Rutgers Forward

University Diversity Strategic Plan

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diversity.rutgers.edu

RUTGERS
University Equity and Inclusion

INCLUSION
DIFFERENCE
OPPORTUNITY
ACCESS
INNOVATION
LEADERSHIP
GLOBAL REACH
HUMANITY
EXCELLENCE

DIVERSITY

The variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender and gender identity, age, religion, language, disability status, sexual orientation, socioeconomic status, geographic region, and more.

EQUITY

Equity refers to actively working to identify and eliminate barriers that have prevented full participation across differences in culture and circumstance, specifically redressing the exclusion of underrepresented groups in higher education. Attention to equity involves ensuring access, opportunity, and advancement for all students, faculty, and staff in every stage of education and career development.

INCLUSION

The act of creating environments in which individuals and groups feel welcomed, respected, supported, and valued by eliminating practices and behaviors that marginalize. An inclusive climate embraces differences and offers respect in words and actions so that all people can fully participate in the University's opportunities.

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This report is available online at diversity.rutgers.edu/university-plan

University Equity and Inclusion
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Message from the President

"Rutgers can be a leader on the national stage by redefining how and where we find excellence. This work is born and bred out of a commitment to diversity in all of its forms."

PRESIDENT JONATHAN HOLLOWAY

Members of the Rutgers Community:

The university's first-ever Diversity Strategic Plan is, in itself, a milestone. It is a celebration of the many voices from multiple backgrounds and vantage points who shaped it and who already make Rutgers such a vibrant academic community. This plan is the product of numerous conversations, consultations, and committee meetings, and a credit to the dedicated individuals from across Rutgers who have worked so hard to answer the challenge of redefining how and where we find excellence.

What started with a self-examination within the central administration in my first months as president spread to intensive community discussions in Newark, Camden, and New Brunswick and within RBHS. This work has involved candid assessment of where we are, bold assertions of where Rutgers ought to be, and action steps toward achieving comprehensive, universitywide diversity, equity, and inclusion.

Within each chancellor-led unit, Rutgers community members have affirmed five overarching priorities for the university: developing a diverse community, promoting inclusive scholarship, defining substantive community engagement, building capacity for inclusive climates, and developing the infrastructure to drive change. Toward those priorities, they have committed themselves to concrete actions to create— or bolster—mechanisms to achieve a Rutgers that models diversity, equity, and inclusion across all our constituent units and in service to the wider community.

As I stated at the beginning of this process, I believe deeply in the ethical and pragmatic importance of a diverse and inclusive community, and if we want to be a strategic leader in our field, we must demonstrate a deep, intentional, and authentic commitment to equity. I see a commitment to inclusive excellence captured in important ways throughout this document—in improvements to the search, retention, and student recruitment processes, in efforts to establish metrics on progress, in professional development opportunities in cultural competency, and in new approaches to community engagement and local procurement, to name only a few.

And just as this strategic plan does not start from scratch but builds upon existing—and very effective—DEI initiatives, its development has coincided with significant new commitments in this space. We have launched the Institute for the Study of Global Racial Justice with a $15 million grant from the Mellon Foundation, with interdisciplinary participation from scholars across the university. I have committed $45 million in institutional funding for the President's Faculty Diversity Initiative, detailed later in this report, to increase both the percentage of faculty from underrepresented backgrounds and our commitment to their success. And through a $10 million grant from the Robert Wood Johnson Foundation, we are establishing the Rutgers Equity Alliance for Community Health, or REACH, leveraging our resources to better support the health needs of our host communities.

This strategic plan arrives at a pivotal time in American higher education. The Supreme Court has agreed to hear challenges to the constitutionality of affirmative action in college admissions decisions, a practice that has both helped narrow the achievement gap between races and brought the academic benefits of a more diverse student body to campuses across the country. We must, therefore, redouble our efforts to ensure that, whether or not affirmative action is taken away, we can nonetheless maintain and expand upon Rutgers' commitment to diversity—not only in our student body but among our faculty and staff.

Excellence can be found everywhere; I know that to be true. But we have to look for it, we have to nurture and cultivate it, we have to remove barriers to it, and we have to reward and celebrate it throughout the university. This plan is Rutgers' declaration that we will.

Sincerely,

JONATHAN HOLLOWAY
President & University Professor

Understanding the University Structure

President Jonathan Holloway manages the overall performance and direction of the university informed by the Chancellors of the four divisions.

RUTGERS UNIVERSITY–NEW BRUNSWICK
Chancellor-Provost
Francine Conway

RUTGERS UNIVERSITY–NEWARK
Chancellor
Nancy Cantor

RUTGERS UNIVERSITY–CAMDEN
Chancellor
Antonio Tillis

RUTGERS BIOMEDICAL HEALTH SCIENCES
Chancellor
Brian Strom

The central administration, led by Senior and Executive Vice Presidents, supports academic and organizational activities across the Chancellor-led units, ensuring the smooth operations of the Rutgers University system.

ACADEMIC AFFAIRS
Executive Vice President for Academic Affairs
Prabhas Moghe

INFORMATION TECHNOLOGY
Senior Vice President and Chief Information Officer
Michele Norin

DEVELOPMENT AND ALUMNI ENGAGEMENT
Executive Vice President and President, Rutgers University Foundation
Kimberly A. Hopely

INSTITUTIONAL PLANNING AND OPERATIONS
Executive Vice President and Chief Operating Officer
Antonio Calcado

EQUITY
Senior Vice President for Equity
Enobong (Anna) Branch

INTERCOLLEGIATE ATHLETICS
Director of Intercollegiate Athletics
Patrick Hobbs

EXTERNAL AFFAIRS
Senior Vice President for External Affairs
Peter J. McDonough

OFFICE OF THE PRESIDENT
Senior Vice President for Administration and Chief of Staff
Andrea Conklin Bueschel

FINANCE AND ADMINISTRATION
Executive Vice President and Chief Financial Officer
J. Michael Gower

RESEARCH
Senior Vice President for Research
Michael E. Zwick

GENERAL COUNSEL
Senior Vice President and General Counsel
John J. Hoffman

UNIVERSITY STRATEGY
Senior Vice President for Strategy
Brian Ballentine

HUMAN RESOURCES
Senior Vice President for Human Resources
Vivian Fernández

University Diversity Goal

Consistent with Rutgers' mission as the State University of New Jersey, Rutgers is committed to nurturing, maintaining, and enhancing opportunities for learning and understanding among individuals, communities and disciplines, and to promoting meaningful and inclusive engagement across a wide spectrum of characteristics and experiences.

Rutgers' goal is to prepare tomorrow's leaders for a world that is ever less homogenous and ever more challenged by the task of connecting across differences to build community, solve problems, and ensure prosperity. Rutgers considers diversity to be necessary to foster the cultural competencies, resilience, and openness to dialogue that promote intellectual growth and intergroup understanding, which are essential for success in the classroom, the university community, and society at large.

Overall, Rutgers pursues diversity to enhance the excellence of ideas, innovation, civic debate, learning, and teaching and to build a "beloved community" based on working together to reflect, respect, and embrace the complexities of all of our parts.

Revisiting the Equity Audit

President Jonathan Holloway commissioned a [University Equity Audit](#) that served as our institutional first step in pursuing excellence by increasing Rutgers' on-the-ground commitment to diversity, equity, and inclusion across the university, starting with its leadership.

The purpose of this exercise was not to say, "look at how great we are," but instead "look at how great we can be, if...we embrace diversity as a core institutional value."

We recognize that moving Rutgers forward will require us to collectively capitalize on the "ifs," for these are our opportunities to achieve our shared vision of excellence.

Operational DEI Rating Results

Leaders of the central administration were asked to dedicate a meeting of their respective leadership teams to arrive at a rating of their organizational quality in incorporating diversity, equity, and inclusion best practices. The aim of leadership team engagement, and in some cases it was organizationwide, was to ensure that the self-study reflects the input of those responsible for co-leading the organization, not simply the perspective of the leader. The rating scale was from 1 to 4, with a higher score reflecting better organizational quality (1=poor, 2=fair, 3=good, 4=excellent). The results presented below reflect an aggregate score across all central administrative units. The description provided below the best practice aims to highlight why attention to this practice in organizational operations is critical to promoting an inclusive work environment.

RESULTS

2.80 DIFFERENT EXPERIENCES AND PERSPECTIVES OF ALL INDIVIDUALS ARE WELCOMED, VALUED, AND RESPECTED

Inclusive work environments are marked by mutual respect, productive engagement, and constructive dialogue. Compositional diversity alone is insufficient, if conformity is valued over an appreciation of diversity of minds, ideas, and approaches.

2.64 CANDIDATE POOLS ARE INCREASED BY REMOVING NARROW AND ARBITRARY INDICATORS OF ELIGIBILITY

Arbitrary signposts of excellence, such as an inordinate focus on institutional affiliation, serve exclusivity, not inclusion and equity. Identify and remove any unnecessarily restrictive eligibility requirements from position descriptions and job postings will allow for a broader applicant pool, and potentially, a broader candidate pool. The key is to ensure that minimum qualifications (demonstrated skills and experience, etc.) are directly related to job responsibilities.

