

REPORT OF THE UNIVERSITY CENTRAL COMMITTEE

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REPORT OF THE UNIVERSITY CENTRAL COMMITTEE

The pace of discovery continues to accelerate and the evidence from diverse and far-ranging inquiries in a myriad of disciplines is that the humanities, arts, social sciences, and sciences are more connected than ever. Human creativity, human health, human intellect, and human expression are all bound together in complex and intricate ways. Forming a single, comprehensive public research university that embodies all the elements of a learning community – the sciences, medicine, the professions, the arts, the social sciences, the humanities – offers singular and enormous opportunities for the intellectual engagement of students and faculty in ways that will enrich the teaching, research, health care, and service outcomes of our individual and collective academic work. It is from this perspective that the University Central Committee presents its report on restructuring.

For this committee, one belief, one commitment, drives its deliberations: Restructuring Rutgers University at the New Brunswick campus and UMDNJ-Robert Wood Johnson Medical School into a single autonomous university, as recommended by the New Jersey Commission on Health Science, Education and Training, provides both institutions the opportunity to achieve together educational and research goals unreachable if they remain separated. Already there have been effective collaborations between the institutions: the Center for Advanced Biotechnology and Medicine, the Environmental and Occupational Health Sciences Institute, the School of Public Health, joint graduate degree programs, and faculty working together on important externally funded research projects – to name a few. Yet despite these significant accomplishments, the awkwardness of having major programs in the health and life sciences at two separate institutions remains an obstacle, stalling both units in their determination to reach national distinction. Furthermore, the aspirations of the health sciences at Rutgers-New Brunswick have not been realized despite the significant growth in research and the national distinction of several graduate programs and centers. The University Central Committee believes that the restructuring process provides a once-in-a-lifetime opportunity for bringing these institutions together into Rutgers University at New Brunswick and achieving national academic excellence that has until now more often been rhetorical ambition than real probability.

The potential benefits of this restructuring are compelling. For example:

- At the best public research AAU institutions with medical schools, academic interactions across the disciplines are strong. With restructuring, enhanced collaborations in teaching and research will be supported by a unified administrative structure and the sharing of seamless support services for faculty and students.
- The expansion of University-based biomedical, scientific, and engineering research, working in partnership with the world's leading telecommunication and pharmaceutical industries that are based in New Jersey, will promote the growth and prosperity of the state's high technology and knowledge-based economy.
- Research funding from the federal government and the private sector will

greatly increase, especially as a result of new collaborations in the health and biomedical sciences, information sciences and engineering.

- The creation of a coordinated clinical enterprise in order to ensure cutting-edge health care for the residents of New Jersey and technological breakthroughs will make New Brunswick an international destination for world-class care.
- The opportunities for graduate and undergraduate students to pursue innovative study and research in fields not now readily accessible will grow exponentially, making the University a highly desirable destination for the best students from the state and nation, and indeed from around the world.

VISION

Rutgers University at New Brunswick aspires to be a leader among the most distinguished public research universities in the nation because of its excellence in teaching, research, health care, and public service. This University will be distinguished by its pre-eminent reputation in biomedical research and education and the delivery of extraordinary health care. The campus at New Brunswick, both the flagship university of New Jersey's system of higher education and the state's land-grant institution, will provide comprehensive academic undergraduate, graduate and professional programs to all its students. The University is committed to creating new knowledge and understanding; preparing students to meet the needs of a changing society and encouraging their personal and professional growth; fulfilling an expanded, 21st century land-grant mission; and advancing the well-being of our local, state, national, and global communities.

COMPREHENSIVE ACADEMIC EXCELLENCE

The restructuring of the public research universities began as a vision driven by the goal of increasing the medical and life science capacity and educational and research outputs of the existing public research universities of New Jersey. This worthy and appropriate objective will yield significant academic and economic benefits to our State, its citizens and its businesses. Yet it is important to clearly state that a comprehensive public research university such as Rutgers University at New Brunswick has an enormous breadth and depth of academic departments, programs, and schools beyond the medical and life sciences. These academic units have their own aspirations of excellence, their own metrics of faculty and student accomplishment, and their own professional and academic organizations that assess quality and offer recognition for scholarship. While enhanced collaborations of these parts of the university with the medical and life sciences will be facilitated by the restructuring, these units remain vital, independent, and highly important academic components of the university seeking their own academic excellence through national and international peer processes. The Committee clearly affirms that all the academic units of Rutgers-New Brunswick require recognition and support if the restructured university is to achieve the vision of national preeminence. Certainly, there should not be a diminution in their role and position as a result of the restructuring, nor a transfer of resources from them as the restructuring becomes a reality.

