



# RBHS strategic planning kick-off

December 2, 2013

## Objectives for today

**What is RBHS?**

**Share what I've heard from you over the last few months**

**Review the context for next semester's strategic planning efforts, including RBHS's current status**

**Discuss RBHS strategic planning**

- Initial thinking on RBHS aspiration and identity
- Planning process

**Get your feedback and answer questions**

**Review next steps**

## RBHS established in 2012 by the integration of the former UMDNJ with Rutgers' health professions schools



*President Barchi at the opening ceremony marking the Rutgers-UMDNJ merger*

Established by the 2012 New Jersey Medical and Health Sciences Education Restructuring Act, Rutgers Biomedical and Health Sciences (RBHS) became a major new health care education, research, and clinical division at Rutgers University on July 1, 2013

RBHS comprises most of the units of the former University of Medicine and Dentistry of New Jersey (which was dissolved under the 2012 statute), several existing Rutgers units with key health-related missions, and two research units that historically were jointly operated by Rutgers and UMDNJ

# Rutgers is one University with three geographic campuses

## Newark

- Theoretical and applied research
- Public / private partnerships
- First-rate education in urban setting
- Close working relationship between students and faculty
- Diverse metropolitan campus, proximity to NYC

## New Brunswick

- Large, land-grant, AAU campus
- Broad distinction in research and scholarship
- Physical & life sciences hub
- Comprehensive offerings
- International recognition in arts and humanities

## Camden

- Personalized campus environment
- High-impact civic engagement
- Distinct areas of research excellence
- Engine of opportunity for families and communities
- Educational and economic impact in South Jersey and Delaware Valley

**Rutgers - the State University  
of New Jersey**



- Globally Acclaimed Brand
- Interdisciplinary & Cross-Campus Offerings
- Integrated Graduate & Professional Education
- Academic Rigor
- Broad strength in Arts and Sciences

## RBHS

- Organizationally aligned with New Brunswick,
- Leader in medical, dental, and health sciences
- Clinical and research excellence
- Public / private partnerships
- Inter-professional collaboration
- Deep engagement with community
- Collaborative programs with all three campuses

**...and a major  
Biological and Health  
Sciences  
component that is distributed  
geographically but aligned  
with the AAU campus**

# RBHS locations throughout New Jersey

## New Brunswick

- **College of Nursing**
- **Graduate Biomedical Sciences**
- **Health Related Professions**
- **Pharmacy**
- **Public Health**
- **Robert Wood Johnson Medicine**
- Center for Advanced Biotechnology and Medicine
- Environmental and Occupational Health Sciences Institute
- Institute for Health, Health Care Policy and Aging Research
- Rutgers Cancer Institute of NJ
- *University Behavioral Health Care*

## Newark

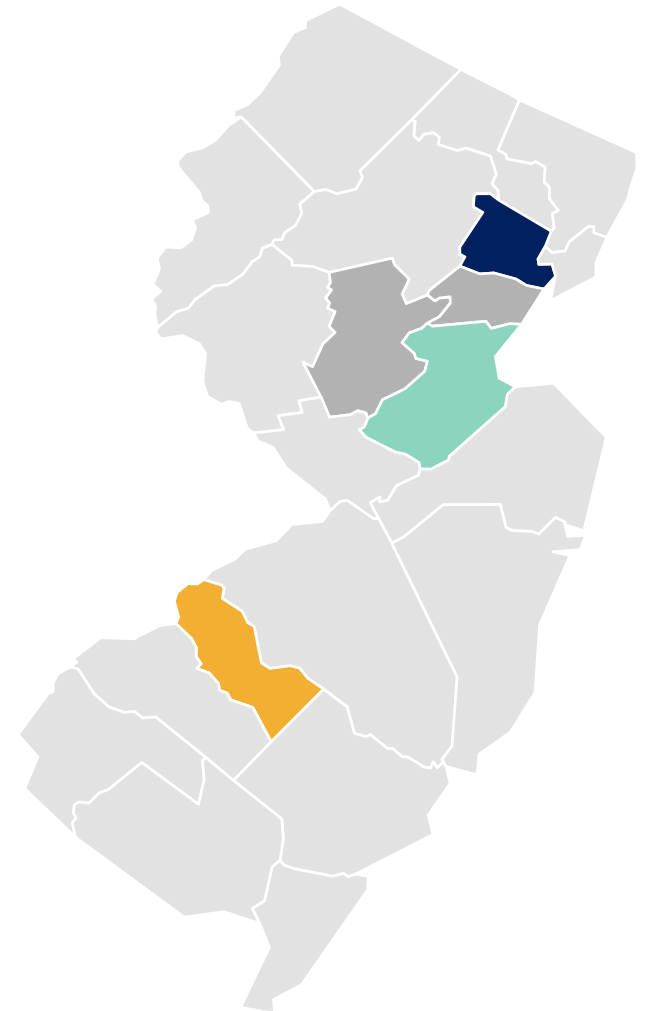
- **College of Nursing**
- **School of Nursing**
- **Graduate Biomedical Sciences**
- **Health Related Professions**
- **New Jersey Medical School**
- **Health Sciences**
- **Public Health**
- **Dental Medicine**
- *University Behavioral Health Care*

## Camden

- **School of Nursing**
- **Health Related Professions**
- **Public Health**
- **Rutgers at Stratford**
- **Dental Medicine**

## Satellites

- Union County
- **Health Related Professions**
- **Rutgers at Scotch Plains**
- Somerset County
- **Rutgers at Somerset**



Note: Bold font indicates schools; Non-bold font indicates centers or institutes; Italic font indicates care provider  
 Source: RBHS website.

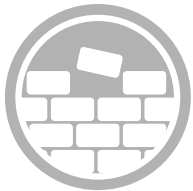
## What I've Heard From You

## Key themes from my "listening tour" this fall

**The RBHS community has a desire...**



***For change***



***To build excellence***



***To be listened to and included***



***For collaboration across RBHS and Rutgers, and with private industry***

## What I heard from you: potential ideas for signature areas

### I of III

- Addictions
- Aging
- Autism
- Big data/computing
- Bioengineering
- Bioethics
- Biomedical informatics
- Biomedical imaging
- Biostatistics
- Cancer
- Child health
- Clinical epidemiology
- Clinical research
- CME and life-long learning
- Comparative effectiveness res
- Device development
- Drug development
- Environmental/occ'l health
- Genomics

### II of III

- Global health
- Health disparities
- Health economics
- Health IT
- Health policy
- Healthcare workforce needs
- HIV
- Humanities & healthcare
- Immunity/inflammation
- Infectious diseases
- Medical humanities
- Mental health
- Health Behavior
- Neuroscience
- Nanomedicine
- Nutrition
- Patient-centered outcomes research
- Pharmacoepidemiology
- PTSD

### III of III

- Preventive medicine
- Prison health
- Quality of care (measures, issues in specialty areas, patient safety, organization of care and performance improvement, healthcare improvement)
- Reproductive health
- Social determinants of health and social justice
- Stem cell
- Team health care
- Tobacco/nicotine
- Translational research
- Treatment of mental health issues
- Urban health
- Veteran's health
- Women's health



## What I heard from you: potential initiatives and enabling structures

### **Educational initiatives**

- Distance learning
- Intercampus teaching
- Inter-professional education
- New joint degree opportunities
- New teaching technologies
- Professional continuing education
- Service courses
- Shortening the training path
- Undergraduate education in health related topics
- Use of simulators

### **Service initiatives**

- Accountable care organizations
- Health care reform
- Improving efficiency of clinical care processes
- Novel approaches to organization of healthcare
- Population medicine
- Primary care

### **Enabling structures**

- Advancing institutional stature
- Building maintenance
- Development/fundraising
- Fostering gender equity/diversity
- Increasing productivity
- Institutional rankings
- Opportunities for financial synergies/value added
- Research cores
- Revenue sources
- Role of Centers/Institutes
- Space/money
- Structural programmatic reassignments (depts/schools)
- Technology transfer
- Training grants

## Context for RBHS Strategic Plan

## Four key inputs will begin the RBHS strategic plan

1

*University-wide  
strategic plan and  
overarching process*

2

*Changing healthcare  
environment*

3

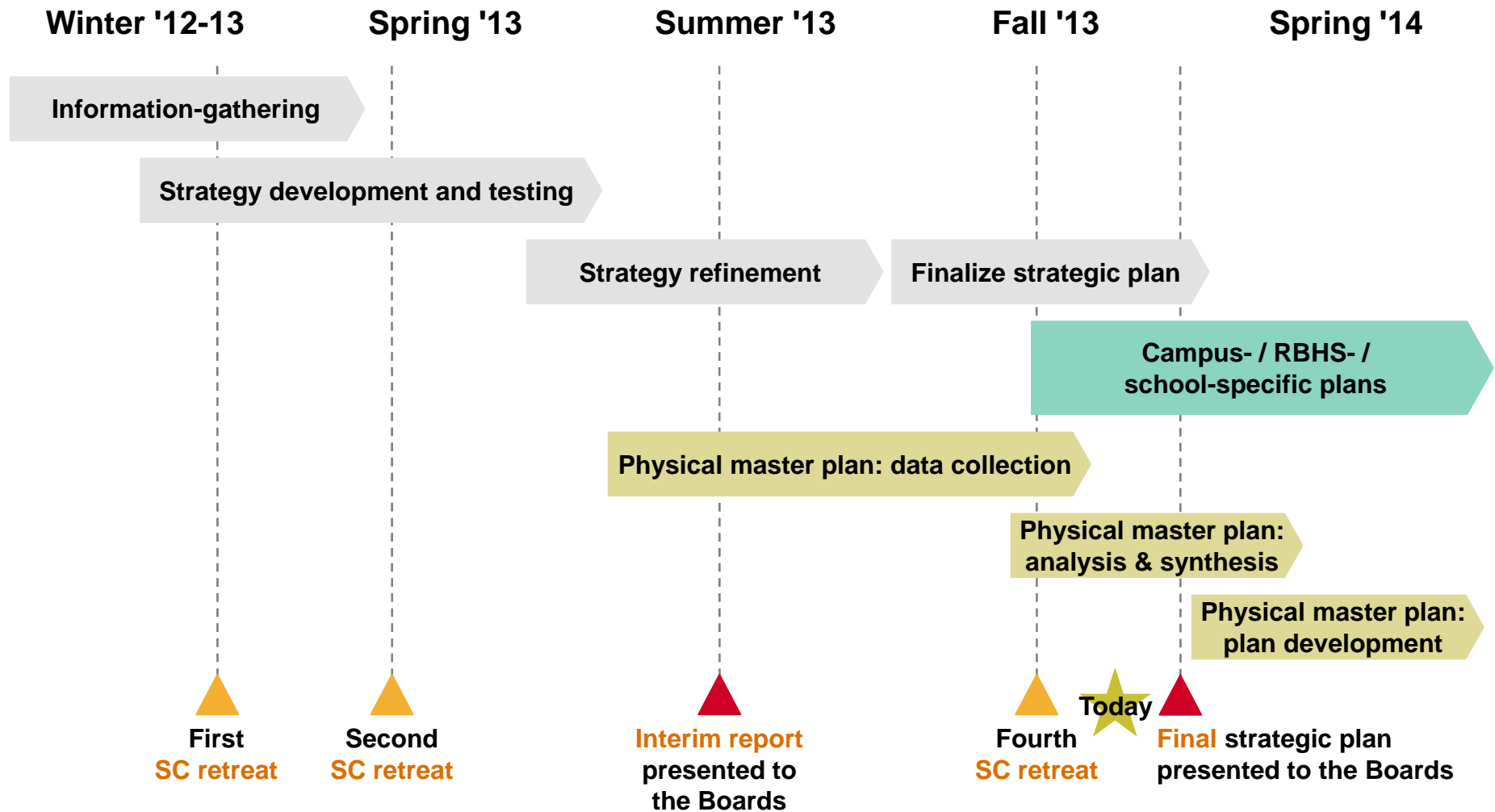
*Existing school,  
center, and institute  
strategic plans and  
initiatives*