2.53 ONGOING EFFORTS ARE MADE TO INCREASE DIVERSITY, ENSURE EQUITY, AND IDENTIFY AND REMOVE ALL BARRIERS TO INCLUSION

An inclusive work environment is not a product of happenstance, it requires ongoing and intentional efforts, such as regular audits, performance reviews, self-studies, and adoption of metrics that shed light on areas of excellence and opportunities for growth.

2.19 INDIVIDUALS HAVE THE CROSS-CULTURAL SKILLS NECESSARY TO ENGAGE WITH OTHERS IN WAYS THAT OPEN DIALOGUE AND UNDERSTANDING

Respect is the cultural common denominator but what signals respect and facilitates understanding can vary widely. Purposeful cross-cultural skill building, in which people from different cultural backgrounds learn to adjust and modify behavior to improve communication with one another, is essential to building an inclusive work environment.

2.18 A COMMITMENT TO DEI IS BUILT INTO ALL POLICIES AND PLANS

The absence of policies and plans can lead to reliance on discretion and past practice, which can be exclusionary or preferential to some over others depending on who knows what. Clarity in policies and plans is a mechanism for ensuring equity as opposed to relying on common/shared knowledge that is not documented and therefore subject to interpretation.

Leaders of the central administration were asked to reflect on the gap between current challenges and their aspirations for inclusive excellence in three priority areas: hiring and promotion, administrative culture, and recognition and rewards. Utilizing statements made by President Holloway describing the administrative culture he wants to cultivate at Rutgers and targeted prompts shown below, leadership teams within the respective central administrative units crafted responses that show the breadth and depth of what requires attention at Rutgers to move us toward an ideal organizational state to achieve inclusive excellence.

"There is no singular embodiment of excellence...it can be found everywhere."

HIRING AND PROMOTION: *Leadership teams were asked to reflect on their hiring and promotion practices as well as business processes, supplier diversity, and how they drew on the diversity of talent found in New Jersey.*

Several responses focused on the technical aspects of recruiting and retention, such as where job openings are posted and how job descriptions are written, as well as offering exit interviews to better understand and identify issues related to departure. Others focused on more cultural/structural elements of recruitment, such as purposeful development of internal talent for promotion, training of hiring personnel, and routine audit/assessment of hiring practices and outcomes. A key recommendation was to diversify vendors and consultants, identifying more minority-owned firms for consideration as Rutgers vendors.

"There is a minimal expectation to be heard authentically and a reasonable expectation to be taken seriously."

ADMINISTRATIVE CULTURE: *Leadership teams were asked to reflect on their administrative structure, culture, complaint management, and decision-making processes.*

Leaders recognized that diverse teams, and interpersonal relationships between staff members, thrive when issues related to diversity, equity, and inclusion are proactively addressed through continued professional development and speedy resolution of conflict via clearly identified and promoted pathways, such as a designated ombudsperson, and effective formal or anonymous complaint systems. Key recommendations included expansion of diversity, equity, and inclusion training and greater employee engagement to promote understanding of organizational goals as well as vehicles for garnering employee feedback and facilitating input on decision-making.

"Everyone in this beloved community has an important role to play and deserves to be recognized and respected for a job well done. This especially includes the so-called invisible work at the university: assistants of all types, dining hall workers, bus drivers, maintenance crews, etc."

RECOGNITION AND REWARDS: *Leadership teams were asked to reflect on their mechanisms for recognition and rewards of staff at all levels.*

Several responses offered concrete recommendations for developing formalized and robust rewards and recognition systems that are unit-specific, but also universitywide. Most important, leaders recognized that increasing respect, beyond recognition and rewards, requires a cultural shift toward inclusive and compassionate leadership and management, building a culture where everyone is seen, valued, and respected. Achieving this goal requires a shift in leadership away from pure management and supervision toward mentoring, fostering professional growth, and empowering all employees.

DEFINING ASPIRATIONS

Central Administration Self-Study Key Findings

Leaders of the central administration were asked to identify aspirational peers and practices, focusing on what they are doing in relation to diversity, equity, and inclusion organizationally that could be adopted. We briefly highlight the three key areas identified and two recommendations given by the central administrative leadership teams from each.

DIVERSITY STRATEGIC PLANNING:
- Develop a clear vision, guided by strong goals and core values, to signal an investment in a paradigm shift leading to long-term culture change.
- Develop a plan to meaningfully expand DEI community engagement and raise public awareness of purposeful partnership/engagement as a university priority.

BUILD CAPACITY TO LEAD AND SUPPORT INSTITUTIONAL CHANGE:
- Formalize educational opportunities for the faculty and staff, including but not limited to offering a DEI certificate, to promote deeper understanding and engagement related to diversity, equity, and inclusion.
- Encourage voluntary unit-based teams of DEI ambassadors or champions to meet regularly and envision ways to lead institutional change at the local level.

BUILD AND RETAIN AN INCLUSIVE WORKFORCE:
- Introduce affinity groups to help build a pipeline of diverse talent and to better draw on existing talent at the university.
- Examine and update unit-based policies, procedures, and guidelines that may function to undermine DEI initiatives for growing the number and success of scholars from underrepresented groups.

The university leadership perceptions survey was an opportunity for the central administration to learn what perspectives they share, how they are perceived by others, and what needs to be done to maximize Rutgers' opportunity to attain excellence. The response rate of 84%, 133 participants in a universe of 159, provides confidence that the findings offer a holistic sense of where university leadership stood in 2020 on values, principles, and sensibilities about inclusion to inform the work needed to move the institution forward. Below we highlight some key takeaways from the results.

1. DIVERSITY, EQUITY, AND INCLUSION DOES NOT SHAPE ORGANIZATIONAL LIFE AT RUTGERS.

32%
perceive ongoing efforts are made to increase diversity, ensure equity, and identify and remove all barriers to inclusion "to a great extent."

13%
perceive a commitment to DEI is built into all policies and plans "to a great extent."

7%
perceive individuals have the cross-cultural skills necessary to engage with others in ways that open dialogue and understanding "to a great extent."

2. LEADERS PERCEIVE A GREATER COMMITMENT TO INCLUSION AMONG THEIR PEERS THAN OF RUTGERS AS AN INSTITUTION.

50%
perceive the people at Rutgers with whom they work most directly as "very committed" to inclusion.

26%
perceive Rutgers as an institution as "very committed" to inclusion.

3. THERE HAS BEEN A HISTORIC LACK OF ATTENTION TO DIVERSITY, EQUITY, AND INCLUSION IN UNIVERSITY STRATEGIC PLANNING.

9%
said diversity, equity, and inclusion goals were clearly specified "to a great extent."

8%
said strategic investments were made to advance DEI goals "to a great extent."

7%
said metrics were used to gauge progress on university DEI goals "to a great extent."

4. THE VAST MAJORITY OF LEADERS RECOGNIZE DIVERSITY, EQUITY, AND INCLUSION AS CRITICALLY IMPORTANT NOW.

99%
view inadequate attention to diversity, equity, and inclusion as risky for the university.

88%
"strongly agreed" or "agreed" that diversity and equity are institutional priorities.

86%
of leaders report that diversity, equity, and inclusion is "very important" to Rutgers' mission and future success.

5. THE CENTRAL ADMINISTRATION HAS WORK TO DO TO DEMONSTRATE THEY CAN LEAD INSTITUTIONAL EFFORTS TO ADVANCE DIVERSITY, EQUITY, AND INCLUSION.

41%
perceived the central administration's capacity to lead institutional efforts to advance DEI as "very high" or "high."

13%
perceive central administrative activities (policy, funding, and endorsement) as supporting DEI "most of the time."

7%
perceive central resources that support DEI as leveraged well across Chancellor-led units "to a great extent."

6. LEADERS AFFIRM THE VALUE OF UNDERREPRESENTED STUDENTS AND FACULTY MORE THAN STAFF.

79%
"strongly agree" or "agree" that leaders affirm the value of underrepresented students.

65%
"strongly agree" or "agree" that leaders affirm the value of underrepresented faculty members.

50%
"strongly agree" or "agree" that leaders affirm the value of underrepresented staff members.

7. INSTITUTIONAL PROCESSES AND FUNDING NEED TO BE REVISITED TO SUPPORT DIVERSITY, EQUITY, AND INCLUSION PRIORITIES.

76%
"strongly disagree" or "disagree" that pre-COVID, there was adequate funding and budgetary resources to advance DEI priorities.

65%
"strongly disagree" or "disagree" that the hiring process includes an effective system for the recruitment of applicants from underrepresented populations.

What Happened Next?

The findings from the University Equity Audit shaped the development of a universitywide diversity strategic planning process launched in January 2021 that brought in the voices, ideas, and energy of the diverse stakeholders in our beloved campus and extended community.

We took what we learned from the University Equity Audit to develop the [Universitywide Diversity Strategic Planning Toolkit](#), which offered tools and resources for Chancellor-led units to see what they needed to do to increase their opportunities for attaining inclusive excellence. Both steps were integral to developing the university diversity strategic plan, which reflects a shared vision and strategies that outline how we will act on the recommendations outlined in the University Equity Audit, informed at all times by a clear understanding that diversity, equity, and inclusion lead us to excellence.