MISSION

Rutgers University at New Brunswick, New Jersey's preeminent public research university, and one of the small number of comprehensive research universities in the nation, is prepared and committed to exercise national leadership in higher education.

As the flagship public university and the land-grant institution in New Jersey's system of higher education, Rutgers University at New Brunswick has a comprehensive mission of instruction, research, health care, and service. To carry out this mission, the University is guided by the following responsibilities and commitments:

- The responsibility to conduct world-class, fundamental, clinical, and applied research; to train exceptional scholars, researchers, and professionals; and to use technological advances to disseminate knowledge to students, scholars, and the general public.
- The commitment to sustain and build on recognized strengths in arts and sciences and professional fields, and at the same time to provide the vision, leadership, and resources in the development of new and diverse professional and career-oriented programs as are warranted by public interest, social needs, and economic opportunities.
- The responsibility to bring together University resources in order to achieve preeminent national distinction in the biomedical and health sciences and to enhance and support cutting-edge health research and state-of-the-art training of health professionals for the benefit of the citizens of the State.
- The commitment to articulate and implement policies and procedures that are guaranteed to make educational programs accessible to an appropriately broad student body.
- The commitment to the citizens of New Jersey to extend to them its resources and knowledge and to bring special expertise and competence to bear on the solution of public problems and community needs.

Rutgers University at New Brunswick will continue to develop as a national and international resource through improvements in instruction, research and public service; through the contributions of its research scholars; and through ensuring an academic atmosphere that stimulates learning, encourages creativity, rewards service, and contributes to the personal and professional growth of all the members of the University community.

Rutgers University at New Brunswick is committed to:

- Improvement in the quality of undergraduate education in the liberal arts and in pre-professional programs.
- Enhancement of graduate education, research, and scholarship that meet national and international standards of excellence.
- Enhancement of professional school programs to prepare students for

- leadership and service at the local, state, national, and international levels.
- Advancement of knowledge and improvement of the training of outstanding professionals in the prevention, detection, treatment, and delivery of health care to patients in our communities and throughout the state; translation of research discoveries into clinical practice; and on-going evaluation of these efforts to improve health and the quality of health care.
 - Creation of an intellectual environment that will serve as a magnet for high-technology industries in areas such as drug development and informatics that can be translated into new jobs and economic development for the State.
 - Development of excellent academic programs that enhance faculty collaboration and foster research and training, attract outstanding students, and increase extramural support.
 - Encouragement of interdisciplinary, inter-school research and instructional programs that build on existing strengths and support new initiatives to foster excellence throughout the University.
 - Expansion and improvement of programs to serve society's diverse needs for broadly educated and competent professionals.
 - Serving the needs of the entire State through research on basic policy issues; fostering programs in the arts; improving K-12 and the education of teachers; enhancing health services and training; improving training for public officials; and strengthening public agencies.
 - Enhancement of the University's land-grant mission and the mission of the New Jersey Agricultural Experiment Station through programs for all of New Jersey's citizens in the state's urban, suburban, and rural areas.
 - Working closely with public agencies to advance state goals for educational and economic development.
 - Increased alliances with business, industry and labor in order to support research and development, technology transfer, economic development, and education of the workforce.
 - Development of partnerships with public agencies and private enterprises to stimulate the advancement of knowledge and the enhancement of social welfare and economic growth.

NAME

The designation of Rutgers University at New Brunswick, the State University of New Jersey, is recommended for the new university in central New Jersey. This name reserves a unique identity for the state's flagship public research university. For clarity and conciseness, the University Central Committee unanimously approved the name Rutgers University at New Brunswick to provide a distinctive designation for identifying the university. The name of the Robert Wood Johnson Medical School, and the names of all of the other schools and colleges, would be retained under the name of the newly formed university.

The Committee believes that the restructuring process provides a definitive opportunity to create precision in the names of the colleges and schools that comprise New Jersey's

system of higher education. This is essential for public understanding of the mission and location of each of the academic units within the universities.

STRUCTURE

The administrative structure is designed to advance the basic missions of teaching, research and community service, as well as sustain and foster a growing biomedical-health care enterprise of the proposed Rutgers University at New Brunswick. Faculty leadership and administrators will be empowered to build academic excellence through effective and efficient operations.

The structure incorporates values that will foster the flagship campus in New Jersey's system of public research universities with its diverse programs in undergraduate and graduate education, national standing among AAU institutions, breadth of research and the unique land grant and public service missions.