4

*RBHS current position  
and differentiators*



# Context: RBHS plan will build on University-wide strategic planning this semester



## Overview: University-wide strategic plan

**Aspiration:** To be broadly recognized as among the nation's leading public universities: preeminent in research, excellent in teaching, and committed to community

### Integrating Themes

- Cultures, Diversity, and Inequality – Local and Global
- Improving the Health and Wellness of Individuals and Populations
- Creating a Sustainable World through Innovation, Engineering, and Technology
- Educating Involved Citizens and Effective Leaders for a Dynamic World
- Creative Expression and the Human Experience

### 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

## RBHS plan will be more specific than University-wide plan

### University-wide strategic plan

**Sets an aspiration for the entire University**

**Unites the broader Rutgers community behind a common vision and common values**

**Lays out a set of high-level strategic priorities that guide campus, RBHS, and school planning**

### Campus / RBHS strategic plan

**Translates University-wide priorities into the unique context for a campus or RBHS**

**Defines the aspiration and goals for the campus or RBHS**

**Outlines concrete initiatives that the campus or RBHS will pursue**

**Lays out a funding strategy to support those initiatives**

**Identifies specific metrics to measure the success of these initiatives**

## Key trends impacting academic healthcare

- **The shift to a new healthcare model that requires greater inter-professional collaboration and innovation**
- **Focus on population health and keeping people healthy vs. treating illness**
- **Healthcare delivery moving into the community**
- **Changes associated with the Affordable Care Act**
- **Challenges to the business model for academic medicine**
- **Rapid pace of change in medicine, technology, and teaching**
- **Incorporating big data into research**

# RBHS's strategic planning efforts to-date

*Work in progress*

## Current status










Legacy UMDNJ plan was developed during the 04-05 school year and adopted in June, 2005

In May 2012, the UMDNJ Board of Trustees extended the plan through 2013

### Plan outlines 7 goals:

- Be a national leader in educational program design and delivery
- Be a national leader in research
- Provide high quality clinical services
- Strengthen commitment to community and diversity
- Meet NJ's needs in terms of health policy and economic development
- Cultivate culture of academic collaboration, partnerships, and effective management
- Enhance public image and recognition

## Status of RBHS school plans

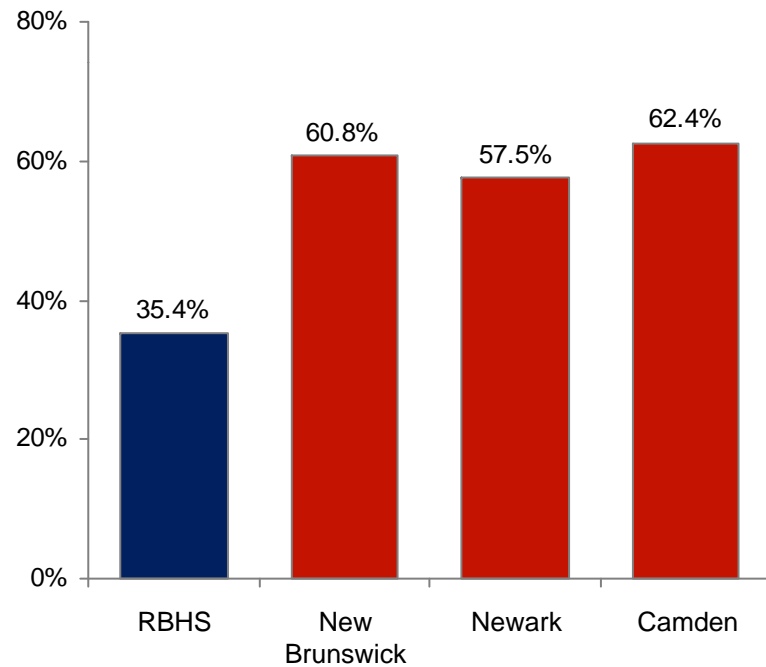
College of Nursing (legacy Rutgers)	
School of Nursing (legacy UMDNJ)	
Ernest Mario School of Pharmacy	From 2009 
Graduate School of Biomedical Sciences	
New Jersey Medical School	
Robert Wood Johnson Medical School	
Rutgers School of Dental Medicine	
School of Health Related Professions	
School of Public Health	



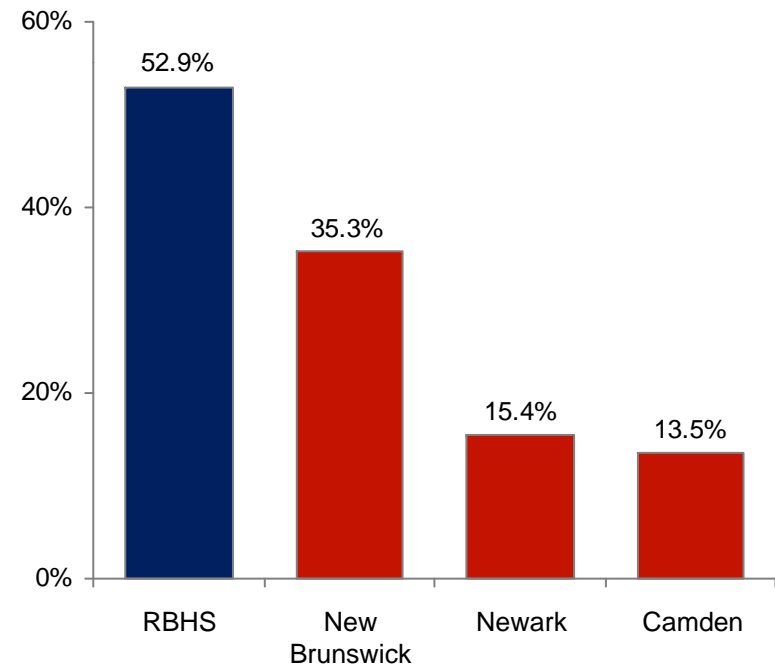
## RBHS's Current Status: Student Education

# RBHS undergraduate programs are more selective and have a higher yield than the Rutgers campuses

**Undergraduate acceptance rate at RBHS vs. RU campuses (Fall 2012)<sup>1</sup>**



**Undergraduate yield rate at RBHS vs. RU campuses (Fall 2012)<sup>2</sup>**



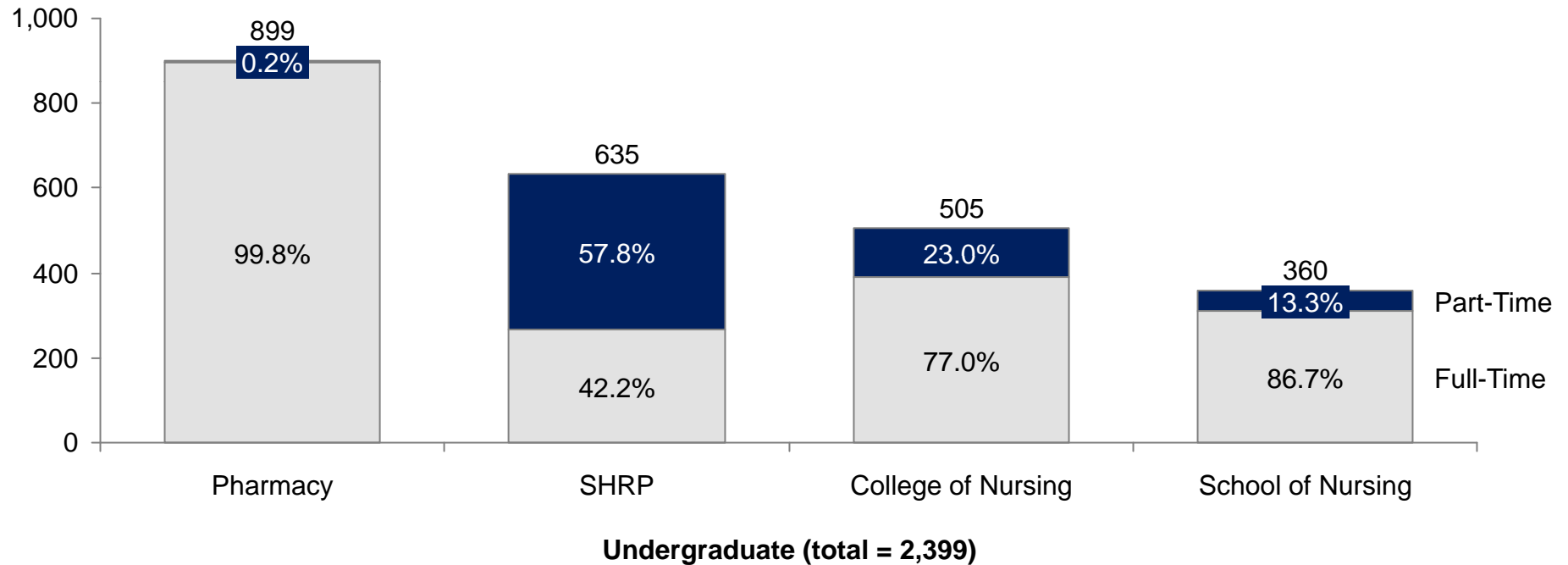
1. Acceptance rate is defined as the ratio between the number of students accepted and the total number of applicants.