Pulling in the same direction

Diversity Strategic Planning Process

Building on the University Equity Audit, diversity strategic planning was the process through which we assessed and aligned our efforts across the Chancellor-led units and central administration in service of our goal to pursue excellence and inclusion deliberately.

Strategic Direction

In order to build a more diverse, equitable and inclusive university community and enable the institutional pursuit of excellence, we need a mechanism to articulate Chancellor-led unit efforts and university strategic direction to enable alignment.

WE HAVE DEFINED FIVE PRIORITIES THAT ENCAPSULATE AREAS WHERE THE UNIVERSITY NEEDS TO MAKE PROGRESS.

RECRUIT, RETAIN, AND DEVELOP A DIVERSE COMMUNITY	PROMOTE INCLUSIVE SCHOLARSHIP AND TEACHING	DEFINE SUSTAINABLE AND SUBSTANTIVE COMMUNITY ENGAGEMENT	BUILD THE CAPACITY OF LEADERS TO CREATE INCLUSIVE CLIMATES	DEVELOP AN INSTITUTIONAL INFRASTRUCTURE TO DRIVE CHANGE

While our priorities are shared, our planning process recognizes and values the unique attributes each Chancellor-led unit brings to the university. Individualized planning enables New Brunswick, Newark, Camden, and Rutgers Biomedical Health Sciences (RBHS) to run their own race building on existing efforts, defining their relationship to their local community with specificity, while connecting to the strategic direction of the university.

WE ARE NOT ALL IN THE SAME BOAT, BUT WE ARE PULLING IN THE SAME DIRECTION.

Our university priorities reflect shared objectives, enabling us to define benchmarks for achievement and structural mechanisms for accountability to be a beloved community.

DIVERSITY STRATEGIC PLANNING GOALS

The aim of diversity strategic planning was multifold:
ASSESS where we were and be concrete in our commitments to forward movement at Rutgers;
DEFINE shared language that would be the basis for future cooperative work across the institution;
IDENTIFY structures needed to support progress.

University Diversity Priorities

RECRUIT, RETAIN, AND DEVELOP A DIVERSE COMMUNITY
Attract a university community that more closely reflects the state of New Jersey, paying particular attention to underrepresented populations among students, faculty, and staff. Provide strategic support to build the capacity of individuals to engage across differences in identity and experience, attending to the difference between compositional diversity and an inclusive community. This dimension refers to community outreach efforts to build awareness of Rutgers as a destination of choice for students, faculty, and staff, professional development to support the development of multicultural competencies, and engagement opportunities to cultivate an inclusive culture promoting connection among groups that are underrepresented.

PROMOTE INCLUSIVE SCHOLARSHIP AND TEACHING
Value and support research and teaching that advances an understanding of diversity, inclusion, equity, and access. This dimension refers to the centering of students' backgrounds, experiences, and cultural/linguistic frames of reference as well as the experiences of indigenous and other marginalized communities, reviewing and amending the curriculum to promote understanding of diversity and equity within academic disciplines, and promoting/supporting scholarly research on equity and social justice—as well as the scholars who produce it.

DEFINE SUSTAINABLE AND SUBSTANTIVE COMMUNITY ENGAGEMENT
Leverage Rutgers' educational mission to improve outcomes and reduce disparities for underrepresented and underserved populations in the communities that our campuses are embedded in throughout New Jersey. This dimension refers to marshalling the universities' core activities of teaching, research, student, and staff engagement in service of the public good promoting the institutional commitment to the community on and off campus. We must engage our publics, ensure community engagement is reflected in the curriculum, reward community engaged research and scholarship, and nurture reciprocal relationships with community institutions. Our aspiration is to serve as institutional anchors, moving beyond location "in" but being "of" and in partnership with the surrounding community.

BUILD THE CAPACITY OF LEADERS TO CREATE INCLUSIVE CLIMATES
Equip leaders to address instances of racism, homophobia, sexism, ableism, classism, xenophobia, etc. and promote inclusion in their areas of responsibility. This dimension refers to promoting an understanding of how bias and discrimination along visible and invisible identity is woven into the fabric of institutions of higher education that disrupts recruitment and retention efforts, highlighting how issues of institutional culture impact climate and unit culture, and build confidence in their ability to act in real time when instances of inequity appear.

DEVELOP AN INSTITUTIONAL INFRASTRUCTURE TO DRIVE CHANGE
Create and sustain an infrastructure that supports accountability for institutional change. This dimension refers to the procedures, processes, policies, resources, organizational structures, recognition and rewards for progress, and the use of metrics and other evidence to drive intentional decision making around diversity, equity, and inclusion.

Diversity Planning Assessment Survey

In January 2021, all members of the university community were invited to complete the Diversity Strategic Planning Assessment Survey to inform both university and Chancellor-led unit planning. The survey enabled targeted feedback by Chancellor-led unit (Rutgers–New Brunswick, Rutgers–Newark, Rutgers–Camden, and Rutgers Biomedical Health Sciences) and by population (undergraduate students, graduate students, staff, postdoctoral associates/fellows, and faculty). The full survey questionnaire is available in the [diversity strategic planning toolkit](#).

THEMATIC OVERVIEW

All survey respondents were asked to reflect, within their organizational unit (school, division, or administrative department), on the thematic areas below drawn from the university's diversity priorities.

- **University Vision, Leadership and Messaging about Diversity, Equity, and Inclusion**
- **Efforts to Engage in Sustainable and Substantive Community Engagement**
- **Efforts to Recruit, Retain, and Develop a Diverse Community**
- **The Role of Leaders in Shaping Inclusive Environments**
- **Existence of Institutional Infrastructure Needed to Drive Change**

Undergraduate and graduate students as well as postdoctoral associates/fellows and faculty were also asked to reflect on efforts to promote inclusive scholarship and teaching (students, postdocs, faculty). Staff were also asked to reflect on efforts to promote an inclusive workforce.

DEMOGRAPHIC OVERVIEW

A total of 5,058 people, including undergraduate students, graduate students, postdoctoral associates/fellows, staff, and faculty, participated in the survey.

Key Quantitative Findings

The results highlighted perceptions of the current state in relation to each priority and made clear where work is needed to reach our aspirations and advance the university diversity priorities.

1. RUTGERS' VISION FOR DIVERSITY, EQUITY AND INCLUSION IS CLEAR.

Overall, more than three-quarters of survey respondents (undergraduate students, graduate students, postdoctoral associates/fellows, staff, and faculty) agree that Rutgers is committed to diversity, equity, inclusion (DEI) and has a clear vision/mission that is reflected in university communications.

However, respondents who are Black, Latinx/o/a, and/or Indigenous respondents as well as those who identify as genderqueer/another gender are more critical of both the university's DEI commitment and messaging.

2. THERE IS ROOM FOR IMPROVEMENT IN THE UNIVERSITY'S ENGAGEMENT OF THE COMMUNITY AND RECOGNITION/REWARDS OF FACULTY AND STAFF WHO DO SO.

Rutgers-Camden followed by Rutgers-Newark faculty, students and staff provide the most positive evaluations of community engagement, including opportunities for students to engage in community-based learning and curriculum and the structures in place to strengthen relationships with the local community.

Nearly half of faculty across the University are critical of recognition and rewards for community-based research as well as the structures to strengthen community relationships.

More than one-third of Black, Latinx/o/a, and Indigenous respondents rate community-engaged opportunities and research poorly.

3. MIXED PERCEPTIONS OF EFFORTS TO RECRUIT A DIVERSE COMMUNITY.COMMUNITY AND RECOGNITION/REWARDS OF FACULTY AND STAFF WHO DO SO.

About two thirds of staff, graduate students and undergraduate students agree Rutgers uses best practices for the inclusive hiring of faculty and staff. A sizable percentage disagree, however. Among undergraduates, for example, about a quarter of Black, Latinx/o/a, and Indigenous respondents are critical of efforts.

Perceptions of efforts to recruit a diverse undergraduate community are more uniformly positive, with about 80 to 85 percent of undergraduate students and staff agreeing that Rutgers actively values and seeks to enroll diverse undergraduate students.

4. LEADERS NEED TO BUILD CAPACITY TO CREATE INCLUSIVE ENVIRONMENTS.

Staff are critical of leadership's attention to the differing needs of students/staff/faculty, nearly a quarter disagree that leaders consistently work to provide support and meet the needs of staff.

Genderqueer/another gender and women respondents rate leadership more poorly than men across all leadership measures.

Undergraduate students have the most favorable perceptions of leaders' role in shaping inclusive environments, followed by graduate students, then staff and finally faculty, who are the most critical of their organizational unit's leaders.

Nearly 30 percent of respondents across the board disagree that leaders have the cross-cultural skills to address issues of insensitivity, exclusion, or disrespect when they arise.

5. LACK OF RECOGNITION AND REWARDS FOR DIVERSITY, EQUITY AND INCLUSION CONTRIBUTIONS.

About half of the faculty surveyed disagree that faculty and staff members' DEI contributions are recognized and rewarded.