Rutgers University at New Brunswick will develop effective and efficient academic and administrative policies and procedures that maximize synergies and enhance cooperation and collaboration across units. Specifically, the University will:

- Enhance faculty collaboration and academic interactions across all the disciplines that will foster more innovative research, training and more successful extramural funding.
- Improve the quality of health services in the State through greater and more effective collaboration of teaching, research, and clinical programs.
- Recognize and strengthen the University's foundation of liberal arts and sciences and professional studies and seek opportunities to encourage further cross-disciplinary activities.
- Preserve and strengthen the legislatively mandated land grant mission of Cook College and the New Jersey Agricultural Experiment Station that serve a statewide constituency.
- Increase the opportunities for undergraduate student participation in biomedical and health sciences research.
- Strengthen partnerships with government, industry and the private sector that will create new enterprises and technology transfer, increase employment and training workforce opportunities and expand the arts and cultural life of the State.
- Establish a working environment that embraces the ethics of effectiveness and efficiency, team work, professionalism, the importance of individual and collective contributions to the progress of the University, and serves the needs of alumni, students, and the public.
- Provide seamless, responsive, and uniform services for students in all programs, including joint and collaborative degree programs and interdisciplinary research and training grants.

Consistent with these values, the administrative structure will have two executive vice presidents reporting to the President, one for academic affairs and the other for

administrative services. The Executive Vice President for Academic Affairs (EVPAA) will be responsible for the development of academic programs, budgeting, enrollment management, institutional planning, research administration and policy, and student affairs of Rutgers University at New Brunswick. Deans of faculties and schools will report to the EVPAA. There will be a single graduate school responsible for Ph.D. programs with a graduate faculty. Schools of Business and Nursing will be established in order to achieve a comprehensive university. These new units will also report to the EVPAA.

The structure will have other major features. The Dean of the Robert Wood Johnson Medical School/Vice President for Medical Affairs will report to the EVPAA and for clinical/health affairs will have a secondary reporting relationship to the President of the University. The Dean of the School of Public Health will report to the EVPAA. The structure will enhance closer integration of the biomedical sciences and health-related professional schools.

The Robert Wood Johnson Medical School will maintain existing programs, centers and institutes including the Cancer Institute of New Jersey, the Cardiovascular Institute of New Jersey, the Child Health Institute of New Jersey, The Robert Wood Johnson University Medical Group, the Eric B. Chandler Community Health Center, and Hospital Affiliates. In addition, University Behavioral HealthCare and the Physician Assistant program of the School of Health Related Professions will report directly to the Dean of Robert Wood Johnson Medical School.

Joint boards of managers, which now provide executive oversight for the Center for Advanced Biotechnology and Medicine and the Environmental and Occupational Health Sciences Institute, will be maintained, with representation from the appropriate schools within the new university structure. For administrative purposes, the directors of these institutes will continue to report to the Dean of the Robert Wood Johnson Medical School.

Centers and institutes now reporting directly to the EVPAA at Rutgers, including Advanced Information Processing; Alcohol Studies; Biomaterials; Biotechnology Center for Agriculture and the Environment; Discrete Mathematics and Theoretical Computer Science; Eagleton Institute of Politics; Health, Health Care Policy and Aging Research; Laboratory for Surface Modification; Marine and Coastal Sciences; Mathematics, Science, and Computer Education; Molecular Biophysics and Biophysical Chemistry; New High Energy Theory; Operations Research; Waksman Institute of Microbiology; and Women's Leadership, will continue to report to the EVPAA.

The new organizational structure will be developed during an implementation planning phase with broad representation from each institution and will follow principles identified below:

- The commitment to a high quality and diverse undergraduate liberal arts education is affirmed.