2. Yield rate is defined as the ratio between the number of students enrolled and the number of students accepted.

Source: NJ State Applications and Admissions Survey, Fall 2012; Office of Institutional Research and Academic Planning; IPEDS.

## Pharmacy is largest RBHS undergraduate program

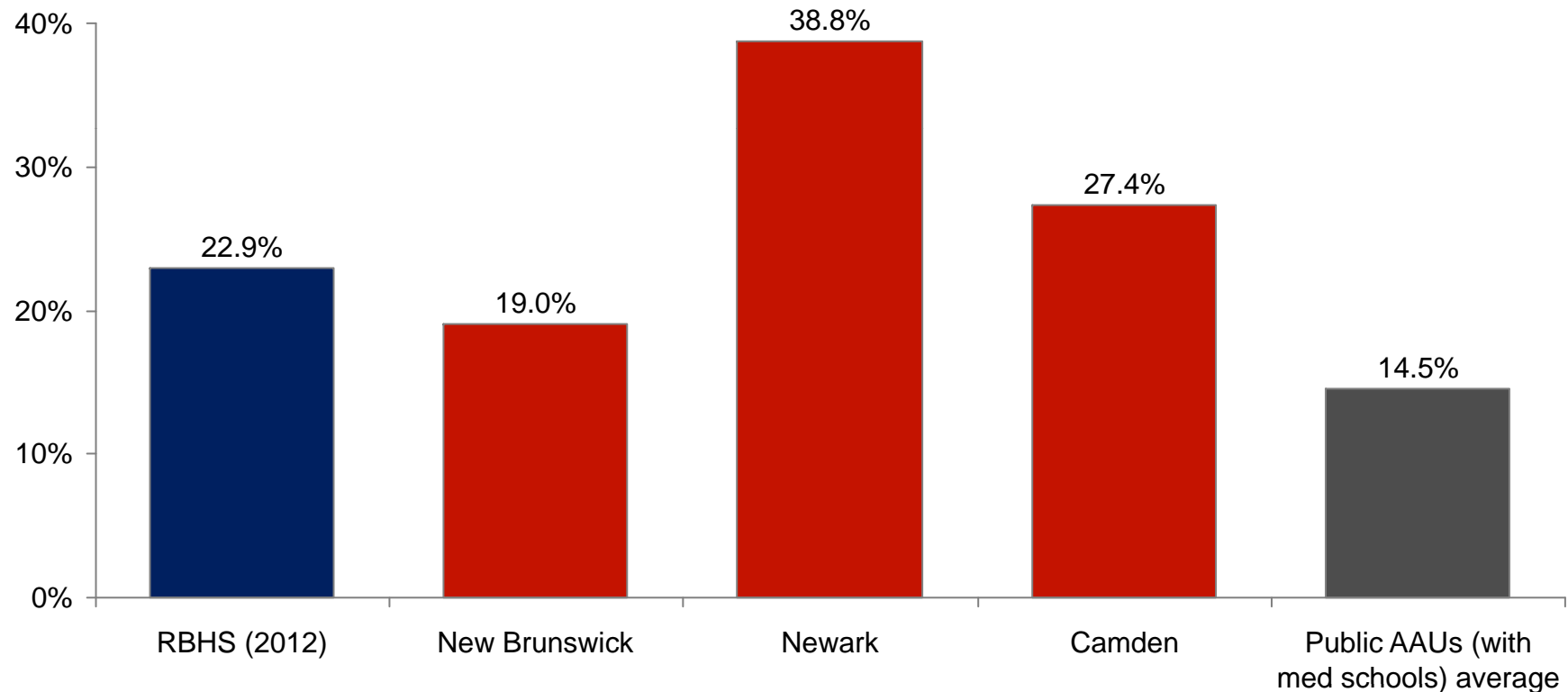
Headcount of full-time and part-time RBHS students by undergraduate program (Fall 2012)



**Full-time students majority at Pharmacy, Nursing schools**

# RBHS undergrad programs less diverse than some RU campuses, but still more diverse than RU-NB and public AAUs

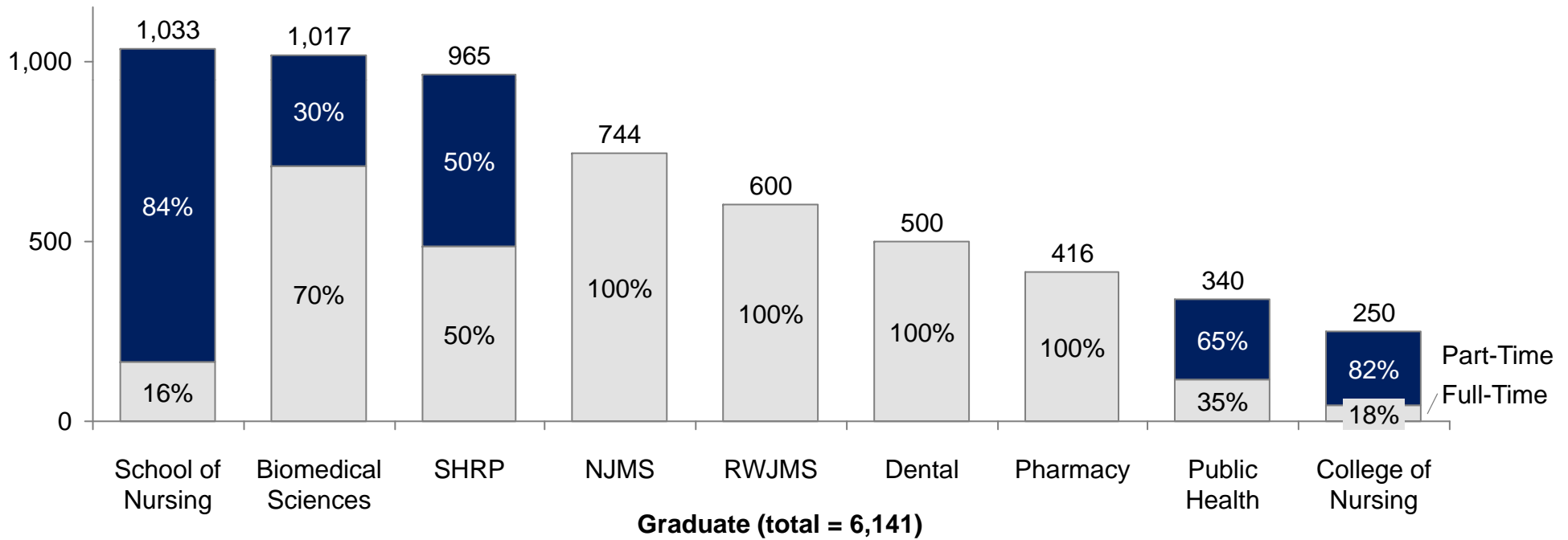
**Percentage of URM students at RBHS undergraduate schools vs. RU campuses and public AAUs with medical schools (2011)**



Note: RBHS data from 2012 OIRAP report; RU and Public AAU average from 2011 IPEDS report (data unavailable for 2012). Source: Office of Institutional Research and Academic Planning; US News & World Report.

## School of Nursing, GSBS, SHRP are largest graduate programs

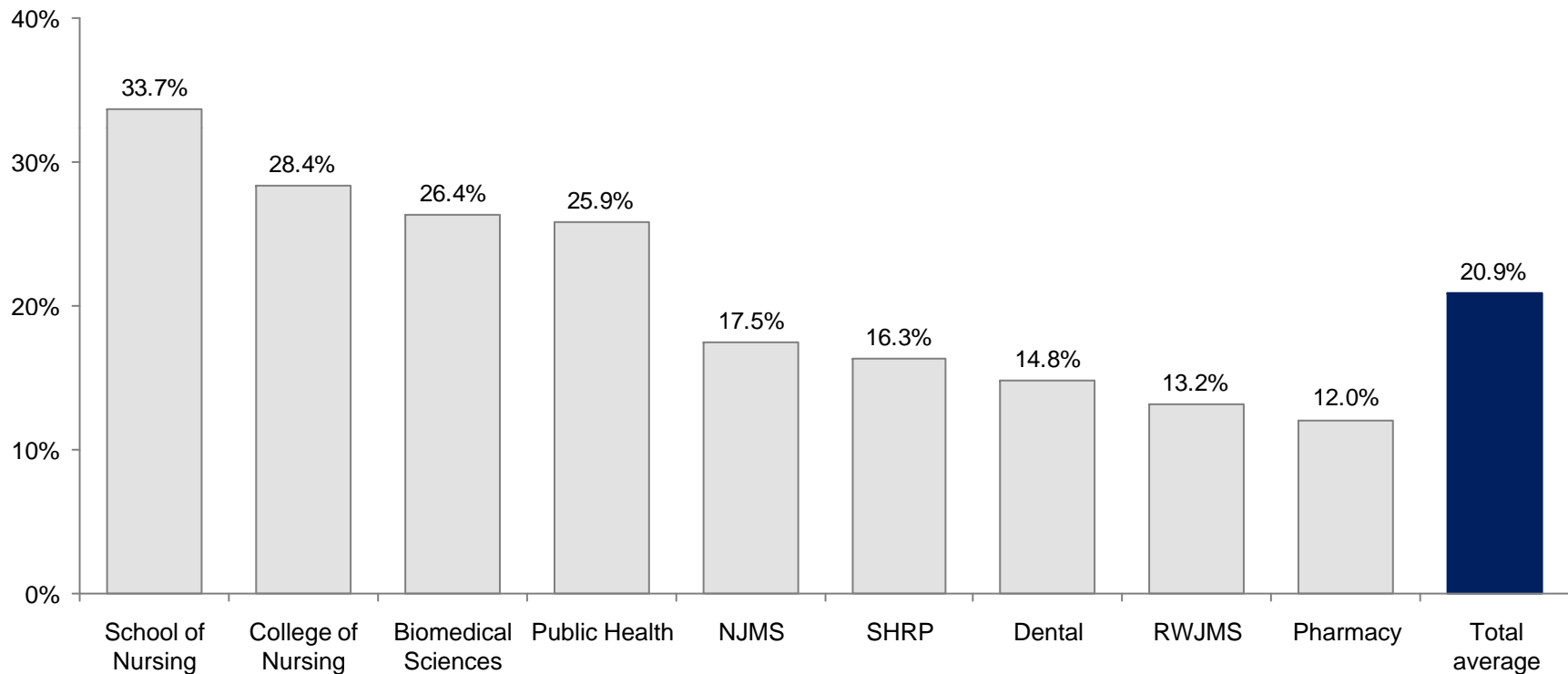
Breakdown of full-time and part-time RBHS students by graduate school (Fall 2012)