Staff have more favorable perceptions of the recognition and rewards given to faculty for DEI efforts than for themselves.

6. LACK OF INFRASTRUCTURE WILL BE AN IMPEDIMENT TO CHANGE

Undergraduates are the most positive in their evaluations of infrastructure, faculty and staff are the most critical.

One-third to half of faculty and staff disagree that their respective organizational units have the infrastructure to drive inclusive and equitable change. There is widespread perception that we do not regularly and systematically collect and analyze data about equity, inclusion, and diversity.

QUICK TAKES:

- More opportunities to learn about DEI topics and promote cultural growth are needed.
- Graduate students are critical of the mentoring systems that support them academically and professionally.
- Faculty are critical of efforts to promote inclusive scholarship and teaching.
- Black, Latinx/o/a and Indigenous respondents are consistently more critical of the university than Asian/Asian American respondents.
- Another gender respondents tend to be more critical than women or men.

The full University Diversity Strategic Planning Assessment Survey Report, including the narrative response summary, is available for review online.

Inclusive Excellence means an institution has adopted means for the cohesive, coherent, and collaborative integration of diversity and inclusion into the institutional pursuit of excellence.

Strategic planning was the process through which we assessed and aligned efforts in service of this goal.

Rutgers University–New Brunswick

OVERVIEW

In New Brunswick, a steering committee–guided by co-chairs for each priority drawn from academic and administrative leadership–developed the diversity strategic plan. A phased approach was adopted with an emphasis on shaping high level, cross-cutting goals and action steps identified that will guide early actions and investments. In Phase 2, Rutgers–New Brunswick will integrate campus and school/administrative unit goals defining strategies and sub-strategies to achieve the action steps outlined.

Goal 1: Recruit and Retain a Diverse Community

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OBJECTIVE

Build and retain a university community that more closely reflects the state of New Jersey, paying particular attention to access and equity gaps in the success of underrepresented populations among students, faculty, and staff.

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ACTION STEPS:

- Enhance outreach and recruitment processes employing targeted practices to attract diverse student populations, monitoring the impact of competitive financial packages to increase enrollment of accepted undergraduate and graduate students.

- Increase institutional support to ensure the success of all students, such as those from under-resourced or nontraditional backgrounds, and those facing other academic or social challenges.

- Identify and reduce any equity gaps, such as time to degree disparities and metrics of post-baccalaureate success for low-income, first-generation, and Black, Latinx/o/a, and Native American students.

- Establish mechanisms to facilitate collaborations between staff and faculty using evidence-based practices to promote student success and reduce equity gaps.

- Build a coordinated strategy for cultivating new alliances and enhancing existing partnerships with minority-serving institutions to promote diversity in graduate student enrollment.

- Formalize processes to recruit, hire, develop, evaluate, recognize, and retain staff and administrators that promote access and equity.

- Create mechanisms to enable purposeful professional growth of all staff and develop support structures to identify and promote diversity in staff leadership.

- Ensure our faculty search and hiring processes employ evidence-based practices to promote equity, inclusion, and diversity in hiring outcomes.

- Develop mechanisms to recruit and retain a diverse faculty and engage in purposeful efforts to develop future faculty.

- Formalize mechanisms to enhance effective faculty mentoring to support all faculty members in the promotion, tenure, and advancement process, as well as develop support mechanisms to enable progression into academic leadership.

Goal 2: Build Capacity to Engage and Lead

OBJECTIVE

Equip individuals with the cultural competencies necessary to engage with others in ways that foster dialogue, enable understanding, and promote resilience when conflict occurs, attending especially to the role of leadership.

ACTION STEPS:

- Articulate diversity, equity, and inclusion competencies for students, staff, and faculty members, as well as mechanisms to enable and incentivize growth.

- Develop and expand opportunities for students, faculty, and staff to engage in ongoing diversity, equity, and inclusion education to promote cultural humility and competency.

- Create and expand conflict resolution and conflict mediation pathways for faculty, staff, and students.

- Equip leaders to develop and sustain academic and workplace cultures that center respect, address instances of inequity, and encourage belonging by promoting an environment where all students, faculty, and staff feel welcome and valued.

- Create clearly defined and transparent inclusive leadership expectations and competencies as well as mechanisms for ongoing self-reflection and incentives for growth.

- Utilize performance management to recognize inclusive leadership as a necessary competency of supervisors at all levels and champion professional growth related to cultural humility.

Goal 3: Promote Inclusive Teaching and Scholarship

ACTION STEPS:

- Increase support and resources for instructors to advance equity in the classroom, as well as recognition of those that are leading the way.

- Review, amend, and expand curricular offerings to promote understanding of and obstacles to diversity, equity and justice; ensure visibility of existing offerings.

- Develop incentives and pathways to promote inclusive teaching, such as incorporating universal design and other culturally responsive practices.

- Encourage visiting appointments of scholars who advance institutional diversity goals in the classroom, through their research, and/or through public engagement.

- Build intellectual community through mechanisms that foster research focused on diversity, equity, inclusion, and justice.

Goal 4: Serve the Public Good and Expand University-Community Partnerships

OBJECTIVE

Marshall the university's core activities of teaching, research, and engagement in service of the public good promoting the institutional commitment to the community on and off-campus.

ACTION STEPS:

- Adopt a definition of community engagement, in which reciprocity serves as a guiding principle.

- Strengthen relationships with the New Brunswick and Piscataway communities, engaging in the purposeful work of repair and relationship building to facilitate long-term mutually beneficial collaborations and establishing mechanisms to facilitate information and resource sharing.

- Develop community roundtables and other avenues to ensure that the voice of the community is heard and that its stated needs are prioritized as we seek to expand university-community partnerships.

- Leverage Rutgers' educational mission, extending our reach throughout the state of New Jersey, the nation, and the world through intentional partnerships.

- Increase civic engagement/service-learning course offerings, ensuring they are identifiable in course management software.

- Foster collaborations among curricular and co-curricular community engagement efforts.

- Expand opportunities for co-curricular community engagement, extending the notion of the beloved community beyond the university walls.

- Facilitate the centralized tracking of community engagement research and service projects to better coordinate and actively steward university-community relationships.

Goal 5: Refine Systems, Policies, and Procedures

OBJECTIVE

Ensure that university systems, policies, and procedures promote equity, facilitate diversity goals, improve clarity, provide transparency, and enhance accountability.

ACTION STEPS:

- Audit institutional policies and practices for alignment with diversity strategic priorities.

- Establish information-sharing mechanisms to facilitate transparency and data-informed decision making to support goal achievement, such as dashboards to report and track applicant pools for students, faculty, and staff.

- Strategically align efforts and organizational resources to facilitate collaboration on goals and designate responsibility for oversight to enable accountability.

- Develop and implement a strategic communications plan for diversity and inclusion that facilitates ongoing updates on how the university is working towards achieving the diversity strategic priorities and enables coordination and consistency across units in meeting this objective.

- Adopt consistent hiring, promotion, and advancement committee policies and practices across the university to further equitable outcomes.

- Identify, coordinate, and expand existing comprehensive studies that measure campus climate and engagement for students, staff, and faculty in a scholarly and rigorous manner that allows for an assessment of longitudinal changes.

- Formalize robust mechanisms for recognition and rewards (e.g., unit-specific, Chancellor-led, etc.) that promotes progress toward inclusive excellence for organizational units.

- Provide an annual comprehensive update on progress made toward goals stated in the institutional diversity and inclusion plan.

Rutgers University–Newark

In Newark, the Chancellor's leadership team served as the steering committee and utilized the diversity strategic planning process as an opportunity to revisit and extend the Rutgers–Newark strategic plan, "Where Opportunity Meets Excellence." The institutional ethos and identity articulated in 2014 not only endure, but have been strengthened in the years since. The plan, itself, and its subsequent update in 2017 served as foundational references in diversity strategic planning at RU–N. The Chancellor's Commission on Diversity and Transformation, which includes faculty, staff, students, and senior administrators, served as the administrative committee and helped to coordinate the strategic planning process. The RU–N Chancellor's office has established goals and action steps to further our institutional efforts to leverage diversity. Subsequently, the deans of RU–N's schools will be working on individual plans that cascade from our institutional priorities and build upon strengths in their areas.

Updating "Where Opportunity Meets Excellence" Rutgers–Newark Strategic Plan

"...for Rutgers University–Newark, excellence lies at the intersection of commitments to boundary-crossing scholarship, diverse talent cultivation, and engagement as an anchor institution in the world through collaboration—all of which are precisely what the public increasingly is demanding of higher education in the 21st century."

- CHANCELLOR NANCY CANTOR

Rutgers University–Newark (RU–N) set the trajectory on which it remains today through strategic planning in 2014 and 2017 that engaged students, faculty, staff, and stakeholders in establishing a comprehensive set of institutional goals. That plan was and is construed as a living document articulating our institutional priorities. Leveraging the diversity of our campus and community is at the center of that plan and all of our priorities to this day. We continue to embrace our mission as an anchor institution that attracts and cultivates talent on multiple levels, ranging from diverse generations of students to faculty who are engaged in producing high-impact scholarship, to staff who are committed to transforming the lives and experiences of our students and faculty, while engaging the community as we prepare students for professional success and informed citizenship.