- Opportunities will be pursued for closer collaboration and refocusing of the disciplines in the biomedical and life sciences to foster excellent undergraduate and graduate teaching programs, research and community service. Incentives will encourage unified curricula with breadth and depth, greater interaction of the teaching and research faculties, and will utilize faculty consultation in the review processes. Also, mechanisms such as advisory bodies and deans and directors councils of appropriate fields, will be formed for promoting inter-disciplinary collaboration, sharing of resources, and building cross-disciplinary faculty synergies.
- A single graduate school will be organized with the responsibility for establishing the general academic standards and requirements for Ph.D. programs, cross-disciplinary courses and interdisciplinary programs. The standards for meeting accreditation and professional degree requirements will reside with professional schools. The Ph.D. faculty or equivalent at the rank of assistant professor level and higher will serve as full members of the graduate faculty.
- The strong clinical mission of the Medical School will be maintained by the current clinical programs, including the Cancer Institute of New Jersey, the Cardiovascular Institute of New Jersey, the Eric B. Chandler Community Health Center, Robert Wood Johnson Medical Group, Employee Health, and Affiliated Hospitals. The restructuring initiative provides an opportunity to enhance this mission and create synergies in all health care delivery on the campus by including University Behavioral HealthCare and the Student Health Services of Rutgers University within the Medical School organizational structure.
- University Libraries will be restructured as a consortium, involving the existing libraries at Rutgers, UMDNJ, and NJIT and administered by the three new universities in Newark, New Brunswick, and Camden.
- Information technology will be administered by means of a federated system, in which each of the universities provides local services. This structure will enhance collaboration across all of the campuses and will best serve the needs of the three universities.
- Deans and directors will be provided with autonomy, authority and flexibility for advancing the teaching, research and community service missions of their units.
- The current reporting structure of directors of university research centers will be maintained for achieving excellence of their missions. In the future, new reporting structures may be considered to enhance collaboration and funding opportunities for new centers and institutes.
- Administrative departments will provide accountability, effective, and efficient services to support the educational mission of the university.
- Students enrolled in joint and collaborative degree programs will be provided with uniform services.

The proposed structure is delineated in Attachment #1.

MULTI-CAMPUS ISSUES

In the restructured public research university system, some multi-campus academic programs and centralized administrative operations will need to be repositioned to meet the needs of the respective autonomous institutions.

Business

Developing strengths in liberal studies and business is a sound academic choice for high achieving undergraduate scholars with aspirations in leadership positions in the global business community. The Business major is one of the most popular curricula offered to undergraduates in New Brunswick. The program is very important for recruiting high quality full-time students and offers a desirable option of a five-year dual degree B.A./M.B.A. program that is of particular interest to older students and transfer students. The graduate dual degree M.B.A./ M.D. and M.B.A./M.P.H. programs are also very important for students on the New Brunswick campus. Business education is well integrated into the academic life of the New Brunswick campus through important collaborations with other disciplines including Economics, Mathematics, Statistics and Operations Research.

The Rutgers School of Business offers the B.S., M.B.A., and M. Acc. to students in New Brunswick and the B.S., M.B.A., M.Accy. and Ph.D. to students in Newark. The current multi-campus structure has not operated satisfactorily:

- Only a fraction of students in New Brunswick interested in business gain admission to courses and a major in the Rutgers Business School – Newark and New Brunswick.
- The relatively small size of the Business School in New Brunswick is disproportionate to the level of student interest and demand.
- The multi-campus structure has deterred access to high quality students in New Brunswick.
- The geographic distance between the two campuses has hindered collaboration and cross registration.
- Departmental and administrative governance spanning the two campuses has impeded the development and expansion of programs. The separation between Newark and New Brunswick campuses into autonomous universities will further handicap faculty collaboration and cooperation in access to majors and courses.

Thus, the restructuring of the University provides the opportunity for creating a new School of Business in New Brunswick. A school with a more comprehensive program is desirable. Student access and quality would be served by:

- New programs in Health Care Administration and Pharmaceutical Business Practice in collaboration with RWJMS and local industry, in addition to the traditional programs in Accounting, Finance, Management and Marketing.

- Collaboration in teaching and research involving liberal arts faculty and faculty in the new Business School.
- Development and expansion in New Brunswick to meet student interest and need.

Nursing

The UMDNJ School of Nursing and the Rutgers College of Nursing, both based in Newark, offer programs in New Brunswick. Given the centrality of the biomedical-health care mission of Rutgers at New Brunswick, it is important that the central campus have a nursing school. The school will enhance synergy, collaborations, and interactions between nursing education and the Robert Wood Johnson Medical School and other units and schools within Rutgers, New Brunswick. The proposed nursing school will be responsive to regional and community needs and will address the increasing demand for the education and training of nursing professionals in the state. The need for greater access to Nursing education has been recognized in the significant resource commitments by the Robert Wood Johnson Foundation, Robert Wood Johnson University Hospital, and the State for construction of a new Nursing building in New Brunswick.

Public Health

As a major comprehensive university, Rutgers University at New Brunswick should maintain the School of Public Health. Such a school is critical to the flagship campus and contributes to the distinction of other AAU institutions, such as the University of Michigan, the University of Washington, UCLA and the University of North Carolina-Chapel Hill.