**Full-time students majority at most schools; part-time enrollment higher than full-time in nursing, Public Health**

## About 20% of RBHS graduate students are from under-represented minority groups

Percentage of students from under-represented minority groups by RBHS graduate school (Fall 2012)<sup>1</sup>

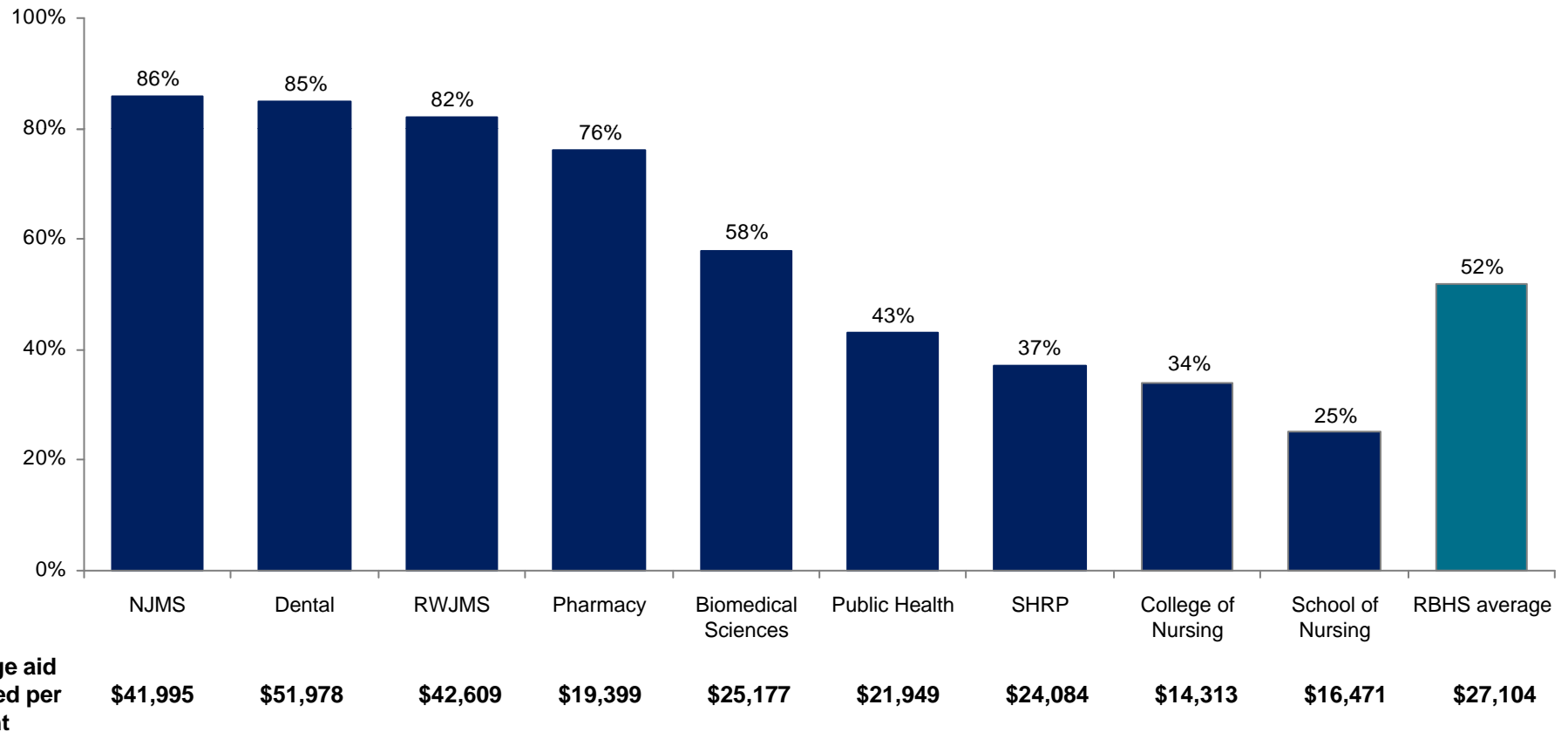


1. Under-represented minority students include African American and Hispanic ethnicities.  
Source: Office of Institutional Research and Academic Planning.

# More than half of RBHS students receive financial aid

Medical and dental programs have highest percentage of students with aid and amount of aid

Percentage of RBHS graduate school students receiving financial aid (2011)

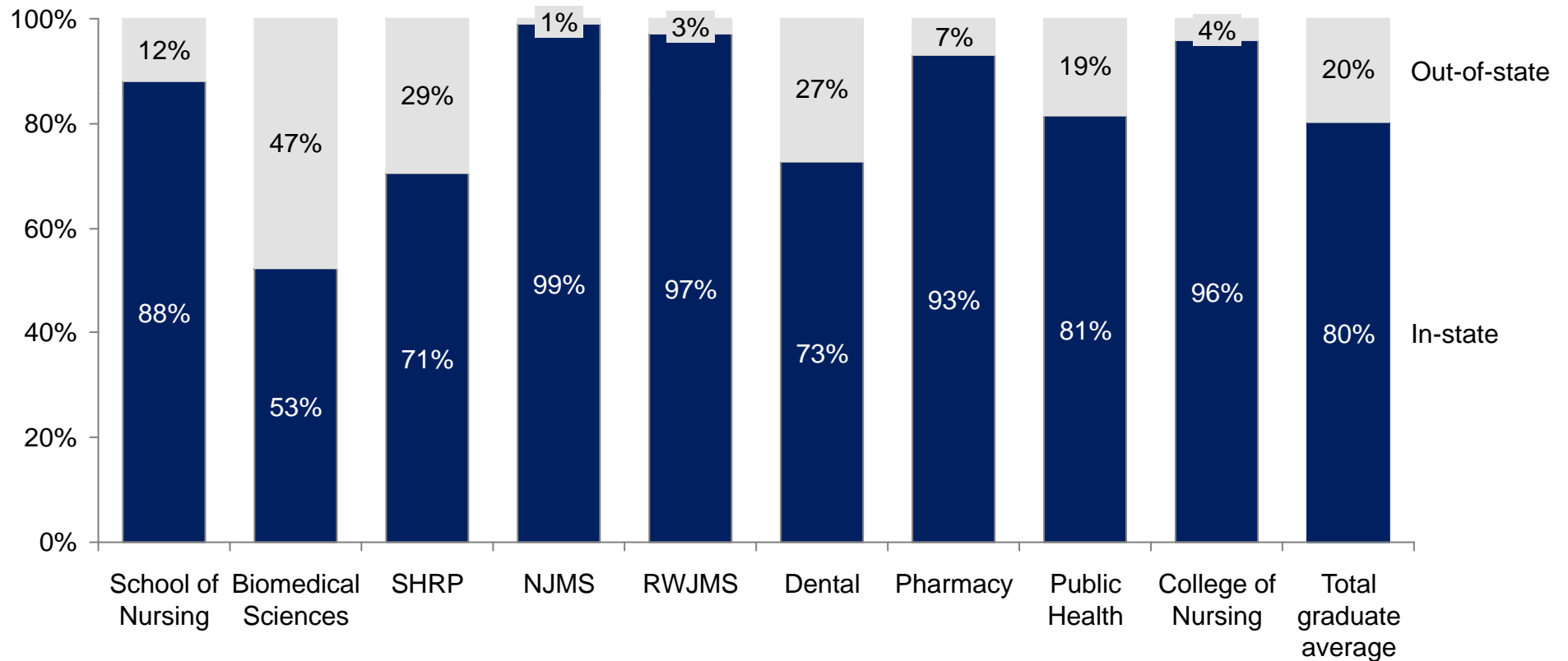


Source: US News & World Report; RBHS University Financial Aid office.  
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# Most RBHS schools have a majority of in-state students