Since its founding in 1908, RU–N has been an engine of social mobility, reflected today in its designations as a Hispanic-Serving Institution (HSI), Asian American Native American Pacific Islander - Serving Institution (AANAPISI), and Minority-Serving Institution, and its #3 ranking for advancing social mobility and perennial ranking among the most diverse national universities (both as per US News & World Report).

Continuing to draw inspiration from the courageous members of the Black Organization of Students who took over Conklin Hall in 1969, establishing diversification as a high priority for all of Rutgers, our goals are rooted in improving the experiences of our extremely diverse student body today as we prepare them to be the next generation of change agents. As our strategic plan framed it:

"We are scholars, teachers, staff, and administrators on a mission to serve the public good by playing our part in advancing knowledge and educating the magnificently diverse next generation of students who are absolutely brimming with talent, intellect, energy, and potential. We know that we do all of this more effectively when we do it together with partners from across the public, private, and nonprofit sectors—eschewing the traditional higher education 'cult of the expert' for 'communities of experts'—because that diversity of perspectives yields better results. We see our students as the future leaders in industry, academia, government, the sciences, and culture—and, equally important, as informed and engaged citizens. For us, diversity is not just a happenstance of our situation; it is a defining element of our identity and a purposeful and central aim of our work. We see ourselves as both representing and embracing the richness and complexity of today's world. For, on one hand, this is a world defined by increasingly "borderless" activities connected through technology, a global economy, and migration. On the other hand, we live in a world deeply divided and in some peril over inter-ethnic, national, religious, racial, and other cultural conflicts. Therefore, it is the task of a great urban research university not to shy away from but rather to be fully in and of that world…"

WHERE OPPORTUNITY MEETS EXCELLENCE, PAGE 19

With a pandemic having lain even more bare the stark inequities that exist in society, it is an especially critical time for RU–N to double-down on the overarching goals the we initially established in 2014 and then re-emphasized in 2017: access, equity, and retention for a diverse community of students, faculty, and staff; inclusive teaching practices and research, with a particular focus on publicly-engaged scholarship; commitment to anchor institution work; dialogue and training across difference; and telling our story.

Goal 1: Recruit and Retain a Diverse Community

OBJECTIVE

Strengthen and leverage current diversity and inclusion initiatives, programs, and partnerships to sustain and further develop our diverse community of students, faculty, and staff.

ACTION STEPS:

- Continue the work of the Chancellor's Commission on Diversity and Transformation (CCDT) in utilizing the cross-university membership of students, faculty, and staff to solicit and engage new ideas related to diversity, equity, inclusion, and justice (DEIJ).

- Further engage deans and faculty in discussions of reimagining the curriculum that is more inclusive and reflective of the RU–N student body.

- Provide support/resources for deans, faculty, and graduate students as they continue to modify the curriculum to incorporate issues of diversity, inclusion, and justice both in course offerings and class discussions.

- Further develop the RU–N Mellon Leadership Program for faculty interested in moving into academic/administrative leadership and craft a plan to expand the program to faculty in other disciplines.

- Facilitate the ability of the P3 Collaboratory for Pedagogy, Professional Development, and Publicly-Engaged Scholarship (P3) to share best practices for diverse faculty hiring and retention with school and colleges and work with deans to craft best practices for effective faculty mentoring for promotion and tenure (at all ranks).

- Facilitate the ability of P3 to share best practices for diverse graduate student recruitment and retention with graduate programs and work with deans to craft best practices for effective graduate student mentoring for those from diverse backgrounds.

- Provide increased opportunities for Intergroup Dialogue, Difficult Dialogues (P3), B.E.R.T. training (Bias Education and Response Team), and other discussion and program opportunities related to specific issues (#BLM, #DACA, etc.) & student identities.

- Provide additional assistance to the Office of Disability Services (ODS) as they conduct semi-annual faculty workshops.

- Develop Truth, Racial Healing, and Transformation (TRHT) programs with the Newark Faculty Council and Newark Staff Council, and continue developing trainers who can assist leading workshops and/or programs of racial equity.

- Continue collaborative training and workshops with TRHT and the Intercultural Resource Center.

- Facilitate professional development programs by CCDT and P3 that engage faculty/staff through a racial and gender equity lens.

- Increase recognition and support for faculty who are engaged in equity and justice work with students inside and outside of the classroom.

- Continue to invest in the Honors Living Learning Community (HLLC) and devise a strategy for scaling up, where possible, on related programs to include a greater number of RU–N students.

- Provide increased opportunities for staff to engage in equity work with students beyond their current job responsibilities (i.e., HLLC interviews, mentoring of students).

- Continue to support New Jersey Scholarship and Transformative Education in Prisons (NJSTEP) and where possible, facilitate employment opportunities for NJSTEP graduates.

- Increase promotion of the Justice Studies major that was crafted in collaboration with NJSTEP.

- Further support undocumented students and where possible, facilitate pathways for graduate programs and/or employment opportunities.

- Develop student programs that are reflective of our Hispanic Serving Institution (HSI), Asian American Native American Pacific Islander Serving Institution (AANAPISI), and Minority Serving Institution (MSI) statuses.

- Continue to build out the RU–N dashboard and other tools to enable senior leadership to examine, establish, and achieve equity goals for students, faculty, and staff.

- Utilize dashboard data to facilitate increased grant writing/funding opportunities for programs that increase the diversity of students and faculty, especially those in STEM.

- Further participate in the American Council on Education (ACE)/University of Southern California (USC) research study on shared equity leadership in higher education.

The action steps listed above are by no means exhaustive and only represent a portion of the actions begin taken to advance diversity, equity, and inclusion at Rutgers–Newark.

Goal 2: Expand Student Access and Success

OBJECTIVE

Assess enrollment, retention and graduation rates as indicators of institutional health and our effectiveness in promoting social mobility, and aim to increase student engagement, development, learning, and satisfaction.

ACTION STEPS:

- Enhance processes of recruitment and retention of students from Newark and Greater Newark, for example through continued institutional support of the Center for Pre-College Programs (CPP) and the Newark City of Learning Collaborative (NCLC).

- Continue collaboration with Newark Board of Education (NBOE) on pathway programs (i.e., physics, data science, pre-law, etc.) and mentorship programs (i.e., RISE).

- Enhance dual enrollment programs by creating partnerships and adding new schools to the MOU with NBOE.

- Update and increase the number of academic partnerships and plans with New Jersey Community Colleges (NJCCs).

- Pilot RU–N Rising, an access program that provides scholarships to Newark residents who previously stopped out of RU-N short of the necessary credits for graduation.

- Identify new streams of funding for undergraduate and graduate student scholarships.

- Implement the Student Journey Taskforce recommendations (First-year, Transfer, Career) for on-boarding, academic mapping, advising, internships, and career opportunities.

- Craft new and increased opportunities for study abroad and experiential learning (domestic and international).

- Identify and reduce any equity gaps in graduation rates and increase the number of undergraduate degrees awarded to low-income, first-generation, and Black and Latinx/o/a students.

- Continue development and promotion of the Technology LaunchPad, which not only provides students with laptops and other technology, but also trains students how to utilize the variety of technology resources that will facilitate their academic learning and success.

- Explore crafting a strategic plan to enhance digital learning for all RU-N students.

- Increase institutional supports for the CARE Team, Counseling, One-Stop, and Academic Advising.

- Continue investments in the Career Development Center and Braven, while facilitating further collaborations.

- Further develop supports for veterans and DACA students, including staff and financial resources.

- Establish an office for advising on highly competitive scholarship, fellowship, and internship programs.

- Provide professional development opportunities for staff and faculty in cultural competency that would facilitate enhanced experiences for students, (as well as faculty and staff), in university offices and/or classrooms.

- Facilitate collaborations between student organizations, faculty, and Staff Council in joint programming.

- Provide increased opportunities for undergraduate students to serve as peer mentors and/or teaching assistants.

- Continue to engage student governing associations and student organizations in surveys and/or focus groups on senses of belonging among the student body.

- Support Office of Disability Services' (ODS) annual audit and report of how RU-N can better serve students with disabilities.

- Continue work with the Association of Public & Land-Grant Universities (APLU) Powered by Publics: Scaling Student Success – a coalition of 125 institutions within 16 "transformation clusters" focused on solving different pieces of the student success puzzle. The clusters are working collaboratively to increase college access, eliminate the achievement gap, and award hundreds of thousands more degrees by 2025.

    - Deepen work on: course material affordability, financial literacy, and strategies to improve success in gateway courses.

- Further participate as one of ten institutions serving as an "Affordability Fellow" in the APLU/TIAA Institute Innovative Aid Study to investigate financial aid innovations and establish long-term solutions that address the pandemic and a changing landscape.

The action steps listed above are by no means exhaustive and only represent a portion of the actions begin taken to advance diversity, equity, and inclusion at Rutgers–Newark.

Goal 3: Deepen Citywide Anchor Projects

OBJECTIVE

Increase effectiveness of university in cross-sector, collective impact projects in Newark with national implications.