Public health graduate education on the New Brunswick campus was started with the creation of the Joint Graduate Program in Public Health (JGPH) during academic year 1983-1984. The program was established by a group of faculty members from the Department of Environmental and Community Medicine at the Robert Wood Johnson Medical School of UMDNJ, and faculty from Rutgers – New Brunswick, who are now members of the Edward J. Bloustein School of Planning and Public Policy. The JGPH, administered by RWJMS, became a national model for programs in public health and graduated its first class of M.P.H. students in 1986 and its first Ph.D. in 1992. This nationally ranked program evolved into the UMDNJ-School of Public Health in 1999. As the program expanded, it attracted many medical students who earned the M.D./M.P.H., as well as graduate students in Engineering and environmental health fields who benefited from the public health courses. The School of Public Health provides disciplinary training in Epidemiology, Health Education, Health Policy, Biometrics, and Environmental and Occupational Health to students from several graduate programs in New Brunswick and Piscataway and its faculty participate in Robert Wood Johnson Medical School research centers, including EOHSI and CINJ.

In order to maintain the School's strengths and a state-wide mission, the School should continue to be administered from the New Brunswick campus where the bulk of faculty, programs, and students are located.

Robert Wood Johnson Medical School Camden Campus

The Robert Wood Johnson Medical School has operated a clinical campus in Camden, New Jersey since 1980. The Camden campus includes the Education and Research Building, owned by UMDNJ, the Cooper University Hospital facility, and The Coriell Institute.

Pre-clinical education for all of the approximately 150 medical students admitted each year to the Robert Wood Johnson Medical School takes place on the Piscataway campus. In the third year of medical school, approximately one-third of the students continue their clinical education on the Camden campus. Should a free-standing allopathic medical school be established at University South, Robert Wood Johnson Medical School must continue to enroll 150 students per year. The current class size on the New Brunswick campus should be maintained in order to respond to predictions of physician shortages and to accommodate the strongly expanding demand and burgeoning health care needs of our region.

Health Related Professions

The School of Health Related Professions (SHRP) was established in 1973 by the Board of Trustees as the College of Medicine and Dentistry of New Jersey-School of Allied Health Professions and in 1976 offered eleven certificate programs. In 1987 the School was authorized degree-granting authority and subsequently obtained approval and initiated the B.S. in Clinical Laboratory Sciences. Today SHRP offers 37 academic programs housed in nine departments. Many of these programs are joint efforts with other colleges and universities throughout New Jersey. There are sixteen graduate level degree programs. Currently, over 1,000 full and part-time students are enrolled in the UMDNJ-School of Health Related Professions programs.

The Physician Assistants Program is an educational and training component in the School of Health Related Professions and is located at the Robert Wood Johnson Medical School in Piscataway. Founded by the College of Medicine and Dentistry of New Jersey-Rutgers Medical School and Rutgers University-Livingston College, the program confers a Master of Science degree upon completion of three years of didactic and clinical education. After the establishment of SHRP, the Physician Assistant Program remained in Piscataway because of its affiliation with the RWJMS faculty, who teach many of the basic science courses. Total enrollment in the program is over 100 students. RWJMS faculty continue to be responsible for teaching in this program. The Physician Assistants Program should remain in Piscataway and should report to the Dean of the Robert Wood Johnson Medical School.

University Behavioral HealthCare

University Behavioral HealthCare (UBHC) was established in 1971 and today is one of the largest providers of behavioral health care services in the country. Throughout its history, UBHC has been in partnership with the RWJMS Department of Psychiatry in Piscataway, where the majority of its clinical revenue is derived. While the UBHC has been successful within its clinical mission, there are many opportunities to enhance its research and education missions.

To best position the UBHC to expand its clinical service, research and education, it should be an integral part of an academic health sciences campus. This will enable its academic and research missions to flourish. While currently successful in meeting its patient service and community mission, without a direct connection to the Robert Wood Johnson Medical School, the UBHC would not be able to use its vast patient resources to the fullest extent. As an integral part of Rutgers University at New Brunswick, the UBHC will provide enhanced community and clinical service. At the same time it will strengthen its education and research programs through collaborations with the Medical School and other units within the restructured University.

Engineering

The School of Engineering offers academic programs leading to the degree of Bachelor of Science in applied sciences in engineering, biomedical engineering, bioresource engineering, ceramic engineering, chemical engineering, civil engineering, electrical and computer engineering, industrial engineering, and mechanical engineering. With enrollments of over 2400 students, Engineering is a critically important major in New Brunswick. By cooperative arrangements with the Camden College of Arts and Sciences and the Newark College of Arts and Sciences, students may complete the first two years of their college work in Camden or Newark and then transfer into one of the Engineering undergraduate programs in New Brunswick. Even though only about one percent of the Engineering students in New Brunswick are transfers from Newark and an equal number are transfers from Camden, the current “two plus two” program is important for providing access and should be retained with restructuring.