GSBS more evenly split with higher numbers of out-of-state students

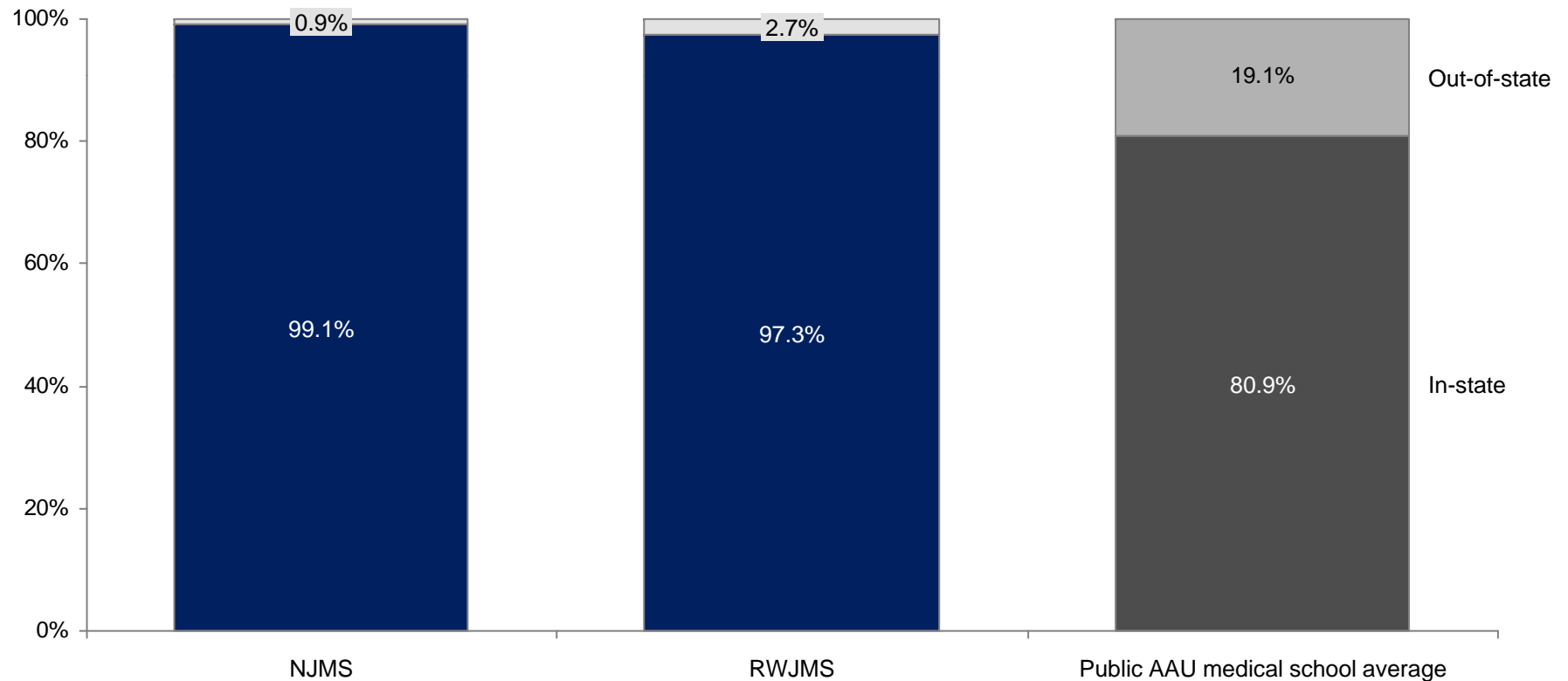
**RBHS in-state vs. out-of-state students by graduate school (Fall 2012)**





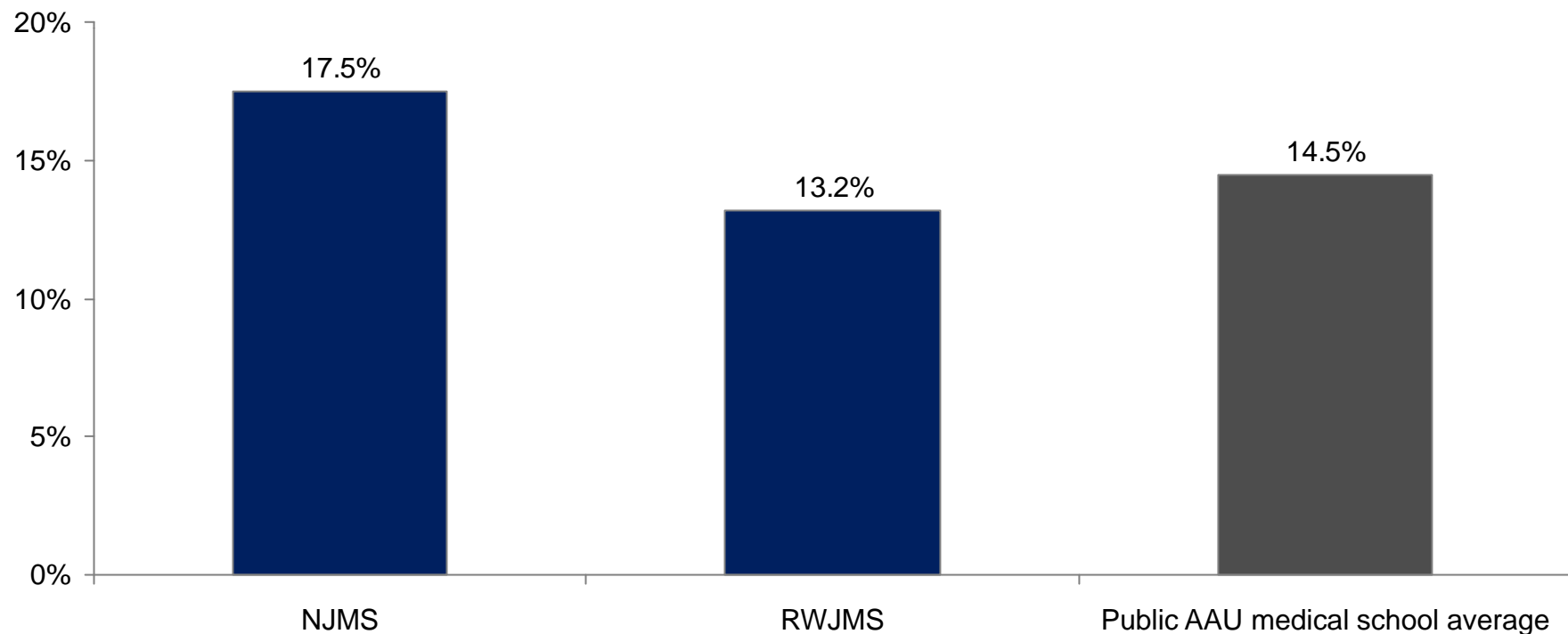
# RBHS medical schools have smaller percentage of out-of-state students than average public AAU medical school

**In-state vs. out-of-state students at RBHS vs. RU and public AAUs (Fall 2012)**



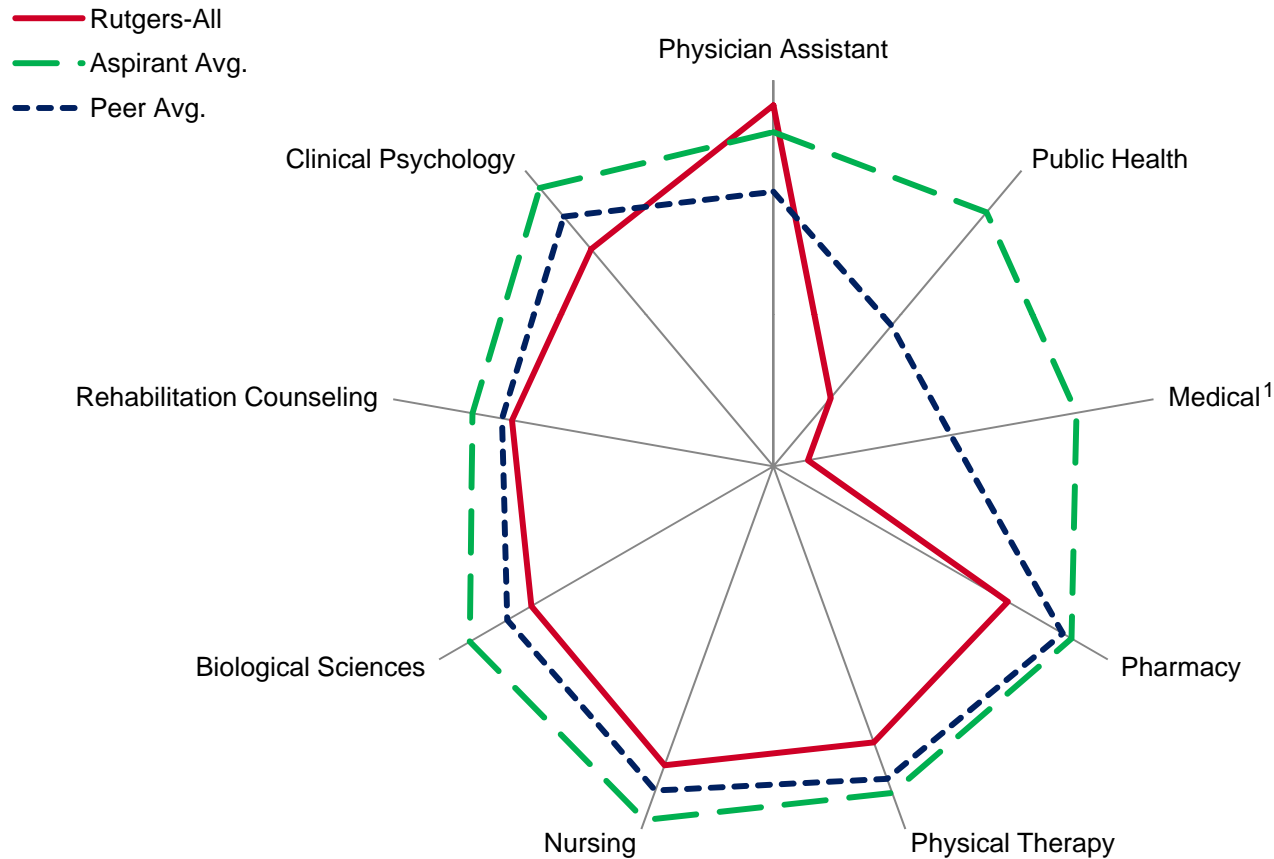
## NJMS has higher percentage of URM students and RWJMS is comparable vs. public AAU med schools

Percentage of under-represented minority students at NJMS, RWJMS, and public AAU medical schools (2012)



Note: specific breakdown by ethnicity is unavailable for peer and aspirant medical schools.  
Source: Office of Institutional Research and Academic Planning; US News & World Report.