ACTION STEPS:

- Complete the creation of anchor affinity groups around education, economic development, public safety, and arts and culture to promote more effective community engagement.

- Review and reimagine the strategy for increasing post-secondary pathways for Newark and Greater Newark students and residents in light of long-term impacts of the pandemic.

- Develop a strategy for coordinating work of faculty, staff, and students with local community organizations, including cross-sector collaborations.

- Continue FAFSA completion workshops co-sponsored by Newark City of Learning Collaborative (NCLC) and the RU-N Office of Admissions and Office of Financial Aid.

- Work with Newark Board of Education (NBOE), Office of the Superintendent and our local and state politicians on promoting the rationale for, and need to support, higher education.

- Work with the Center for Pre-College Programs (CPP) & NCLC to create new programs for K-12 Newark and Greater Newark students to encourage college as a destination.

- Recognize and reward publicly-engaged scholarship among faculty and graduate students.

- Increase the number of courses that explicitly include community engagement in the coursework/syllabus.

- Continue to ensure that publicly-engaged scholarship is embedded across RU-N by including it in accountability measures for senior administrators.

- Partner with local for-profit, non-profit, and city, state offices in order to establish greater internship, and potential employment, opportunities for students.

- Enhance relationships with cultural institutions through increased programming similar to the City Verses Program (partnership between the RU-N Master of Fine Arts (MFA) program, New Jersey Performing Arts Center (NJPAC), and youth arts education – funded by the Mellon Foundation).

- Continue engagement with local community based organizations (CBOs), cultural institutions/organizations, and local government through regular meetings and roundtables.

- Further support anchor initiatives in:
  - Economic development and equitable growth (e.g., Center for Urban Entrepreneurship and Economic Development (CUEED), Center on Law, Inequality and Metropolitan Equity (CLiME), Rutgers Advanced Institute for the Study of Entrepreneurship & Development (RAISED).
  - Education (e.g., the Inclusion Project, STEM pathway programs, Data Science work with local teachers, Cornwall Center for Metropolitan Studies).
  - Arts and culture (e.g., Express Newark, Institute of Jazz Studies, New Arts Justice, Humanities Action Lab, Newest Americans).
  - Strong, safe, healthy neighborhoods (Newark Public Safety Collaborative, RU legal clinics).
  - Science and the environment (e.g., climate change, sustainability, urban gardens, and soil testing).

The action steps listed above are by no means exhaustive and only represent a portion of the actions begin taken to advance diversity, equity, and inclusion at Rutgers–Newark.

Goal 4: Align Administration and Communications

Improve efficiency and support better operations to ensure institutional and equity goals can be achieved. Increase the effectiveness of communications internally and externally by improving the way we tell the Rutgers-Newark story.

ACTION STEPS:

- Audit current institutional policies and practices at the Central and Chancellor-led unit level in order to facilitate mission alignment.

- Further implement structural/procedural changes necessary in order to facilitate short- and long-term equity goals, (such as Newark 2020 hiring, procurement, vendor listing, etc.) that facilitates diverse hiring and procurement from local businesses.

- Analyze, and if necessary, re-organize administrative offices to best align with the RU-N strategic mission.

- Invest in strategic hiring to facilitate improved business processes in key departments/offices serving the university community.

- Continue to develop the dashboards on students and faculty and craft other information-sharing mechanisms necessary for data-driven decision-making.

- Administer regular climate surveys for students, faculty, and staff that are beneficial to the university community.

- Create and expand conflict mediation/resolution pathways for staff, faculty, and students.

- Re-introduce Chancellor-level awards for faculty, staff, and students who are engaged in equity and justice work.

- Major re-vamp of RU-N webpage and associated webpages (Chancellor-led offices/initiatives and/or schools and colleges).

- Promote, and where possible, post, national talks by RU-N scholars/administrators on the work occurring at the university.

- Encourage and support greater participation and presentations in local, national, and international conferences by students, faculty, and staff on issues related to urban environments, anchor institutions, and/or DEIJ.

- Craft a media platform that allows RU-N to collect and display, student, faculty, and staff experiences and stories.

- Establish a transparent communications plan that allows for editing and adding ongoing updates to websites, public documents, and/or social media.

- Re-imagine and re-organize the Office of Communications and enable them to provide guidance and technical resources so that they, and other department/offices tasked with communications, can better tell the RU-N story through all forms of media – print, social, video, podcasts, etc.

*The action steps listed above are by no means exhaustive and only represent a portion of the actions begin taken to advance diversity, equity, and inclusion at Rutgers–Newark.

Rutgers University–Camden

OVERVIEW

In Camden, a steering committee was formed to engage students, faculty, staff, alumni, local residents, and other stakeholders. The steering committee held listening sessions and was organized into working groups that included additional faculty, staff, and students who provided valuable insight and knowledge. The working groups assisted in the development of the recommendations and metrics that formed the basis of the diversity strategic plan.

Goal 1: Recruit and Retain a Diverse Community

OBJECTIVE

Use data-driven best practices to recruit and retain a campus community that represents the breadth of diversity in New Jersey, paying particular attention to access and barriers to success for underrepresented faculty, staff and students.

STUDENT ACTION STEPS:

- Enhance recruiting outreach that attracts diverse students and consistently monitor disaggregated data on applicants to increase enrollment of undergraduate and graduate students.

- Continue to market and fund Bridging the Gap to increase access and affordability and annually evaluate the success of the program.

- Develop holistic, data driven, and evidence-based approaches to student success focused on improving academic success, increasing retention, decreasing time to graduation, and increasing post-graduation success for underrepresented and/or first-generation students.

  - Conduct annual assessment and update the equity scorecard, sharing progress with the campus community.

  - Expand opportunities for first generation and underrepresented students to participate in experiential learning, both domestically and internationally.

  - Develop initiatives that specifically address equity gaps, where they exist, including for Black and Latinx/o/a students.

- Examine and address any policies and processes that are obstacles and barriers to inclusive and equitable participation and student success.

- Develop diversity, equity, inclusion, and accessibility (DEIA) informed recruitment and onboarding practices and policies for faculty and staff that align with the university's shared commitment to creating, retaining, and valuing a beloved community.
    - Create a manual for recruiting staff and faculty with clear expectations and resources on conducting an equitable and inclusive search process.
    - Develop and implement training for all hiring committees, with all faculty search committees attending the Committee on Institutional Equity and Diversity Faculty Search Committee Training.
    - Continually review search processes, hiring practices and outcomes to assess progress towards increasing faculty and staff diversity.

FACULTY

- Institutionalize the use of diversity hiring plans that outline how departments will seek to recruit a diverse applicant pool, attend to areas of underrepresentation, and conduct an inclusive and equitable search.

- Establish a "search advocate" model in which a DEIA expert acts as a consultant to search committees and can provide advice and counsel to academic units on DEIA issues.

- Enhance assistance with hiring and visa processes for international faculty.
    - Allocate funds to recruit underrepresented faculty more effectively.
    - Connect with universitywide hiring programs to enhance recruitment of underrepresented faculty; especially consider senior scholars.
    - Demonstrate a clear commitment to the retention of underrepresented faculty.

STAFF

- Evaluate staff salary structures and polices surrounding promotions, reclassifications, and in-grade adjustments to identify and address any areas of inequity in staff salary.

- Develop opportunities and training focused on leadership development to increase staff satisfaction and retention.

- Establish clear expectations for diversity, equity, and inclusion competencies for all leadership, staff, and faculty, as well as a mechanism to enable and incentivize their professional development.

- Conduct exit interviews on faculty, staff, and students who choose to leave the institution to better understand and where necessary, address challenges experienced.

- Develop and implement process to understand campus climate and share results and plans for improvement with campus community.

Goal 2: Promote Inclusive Excellence in Teaching, Research and Scholarship

OBJECTIVE

Equip individuals with the cross-cultural skills and resources necessary to understand, support, and center inclusive excellence in teaching, research, and scholarship.

ACTION STEPS:

- Enhance infusion of diversity, equity, inclusion, and accessibility (DEIA) related content into students' educational experiences and ensure a positive DEIA-related classroom climate for all students.
  - Implement college and department self-studies relating to diversity within the curriculum and classroom and provide resources to support addressing areas found to be in need of improvement.
  - Adjust general education requirement to require a Div (Diversity) course in the general education curriculum.
  - Develop a Faculty Fellows program that will assist faculty in developing more robust and impactful courses that meets the general education requirements for diversity.
  - Provide all faculty and teaching staff training, readings, and resources on best practices for inclusivity in the classroom.
- Provide support and mentoring for faculty, especially underrepresented and marginalized faculty, to support their advancement along the pathway of promotion, tenure, and leadership development.
- Ensure that processes relating to personnel decisions align with best practices relating to equity and inclusion.
- Value, support, and promote scholarly activities, service, teaching, and leadership that advance DEIA.
- Create and support a network of scholars and colleagues focused on DEIA to build a sense of belonging and further the advancement of scholarship and research.
  - Provide campus and/or university support for DEIA research and intellectual engagement.
  - Enhance the campus's reputation as a center of DEIA-related scholarship by establishing designated funds to support DEIA research and/or providing seed funding for pilot studies that lead to external DEIA-related grants.
  - Create a speaker series or consistent academic forum that highlights the work of Rutgers–Camden faculty in DEIA and provides opportunities to engage external scholars.