The School of Engineering also offers a five-year transfer program leading to a B.S. degree in engineering and a B.A. degree in a liberal arts or science discipline. Students may complete the first two years of the program in Camden or Newark and then transfer to the School of Engineering in New Brunswick for the remaining three years. During the first term of enrollment in New Brunswick, the student applies to one of the liberal arts colleges for admission for the second degree. If accepted, the student must satisfy that college's requirements for the B.A. degree. The B.A. in a liberal arts or science discipline and the B.S. in engineering are both conferred at the end of the fifth year. This arrangement should also be retained with restructuring.

In addition, a joint program offered by the School of Engineering and the Rutgers Business School – Newark and New Brunswick is available to qualified engineering students. This program allows the student to earn an M.B.A. within one year of completing the baccalaureate degree requirements. That program, which depends on Business courses offered in New Brunswick, should also be continued after restructuring.

Pharmacy

The Pharmacy program recently shifted from a five-year undergraduate degree program to a six-year doctoral degree program. This is the standard nationwide as the first-professional degree in the field. The highly selective Ernest Mario School of Pharmacy has an enrollment of almost 800 students and is currently the only Pharmacy program in the state. The School offers a “two plus four” program for Camden and Newark students, a model that is the norm of pharmacy education in the nation. Students fulfill undergraduate general education requirements and pharmacy prerequisites at Camden or Newark and then qualified applicants are admitted into the professional program of the School of Pharmacy. Upon successful completion of the six-year program, students are awarded the Doctor of Pharmacy (Pharm.D.) degree. Currently, approximately 5% of the students enrolled in the School of Pharmacy began their studies in Camden and about 4% began in Newark. Although the transfer program is small, it is effective and should be retained after restructuring.

Social Work

The School of Social Work offers the B.A., M.S.W., and Ph.D. in New Brunswick. The School also offers the B.A. and the M.S.W. in Camden, enrolling about 50 and 150 students respectively, and the M.S.W. in Newark with an enrollment of about 110 students. In addition, the School offers two small, accelerated dual degree programs: an M.Div./M.S.W. in conjunction with the Princeton Theological Seminary; and a J.D./M.S.W. in partnership with the Rutgers School of Law – Camden and the Rutgers School of Law – Newark. The School would be willing to continue its programs in Newark and Camden after restructuring.

Information Technology and Library Services

The restructuring of New Jersey’s public universities presents opportunities for the libraries and information technologies of NJIT, Rutgers and UMDNJ to provide expanded information access and service for teaching, research and public service. Restructuring provides opportunities for enhanced system-wide collaboration while providing sufficient institutional autonomy to support the mission differentiation of the newly configured universities. Rutgers University at New Brunswick supports plans that allow faculty and staff at all three universities to retain universal, seamless access to networking, applications, services, and resources. The new IT/Library infrastructure should focus on extending and improving this access to support all the New Jersey research universities. The three universities should collectively provide administrative oversight of the IT/Library infrastructure.

Both Library and IT resources and services must be based on common technology standards to promote system-wide interoperability, enabling students, faculty, staff, and others within the system to take advantage of resources and services anywhere within the system. While each individual institution may select the hardware and applications software that best meets that institution's needs, there should be system-wide requirements for adherence to open standards that facilitate interoperability.

Integrated Library System

An integrated university library system will provide enhanced access to students and faculty, avoid unnecessary redundancies, and permit the concentration of available resources for building collections. It will also organize its collective resources so that the system can offer exemplary library services and expand external funding. Such a system is best run as a consortium, with the three universities collectively providing administrative oversight.

Integrated Information Technologies

Restructuring also provides opportunities for improvements in information technology equipment and services. A federated system, in which each of the universities provides local services, will best serve the interests of the three universities. In addition, there should be a coordinated approach to key middleware services such as directories and authentication, which facilitate building services that are available to the entire system. This federated approach is the core of next-generation software being developed by the Internet 2 community. A similar approach should be used for networking. The new IT infrastructure should provide a multi-Gigabyte network infrastructure linking the campuses, common security mechanisms, and other networking applications and technologies to ensure a standards-based, robust, readily available network to support the teaching and research missions of the three universities.

Restructuring will enable the university to foster information accessibility, while preserving and protecting the diverse data held in clinical and research databases. At the same time, a centralized system is needed to coordinate the systems and ensure interoperability. In providing information technology resources and services, the federated system can leverage existing resources and services within the state as well as the existing resources at each institution.