# RBHS graduate discipline rankings lag behind peers and aspirants in most specialties



**Rutgers ranked higher than aspirants and peers in Physician Assistant program**

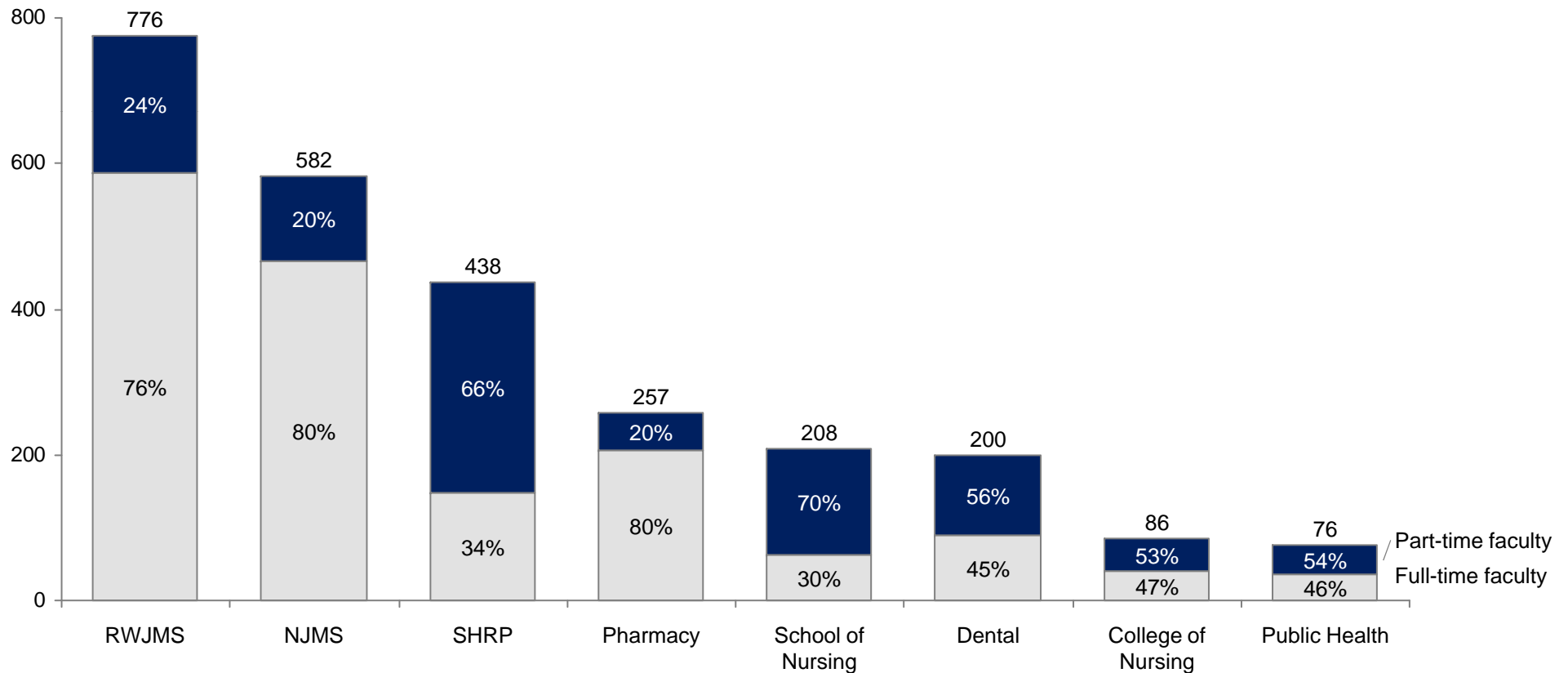
1. Medical ranking for RWJMS only. Note: RBHS is unranked in Healthcare management and Occupational Therapy specialties. RBHS is #63 out of 101 schools ranked in Nursing-Anesthesia; this speciality was omitted in this analysis as no aspirants and only 4 peers are ranked. Source: US News & World Report.

## RBHS's Current Status: Faculty

# RBHS medical schools and SHRP have the largest faculties

Majority of RBHS faculty are full-time, driven by medical schools

Headcount of full-time and part-time RBHS faculty by school<sup>1</sup> (2013)



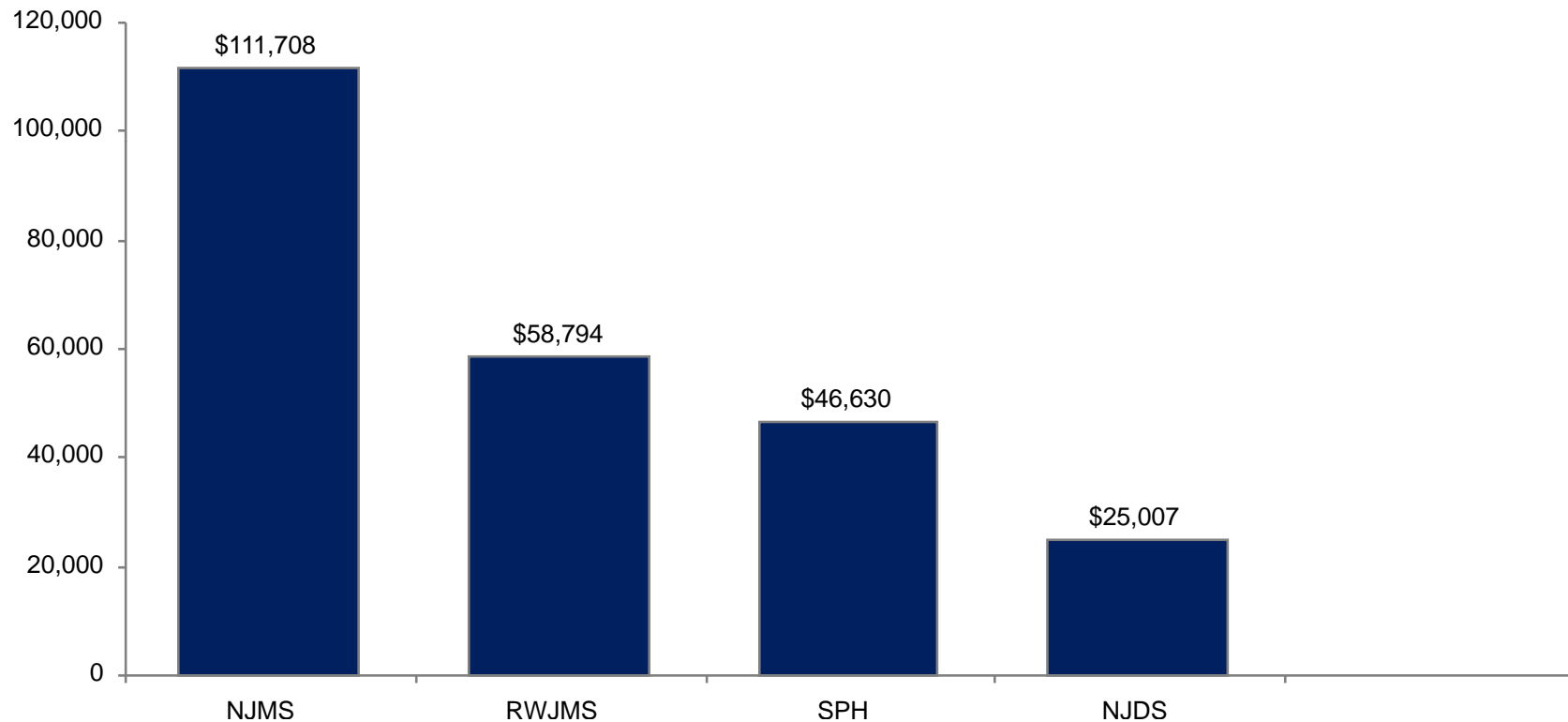
1. Ordered by total faculty size.  
 Source: Office of Institutional Research and Academic Planning.  
 131114 RBHS Day 1 presentation v9.pptx

## RBHS's Current Status: Research

# Per capita research expenditures highest at NJMS

SHRP and NJDS less than half the size of NJMS federal expenditure / faculty member

**Federal R&D expenditures per full-time faculty member (2012)**

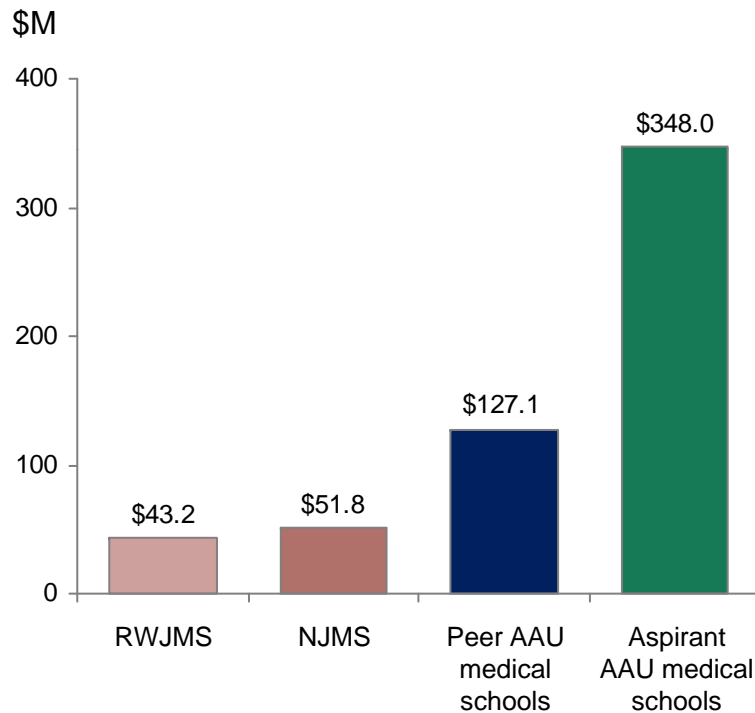


Note: R&D expenditures per faculty member calculated using FY 2013 federal expenditures divided by the number of full-time faculty members. School of Nursing did not have federal research expenditures in 2013.