Goal 3: Strengthen and Deepen Community and Civic Engagement

OBJECTIVE

Strengthen Rutgers-Camden's impact as an anchor institution through deepening civic and community engagement, enhancing connections with residents and stakeholders within the city and across South Jersey, and addressing the historical legacies of racism and injustice.

ACTION STEPS:

- Harness university resources to improve educational outcomes, opportunities, and economic development for Camden city residents.
  - Develop a local procurement initiative that targets Camden city and Camden County.
  - Develop a local hiring initiative that targets Camden city residents.
  - Expand current K-12 partnerships and strengthen internal collaboration of K-12 initiatives that serve Camden and local underrepresented and marginalized youth.
  - Increase the number of Camden youth successfully transitioning to post-secondary institutions.
  - Develop opportunities for Camden residents to audit Rutgers–Camden courses.
- Strengthen relationships with residents and community leaders.
  - Enhance community outreach approaches that provide opportunities for residents and community stakeholders to inform campus–based civic and community engagement initiatives.
    - Develop community advisory board and establish bi-monthly community stakeholder meetings.
  - Review current policies and procedures governing community usage of Rutgers facilities and better communicate policies and facilitate community access to campus space.
- Acknowledge and address any racial inequities and injustice on campus, within the city and between the city and campus.
  - Establish Truth, Racial Healing, and Transformation Center.
  - Implement the recommendations of the Committee on Public Art and History: Representing Equity, Diversity, and Racial Justice on the Grounds of Rutgers–Camden.
  - Increase Camden residents' access to criminal and civil justice initiatives through Rutgers Law.
  - Leverage the work of the Institute for the Study of Global Racial Justice.
  - Develop and offer courses on the history of the city of Camden for Rutgers students and the general public.
- Amplify and support and impact of publicly-engaged scholarship.
  - Work to institutionalize the guidelines for evaluating publicly-engaged scholarship into the promotion and tenure process.
  - Acknowledge and reward publicly engaged scholarship through the awards, merit, and promotion and tenure processes.

- Create a publicly-engaged scholarship fund supporting research that includes faculty, students, and community partners collectively and addresses community focused need.

- Develop a directory of nationally recognized academics who conduct publicly-engaged research that can serve as formal external letter writers for tenure and promotion for similarly engaged faculty.

- Expand the role of the Faculty Director for Engaged Learning and Scholarship to increase awareness of engaged learning and publicly/community-engaged scholarship, connections and collaborations between faculty, staff, students, and community partners, and provide administrative support, mentoring, and advisement to faculty who pursue engaged scholarship to advance their promotion and tenure.

- Enhance communication strategies that highlight community-engaged work internally and with the broader community to increase Rutgers–Camden's standing as a leader in civic and community engagement.

- Enhance engaged civic learning to address critical and persistent social inequities and create opportunities to sustain long-term community partnerships.

- Shift engaged civic learning courses to critical service-learning pedagogy.

- Expand participation in civic engagement and social justice certificate and adjust certificate to include diversity course requirement.

- Modify general education requirements so that all students need to participate in both a Diversity and Engaged Civic Learning course.

- Create formal mechanism for community partners to share areas of need to be addressed through engaged civic learning courses.

- Increase civic knowledge and build civic leadership capacity in Rutgers–Camden students and Camden residents.
  - Develop an interdisciplinary Civic Leadership Program for undergraduate and graduate students and city residents to increase civic literacy and participation and develop initiatives with grassroots organizations to create positive change in their local communities.

- Strengthen engagement with alumni and donors, especially those who are underrepresented to increase connections to the university.
  - Create programming that is more inclusive of the alumni base, with the development of events that focus on expanding understanding of diversity, equity, and inclusion.
  - Survey interests of alumni of color and their sentiments on university engagement processes.
  - Ensure more inclusive representation of diverse alumni and faculty of color as speakers.

- Expand services at the Rutgers-Camden School of Nursing Community Health Centers in Camden's Ablett Village and Branch Village to address health inequities.
  - Increase human and financial capacity at health centers to address the health needs of the community.
  - Create a community advisory board to advise Rutgers–Camden nursing faculty and staff on community health needs and a stakeholders' group to discuss issues uncovered by advisory boards.

Goal 4: Nurture an Inclusive Campus Climate

OBJECTIVE

Advance a climate that fosters and ensures inclusive excellence and a commitment to diversity, equity, inclusion, and accessibility through leadership development, robust support, and accountability.

ACTION STEPS:

- Establish diversity, equity, inclusion, and accessibility as core campus values.
  - Develop a shared language and understanding of diversity, equity, inclusion, and accessibility.
  - Develop professional standards and expectations for campus leadership to enhance and promote diversity and inclusion within their designated areas of responsibility and spheres of influence.
  - Utilize performance management system to recognize inclusive leadership as a necessary component of supervisory skills at all levels.
  - Ensure every academic and administrative unit develops a DEIA plan that builds on the campus and university plan.
  - Create a robust online presence for DEIA activity at Rutgers–Camden with a communication plan for amplifying DEIA commitment and success through various media.
- Create Chancellor's Annual Awards to celebrate faculty, staff, and students – as individuals and in teams – who advance DEIA work at Rutgers–Camden and in our communities.
- Establish a cultural center and learning communities that educate and support the diversity in our student body.
  - Develop formal and informal events and community-building activities to educate students on diversity, equity, inclusion, and accessibility.
  - Provide spaces and support for underrepresented and marginalized students to gather and create community.
- Develop opportunities for ongoing dialogue that bring faculty, staff, and students together to learn and share in ways that disrupt power dynamics and strengthen cross-role, cross-generational understanding of diversity, equity, inclusion, and accessibility.
  - Create a DEIA certificate for faculty, staff and students with course modules that create a shared understanding of DEIA across stakeholders and advanced learning modules based on role and sphere of influence.
  - Ensure opportunities for all employees, regardless of role, to participate in DEIA trainings, campus dialogues and community building experiences.
- Create a transparent system to monitor and assess progress towards achieving goals outlined in campus DEIA plan.
  - Identify data streams tied to DEIA and Rutgers–Camden strategic plans and priorities to populate a web-based institutional "dashboard" that is updated on a regular basis, but not less than quarterly; track and report change over time.
  - Develop metrics to measure success of DEIA plan against progress toward goals; develop comparators within Rutgers and outside of the university; apply that information toward the public-facing dashboard; issue regular reports to University administration based on the data.

- Create a transparent campus level strategy to address bias and complaints to ensure that faculty, staff, and students feel safe and welcomed, and are able to thrive on campus.
  - Develop a transparent process and structure for addressing bias complaints that transcends institutional silos.
  - Increase capacity and align existing structures to maximize DEIA efforts on campus.
  - Create positions to report to the Vice Chancellor for Diversity, Inclusion, and Civic Engagement to serve as liaisons for faculty, students, and staff with responsibility for partnering with campus units, or in some cases, directly managing DEIA initiatives.
  - Assess current campus DEIA initiatives to determine best alignment to achieve campus and university goals.
  - Formalize a standing campuswide DEIA committee with representation from all academic units, including faculty, staff, students, and alumni to implement campus strategic plan, monitor progress towards goals, and provide consistent updates on achievement of goals.

Rutgers Biomedical and Health Sciences

OVERVIEW

In RBHS, diversity strategic planning was incorporated into the charge to revise and refresh the 2014 strategic plan. A multi-tiered iterative approach was employed with deep and consistent engagement across all RBHS units including faculty, residents, trainees, students, and staff, as well as Rutgers leadership, clinical affiliates, and external stakeholders. The RBHS Strategic Planning Steering Committee (SPSC) and a specific sub-committee of the SPSC on diversity, equity, and inclusion (DEI) helped define the initial diversity strategies. In addition to the SPSC, multiple groups have engaged the broader RBHS community to: 1) align the RBHS diversity strategic priorities with the universitywide diversity priorities (RBHS Universitywide Diversity Strategic Planning Committee); 2) inform and refine the diversity action steps (each RBHS Unit's Diversity Planning Committee and the 2021 RBHS Diversity Retreat); and 3) set accountability structures to implement the DEI action steps and measures to track our progress (Diversity Strategic Planning Implementation and Assessment Committee). As a result, the *One RBHS plan* integrates a commitment to diversity, equity, and inclusion throughout its five unifying theme-based and four mission-based goals.

Creating "One RBHS: The Way Forward" Strategic Plan

The *One RBHS: The Way Forward* strategic plan reflects the RBHS commitment to make diversity, equity, and inclusion a priority, integrated into all aspects of the new strategic plan's stated mission, vision, and values:

MISSION:
Provide exceptional healthcare, education and training, research and discovery for the people of New Jersey and beyond.

VISION:
To be a distinguished national model for healthcare access and quality, research and innovation, interprofessional education and healthcare, and community service and engagement.

VALUES:
Dedicated to respect, collaboration, inclusion, excellence, innovation, and accountability in all that we do.