SUBCOMMITTEE REPORTS

ADMINISTRATIVE DISPARITIES

Rutgers University and the University of Medicine and Dentistry of New Jersey have been successful in the development of joint academic programs and research efforts in New Brunswick and Piscataway. However, effective collaboration has been significantly limited by disparities between the two institutions on a range of dimensions. The report

by the Subcommittee on Administrative Disparities seeks to facilitate greater cooperation and collaboration between the two institutions in New Brunswick and Piscataway by:

- Identifying a comprehensive list of administrative disparities and opportunities for more effective organization and administration of collaborative efforts
- Identifying key issues that limit cooperation and collaboration
- Identifying actions that are achievable now that would facilitate greater and more effective collaboration
- Recommending procedures and additional steps for continuing to move forward to identify barriers to collaboration and to overcome them.

The Subcommittee recommends the formation of four *ad hoc* committees to consider the identified issues and to plan for implementation of new policies and development of procedures that will reduce and eliminate disparities. The *ad hoc* committees will address issues of student resources, post-doctoral appointments, infrastructure, and the administration of sponsored research. Each of these committees will be comprised of faculty, staff, and students from Rutgers and UMDNJ.

CENTERS FOR EXCELLENCE

The Subcommittee on Centers for Excellence was charged with developing a process that will strengthen existing faculty research collaborations at Rutgers and UMDNJ. This process would be coordinated with the initiative of the new Commission on Jobs Growth and Economic Development. The goal is to foster new initiatives that can build new centers of excellence and promote economic development with outstanding faculty from both institutions.

The Subcommittee developed a process for soliciting research proposals in two phases. The first stage represents the pre-proposal phase, in which a broad solicitation will be extended to identify the most promising areas bridging disciplinary interests or existing strengths at Rutgers or UMDNJ, that can develop national centers of excellence. Brief proposals will provide the vision for achieving national leadership, objectives and public impact, the strategy for conducting the project, and the prospective faculty investigators from each institution. The most exciting and convincing pre-proposals will be selected for the second phase. These more extensive proposals would be submitted to external sponsors for funding or developed for support by the two institutions. The Committee suggested that resources could be allocated for providing planning grants to encourage the development of proposals.

The goal of the process is to identify areas, themes and targets of opportunity that, if pursued according to the more extensive proposal to be developed in the second phase, will lead Rutgers and UMDNJ together to a national leadership position. The criteria listed below provide guidelines for assessing the pre-proposals. Any proposed theme should fit one or more of the criteria, but no theme is likely to fit all. Criteria include:

- Draws on existing faculty strengths, interests or other resources for building academic excellence at UMDNJ and Rutgers University.
- Advances a core mission of the universities (education, research, community service and economic development).
- Promotes a public interest of New Jersey (e.g., economic development, public health, social welfare, environmental protection).
- Builds on established program strengths, where collaboration exists or will significantly enhance the initiative and the potential for attracting major external funding.
- Establishes or significantly enhances a partnership with a local, regional or state-wide industry, private donors, and foundations.
- Creates a large scale clinical, training or research program that will have a visible impact.
- Promotes the development of intellectual property and technology transfer.

ACCESS TO RUTGERS UNIVERSITY AT NEW BRUNSWICK

The college-aged cohort in New Jersey will continue to increase in the years ahead. This growing number of New Jersey students should have access to the flagship campus of the State's University at New Brunswick with its comprehensive portfolio of high quality academic programs. Undergraduate admissions to Rutgers University's New Brunswick campus for the Fall 2003 were the largest ever, with over 27,000 applications. This demand is certain to grow in the future. However, a still larger number of students cannot be admitted without additional operating and capital funding from the state. An increase in State appropriations is needed to address both the past and the future growth of Rutgers University at New Brunswick. If this is not forthcoming, Rutgers University at New Brunswick will be forced to turn away large numbers of qualified New Jersey high school graduates due to the current constraints on its capacity and the growing demand by New Jersey families to send their children here. Additional state funding is needed for providing the capacity to serve more New Jersey students and advance the economic growth and labor force skills of New Jersey in the future.

ISSUES TO BE CONSIDERED BY SYSTEM-WIDE WORKING GROUPS

In addition to proposing a vision and design for the new university, recommending a name for the new university, and identifying and analyzing preliminary university-level issues, University Central was charged with identifying key issues to be considered by system-wide working groups. Several issues have been identified as critical for the success of the restructuring efforts. These include, among others:

- Governance
- Centralized services
- Transitional costs
- New capital construction
- Operating costs
- Funding streams, including state allocations

- Enrollment capacity
- Personnel issues, including faculty tenure and promotion

Several of these issues are being addressed by system-wide committees, including Funding and Finance and Human Resources. The Committee strongly recommends that system-wide committees address these issues directly, in order to assess the true costs, in financial and personnel resources, of restructuring New Jersey's public research universities.