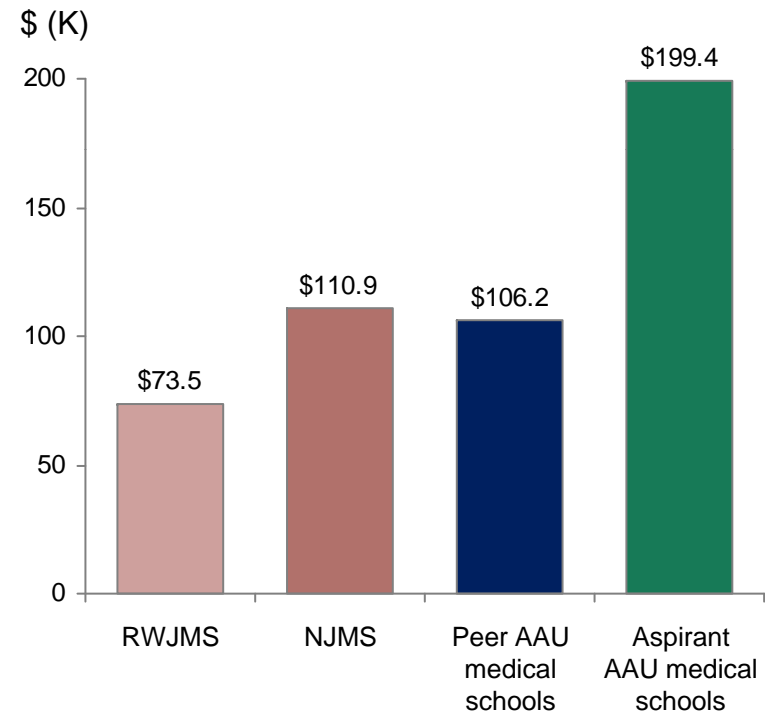
Source Office of the Controller; Office of Institutional Research and Academic Planning.

## RWJMS and NJMS receive fewer grants overall and per faculty member than peer and aspirant AAU hospitals

**NIH funds granted to medical school and affiliated hospitals (2012)**



**NIH research grant funds per faculty member (2012)**

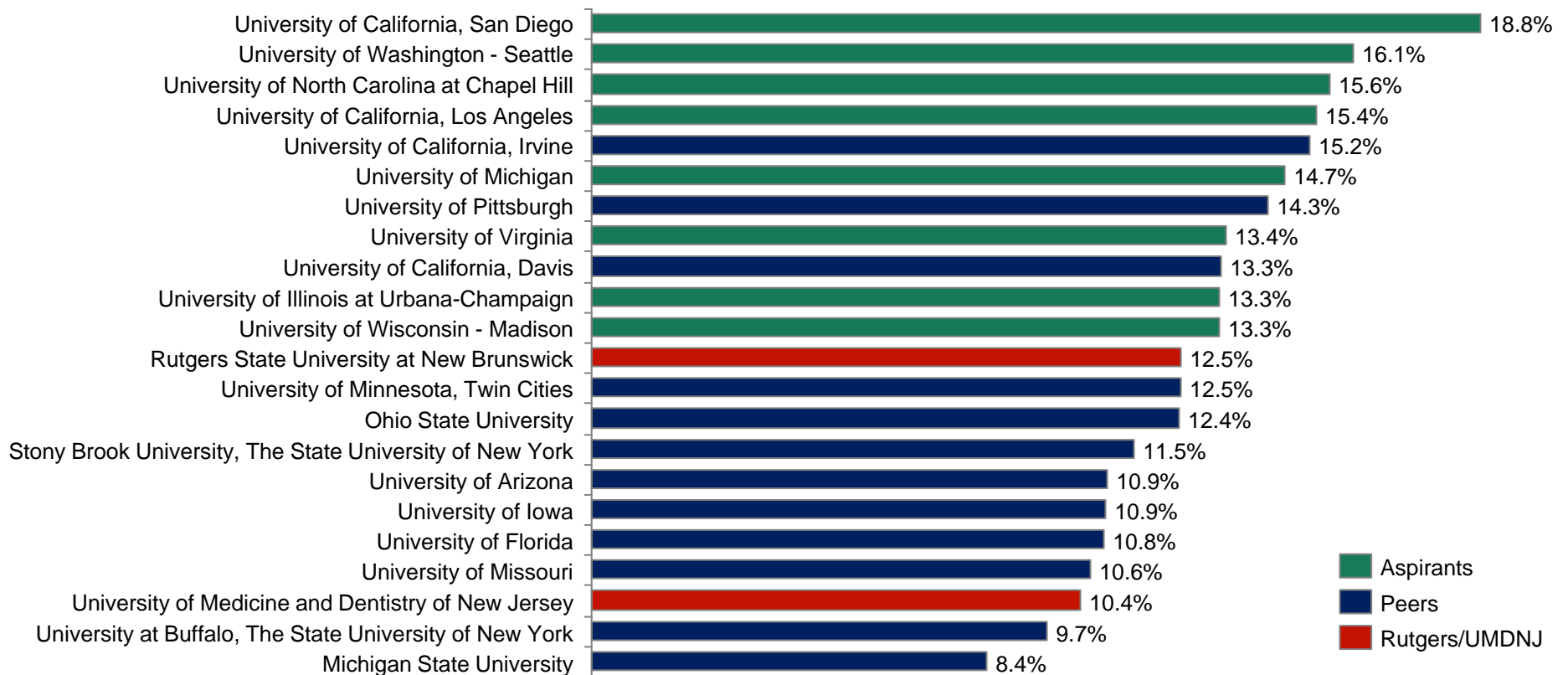


**NJMS has comparable research grants per faculty member to peers**



# Legacy UMDNJ near bottom vs. peers and aspirants in proportion of high-impact journal faculty publications

**Proportion of biomedical and health sciences publications in top 10% "high impact" journals at legacy UMDNJ and RU vs. AAUs with a med school (2008-2011)**



Note: UMDNJ includes School of Osteopathic Medicine.  
Source: CWTS Leiden Rankings (2013).

## RBHS's Current Status: Clinical

## Three tiers of RBHS hospital affiliations

### Two principal teaching hospitals

- Robert Wood Johnson University Hospital – New Brunswick, NJ
- The University Hospital – Newark, NJ

### Three university hospitals

- Hackensack University Medical Center – Hackensack, NJ
- Meridian Hospitals Corporation / Jersey Shore University Medical Center – Neptune, NJ
- University Medical Center at Princeton – Princeton, NJ

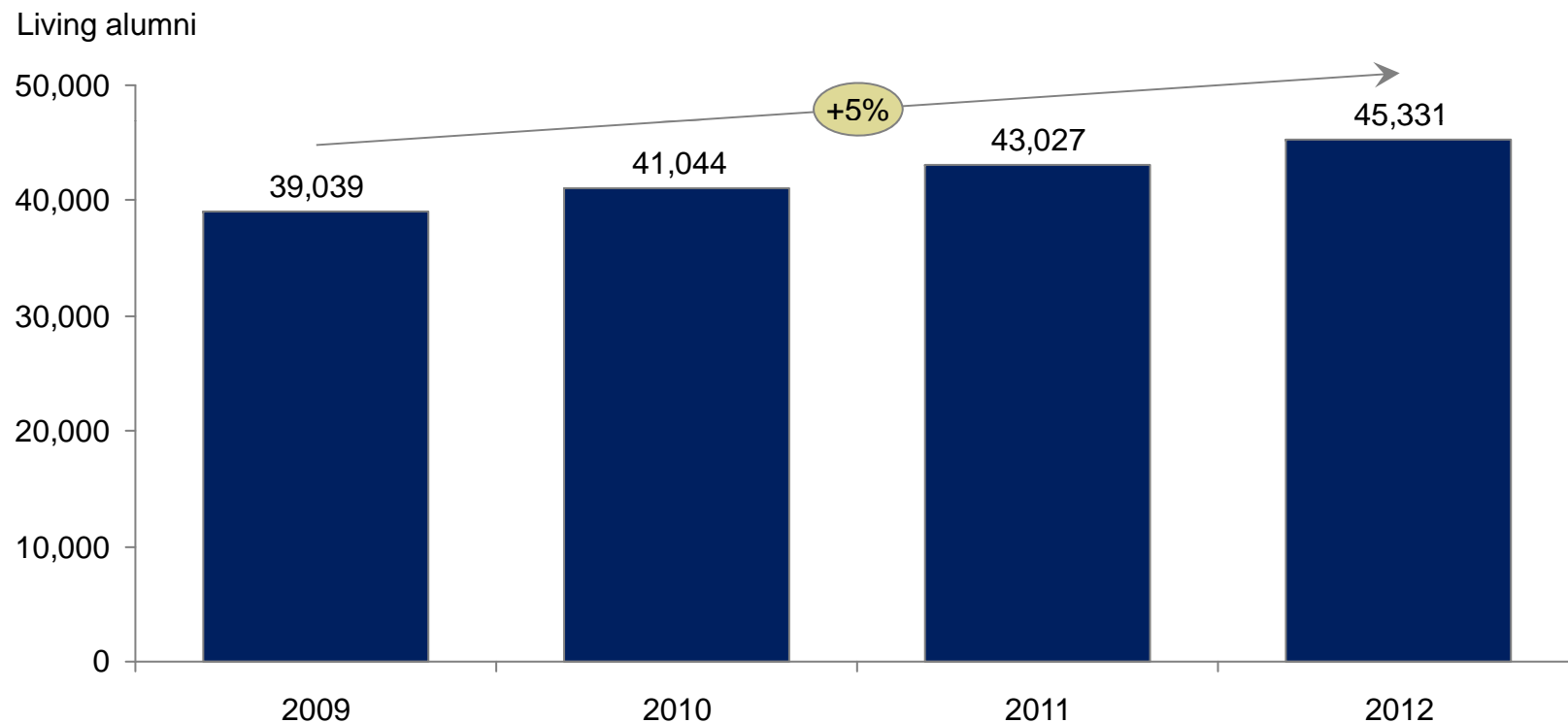
### 80+ affiliated hospitals or providers, eg:

- University Behavioral Health Care – a mental health and addiction services network
- The New Jersey Medical School Cancer Center – one of only 14 NCI-designated Minority-Based Community Clinical Oncology Programs
- Rutgers School of Dental Medicine Dental CRC – one of only a few dental CRCs in the nation

