2014

Campus Town Hall Meeting

September 16, 2014

University Staff Strategic Planning

March 6, 2013
March 7, 2013 (President Barchi's Town Hall campus meeting)
April 2, 2013
April 25, 2013
May 13, 2013

Alumni

August 22, 2012

Student Leaders

September 24, 2012

Students

November 14, 2012
December 11, 2012
September 4, 2014

Staff

November 2, 2012
December 17, 2012
December 19, 2012
February 17, 2014
September 3, 2014
September 15, 2014

School of Nursing Advisory Council

November 2, 2012

Boston Consulting Group

February 5, 2013

Faculty Sessions

November 1, 2012
November 7, 2012
November 20, 2012
February 1, 2013 (School of Nursing)
February 13, 2013 (School of Law)
February 19, 2013 (Faculty of Arts and Sciences)
August 19, 2014
August 20, 2014
August 21, 2014
August 22, 2014
August 25, 2014
September 22, 2014

Community Breakfast

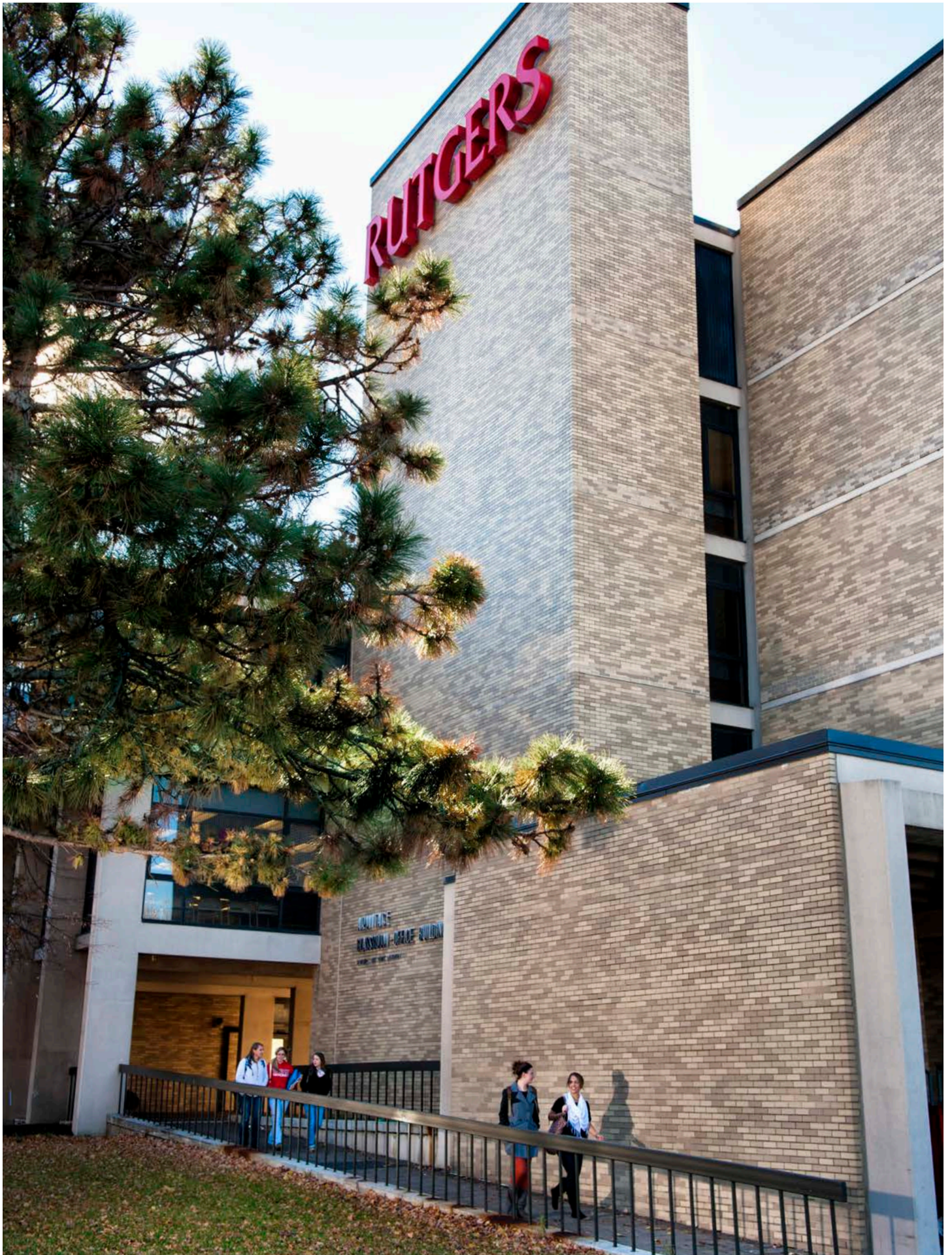
December 3, 2012

Corporate/Foundation Funders, Key Individual Donors

December 4, 2012

High School and Community College Leaders

December 5, 2012





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