CONCLUSION

The University Central Committee concludes that restructuring in New Brunswick would provide significant potential benefits. These include:

- Enhanced academic interactions across the disciplines, supported by an effective administrative structure and support services for students and faculty
- Expansion of collaborations between academic institutions and leading industries based in New Jersey, to promote economic growth and prosperity
- Increased research funding from the federal government and the private sector, especially as a result of new collaborations in the health and biomedical sciences, information sciences and engineering
- Cutting-edge health care and technological breakthroughs that will make New Brunswick an international destination for world-class care, and
- Greatly enhanced opportunities for graduate and undergraduate students to pursue excellent courses of study as the University becomes an increasingly desirable destination for the best students.

The report of the University Central Committee identifies areas of opportunities and provides recommendations that will establish a nationally excellent public research university in New Brunswick. Adequacy of state funding and enrollment capacity are prerequisites for moving the restructuring process forward and for providing the state's higher education system with greater capability to promote economic growth and prosperity. A great university system can and should provide the basic education, professional training, research, health care, and public service needed to support New Jersey's social and economic development goals. As a high technology, knowledge-dependent state, New Jersey needs a highly skilled and well educated workforce. As the population of university-age students and the demand for college education continues to increase, higher education is pressed to serve more students. The public research universities can and should offer them the finest education, geared to the social and economic needs of the state.

However, the Committee notes that the most creative recommendations for restructuring and enhancing the public research universities must be tempered by realistic assessments of the available resources. The restructuring process itself will require significant resources, but these are dwarfed by the needs for long-term, increased state support. The Committee concludes that successful restructuring will require dedicated revenue

streams, and especially, stable, predictable, and increased state appropriations. Success will also require enhanced private and corporate giving, increases in research grants and contracts, other income from self-supporting activities, and sufficient tuition and fee revenues. Above all, a public commitment to funding the true needs of the proposed changes is essential to garner the political will and public support to successfully restructure and substantially enhance the academic excellence of New Jersey's public research universities.

Circumstances that create powerful opportunities coalesce infrequently. Over the past sixty years in New Jersey there have been relatively few situations that presented the chance for threshold improvements in higher education. We now have such an opportunity. The formation of a comprehensive public research university that includes the full range of medical and life science disciplines in a single, focused, and effectively structured and administered institution will result in enormous intellectual and social benefits. The Committee affirms its strong endorsement that this opportunity should be seized. With the appropriate commitment of resources, the creation of Rutgers University at New Brunswick will provide New Jersey with the scope, scale, and quality of higher education that the 21st century requires if our citizens and the broader community we serve are to compete and thrive in a world ever more dependent on knowledge and discovery.

ATTACHMENT #1: STRUCTURE – RUTGERS UNIVERSITY AT NEW BRUNSWICK

President

- Executive Vice President for Academic Affairs
 - Deans of schools and faculties
 - Faculty of Arts and Sciences
 - Cook College and New Jersey Agricultural Experiment Station
 - Mason Gross School of the Arts
 - Engineering
 - Ernest Mario School of Pharmacy
 - E. J. Bloustein School of Planning and Public Policy
 - Applied and Professional Psychology
 - Communication, Information and Library Studies
 - Education
 - Management and Labor Relations
 - Social Work
 - Robert Wood Johnson Medical School
 - University Behavioral HealthCare
 - Cancer Institute of New Jersey
 - Cardiovascular Institute of New Jersey
 - Center for Advanced Biotechnology and Medicine
 - Environmental and Occupational Health Science
 - Child Health Institute of New Jersey
 - Robert Wood Johnson University Medical Group
 - Eric B. Chandler Community Health Center
 - Physician Assistant Program
 - Affiliated Hospitals
 - Public Health
 - Business (proposed new)
 - Nursing (proposed new)
 - Graduate School
 - Libraries
 - Articulation with inter and intra institutional programs
 - Engineering
 - Pharmacy
 - Social Work
 - Directors of Rutgers Research Institutes and Centers
 - Other Direct Reports
 - Academic Planning
 - Budget
 - Undergraduate Education
 - Research
 - Student Affairs
 - Educational Outreach and Continuing Education
 - Institutional Research
 - Enrollment Management
- Executive Vice President for Administrative Affairs
 - Administration and Finance
 - Campus Safety
 - Computing Services
 - Facilities Management and Capital Construction
 - Human Resources and Professional Development
- Community and Government Relations
- Development
- Legal Affairs
- Intercollegiate Athletics