## RBHS's Current Status: Alumni Base

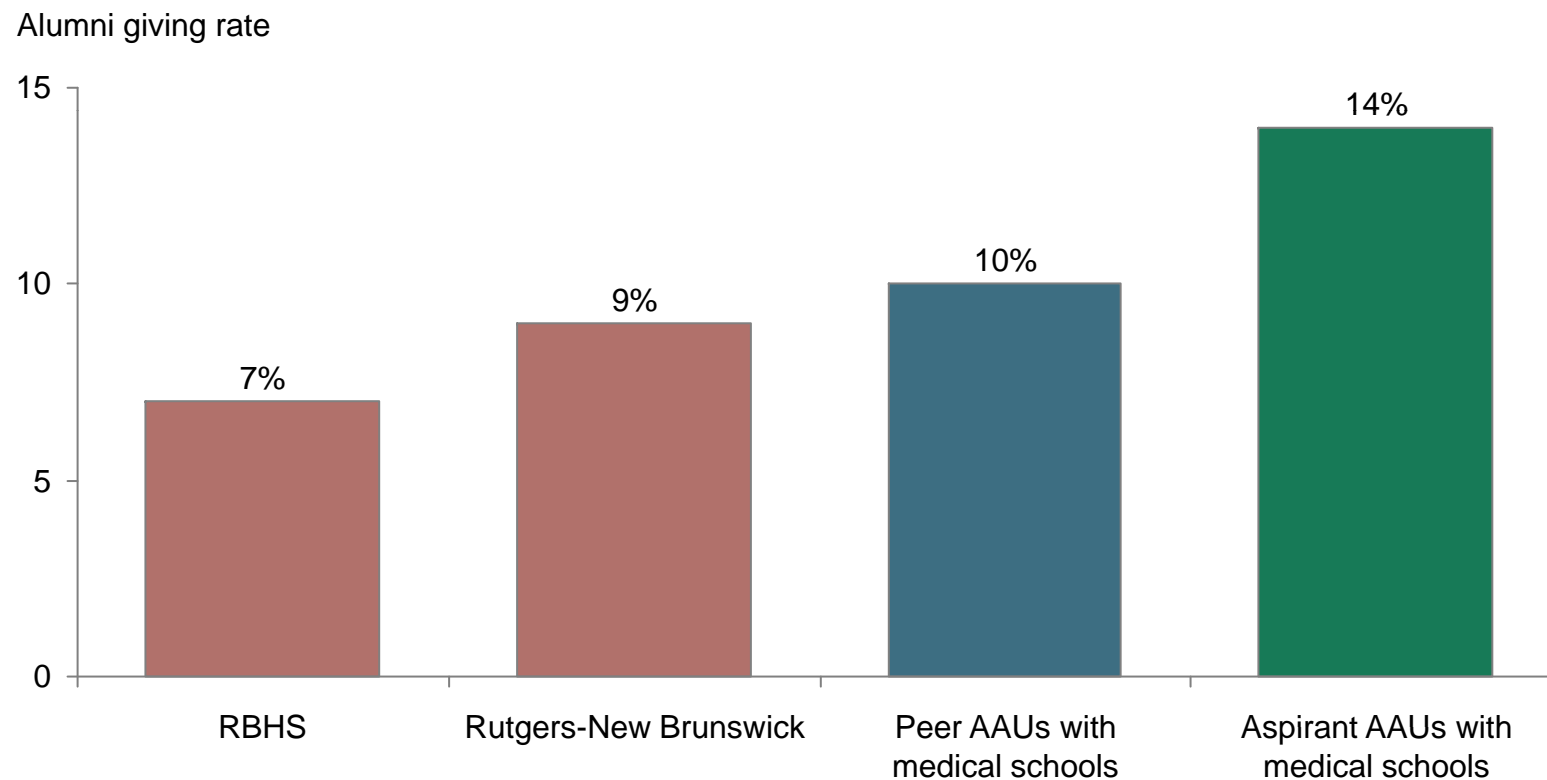
## RBHS alumni base grew at 5% CAGR from 2009 to 2012

RBHS living alumni, 2009 - 2012



## RBHS alumni giving rates are lower than Rutgers-New Brunswick and public AAUs

Alumni giving rates, 2012



## Initial thinking on RBHS aspiration and identity

## Initial RBHS aspiration

***RBHS will be recognized as one of the best Academic Health Centers in the country in terms of teaching, research, and clinical care. This will require a new level of excellence and integration across all the professions and schools.***



## Initial RBHS identity

Rutgers Biomedical and Health Sciences (RBHS) is spearheading the University's efforts to be a **renowned leader in the health sciences and professions**. Building upon its many outstanding programs and capabilities, RBHS will strengthen **biomedical education and research** and foster **new public-private partnerships** with industries that are critical to New Jersey's economic prosperity.

RBHS is focused on achieving **seamless operational integration**, continuing to bolster its existing areas of **clinical and research excellence**, and realizing **inter-professional synergies** between research and teaching among its various schools. Additionally, RBHS will work to **incorporate the insight from disciplines outside its natural domain**, such as the social sciences, engineering, law and business, and the arts and humanities.

## RBHS strategic planning process

## Unique aspects of RBHS (vs. the remainder of Rutgers) will shape our planning process

### Factors unique to RBHS

**Healthcare delivery is central to RBHS's mission**

**Healthcare delivery as a whole is undergoing significant change right now**

**RBHS has additional postgraduate missions, from residencies to continuing education**

**RBHS has access to additional types of resources, e.g.:**

- Clinical and grant revenues
- Fundraising opportunities from grateful patients
- Continuing education
- Technology transfer
- Public-private partnerships

### Relevance to planning process

**A level of excellence is required across all programs in order to provide excellent care**

**A limited number of programs will be selected as "signature" programs**

**The plan should be a "living document" : flexible enough to know when to change course, if necessary**

**Teaching hospitals must be incorporated into the strategic planning process**

**Fundraising and budgeting processes may differ substantially from those of RU geographic campuses**

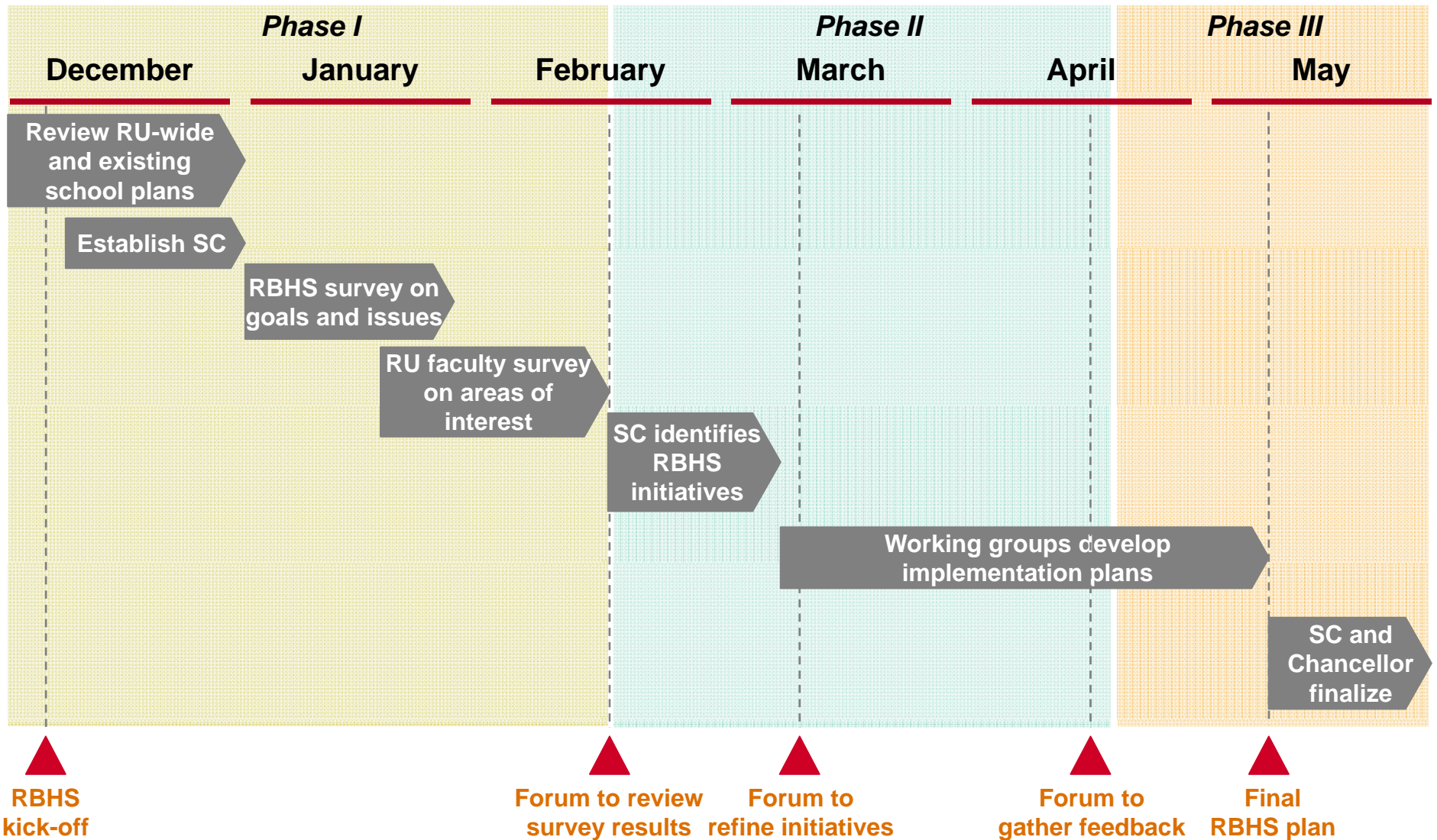
## Initial thinking: key principles that will guide RBHS planning

### **The RBHS planning process will...**

- Allow enough time for a thorough, honest self-assessment of our schools and programs
- Give all community stakeholders an opportunity to contribute to the discussion about our future
- Foster collaboration between RBHS schools and with the larger Rutgers community
- Ensure that the RBHS plan aligns with the University-wide plan
- Create mechanisms to hold ourselves accountable to the plan we ultimately produce

# Initial thoughts on RBHS planning process

Small group and individual stakeholder discussions will continue throughout



## Q&A and next steps

## Questions for discussion today

### **What is your gut reaction to this presentation?**

- What do you like?
- What do you not like?

### **What are you already doing that fits in with the RBHS aspiration and identity?**

### **What should we be thinking about that we are not already?**

- Healthcare trends
- Planning process
- Aspiration
- Identity

**What other questions and reactions do you have?**

## Initial RBHS aspiration

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