Consistent with these aspirations, the five unifying integrative themes ("U" Goals) are:

1) People and workforce;

2) Inclusive, respectful, and accountable culture;

3) Team-based approaches;

4) Enabling systems and structures;

5) Connections and identity.

These themes span across the four traditional core RBHS mission areas ("M" Goals) —clinical care, education and training, research and innovation, and community engagement. The RBHS diversity strategic plan below nests the diversity, equity, and inclusion action steps and specific initiatives within the context of *One RBHS* strategic plan goals and objectives, clarifying how they are aligned to the universitywide diversity priorities.

Priority 1: Recruit, Retain, and Develop a Diverse Community

RBHS GOAL U1

Grow and support an exceptional, compassionate, and diverse workforce.

Our people are at the heart of a successful One RBHS. The objectives of this goal are focused on developing, supporting, and promoting our diverse workforce including our students and trainees who represent our future. The growth and evolution of the RBHS community is centered on a commitment to principles of diversity, equity, and inclusion and RBHS' core values.

GOAL U1. OBJECTIVE 1. Recruit, promote, and retain highly qualified and compassionate faculty, staff, students, trainees, and leaders from diverse backgrounds and experiences.

GOAL U1. OBJECTIVE 2. Support the recruitment, inclusion, and retention of diverse faculty, staff, students, trainees, and leaders.

SPECIFIC INITIATIVES:

- Ensure that diversity, equity, and inclusion policies and guidelines are clearly communicated and implemented to support the recruitment of diverse faculty, staff, students, and trainees.
- Develop outreach and recruitment strategies to reach and engage diverse candidates as part of the search, hiring, and onboarding processes.
- Provide pathways for career development, promotion, retention and leadership advancement for faculty, students, trainees, and staff across diverse backgrounds.
- Leverage the Presidential Faculty Diversity Initiative and consider supplemental RBHS recruitment programs to enhance the diversity of our faculty and trainees.

GOAL U1. OBJECTIVE 3. Enhance professional development, advancement, and recognition by providing support and mentorship for growth opportunities for diverse faculty, staff, students, and trainees at all levels.

SPECIFIC INITIATIVES:

- Expand opportunities for faculty leadership development through mentored administrative roles.
- Develop and enhance training and pathway programs for the recruitment and retention of educators, particularly in fields where there is a national shortage of practitioners.
- Build a culture of recognition and celebration, encouraging nominations of diverse faculty, staff, students, and trainees for appropriate internal and external honors, awards, and recognitions at all levels.

DEI ACTION STEPS:

- Identify and enhance outreach and recruitment practices and explore holistic admissions processes, employing targeted practices to attract diverse student and trainee populations.

- Assess and enhance, as needed, institutional supports to ensure the success of diverse students and trainees, particularly those from under-resourced backgrounds.

- Explore development of postdoc and resident-to-faculty transition programs for those from historically underrepresented backgrounds and groups in health professions.

- Establish a workgroup to explore best practices and review the framework for promotion and advancement that considers inclusive excellence and that encompasses and values teaching, scholarship, and service.

- Enhance mentoring programs and structures of support for reducing isolation and enhancing support of diverse faculty.

- Create mechanisms to enable purposeful professional growth of diverse staff, and recognize and reward staff and administrators who promote advocacy, access, and equity.

Priority 2: Promote Inclusive Scholarship and Teaching

RBHS GOAL M2

Educate, train, and prepare a diverse New Jersey biomedical and health sciences workforce.

The objectives of this goal focus on fostering excellence in the delivery of health professions and biomedical sciences education by leveraging our strengths to recruit, train, support, and prepare a diverse and highly competitive New Jersey biomedical and health sciences workforce.

GOAL U1. OBJECTIVE 2. Support the recruitment, inclusion, and retention of diverse faculty, staff, students, trainees, and leaders.

SPECIFIC INITIATIVES:

· Promote scholarly activities that advance the commitment to diversity, equity, and inclusion.

GOAL M2. OBJECTIVE 1. Establish a process to provide support for the schools in developing programming to prepare a diverse and interprofessional twenty first century health workforce.
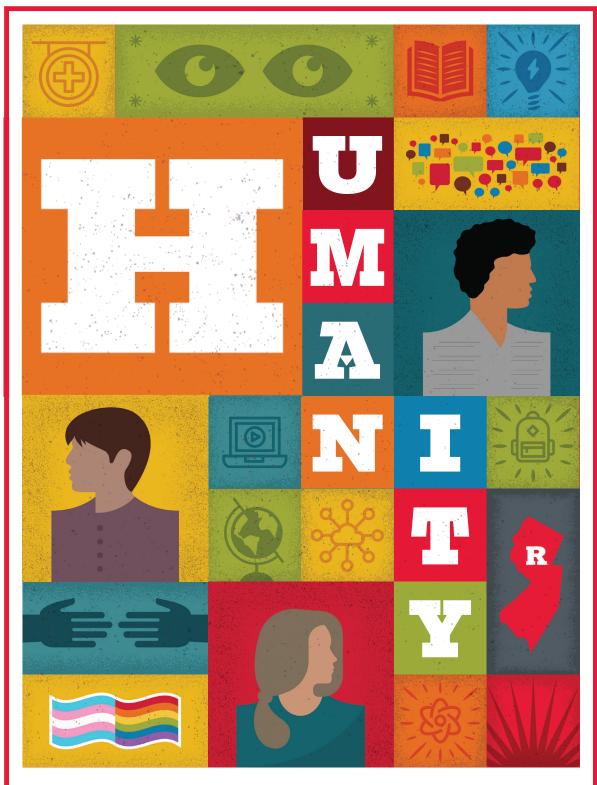
SPECIFIC INITIATIVES:

· Promote an understanding of diversity, equity, and inclusion within academic disciplines and incorporate the need for cultural competency and humility across all health professions curricula.

DEI ACTION STEPS:

· Support innovative scholarship and teaching by ensuring that diversity, equity, and inclusion are included in all aspects of our educational programs, teaching efforts, and research endeavors.

· Create and cultivate learning environments that consider the diverse needs and backgrounds of all students and where all students and where all students feel valued and have equal access to learn.

· Offer inclusive courses, curricula, and learning opportunities for students across RBHS schools to acheive cultural humility and antiracism learning and educational goals/competencies.

Our core values illustrate how Rutgers University aims to make the ideal of a Beloved Community real; shaping our action-oriented goals.

WORK TOWARDS **INCLUSION** AND RESPECT **DIFFERENCE**
PROVIDE **OPPORTUNITY** AND ENSURE **ACCESS**
VALUE **INNOVATION** AND PROMOTE **LEADERSHIP**
FOSTER **GLOBAL REACH** AND HONOR **HUMANITY**

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Priority 3: Define Sustainable and Substantive Community Engagement

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RBHS GOAL M3

Build on RBHS strengths and opportunities to discovery and innovation.

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A robust RBHS research enterprise will improve health in New Jersey, address health-related social inequities, and provide an engine for discovery, innovation, and economic development.

GOAL M3. OBJECTIVE 2. Support and grow mutually beneficial research affiliations and scholarly activities that promote health equity, and individual, community, and population health.

SPECIFIC INITIATIVES:

- Leverage community affiliations and stakeholder collaborations to conduct impactful clinical and population-based research to achieve health equity and enhance community and population health.

- Integrate diverse disciplinary, stakeholder, and community perspectives to engage multiple points of view on addressing problems and creating solutions through new interventions or programs, practices, or policies.

- Support community and population health research that addresses social determinants of health and improves health systems infrastructure including programs, practices, and policies.

- Address emerging community health needs, including public health emergencies, by supporting adaptable, innovative, outcome-focused, and sustainable programs, practices, and policies.

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RBHS GOAL M4

Engage meaningfully with local and global communities.

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The objectives of this goal are meant to ensure that, as a public institution, we are engaged with our local and global communities to advance research, education, and clinical care through service that addresses relevant community health challenges and needs. They are also meant to provide learners with opportunities that expands consciousness of their impacts on and within the communities they serve and increases awareness of the cultural and societal factors that impact health.

GOAL M4. OBJECTIVE 1. Coordinate community engagement efforts to address health issues of mutual concern and ensure effective leveraging of community and university resources.

SPECIFIC INITIATIVES:

- Engage with our local and global communities to advance research and service that addresses major societal issues and collaborate with these communities in sustained collaborations that work to improve our collective futures.

- Bring together multisector collaboratives and support community-led collaboratives to advance community health.

- Foster affiliations with community agencies that focus on health equity and underserved populations and make efforts to improve the quality of these collaborations.

- Encourage the use of evidence-based practices to employ a health equity lens in community engagement programming.

- Integrate diverse disciplinary, stakeholder, and community perspectives to engage multiple points of view to address problems and create solutions.

GOAL M4. OBJECTIVE 2. Coordinate community engagement activities across RBHS and with all Rutgers Chancellor-led units, the NJ Department of Health, and other state community services.

SPECIFIC INITIATIVES:

- Establish a compendium of on-going community service activities across RBHS (and Rutgers) to facilitate collaboration and operationalize community engagement across the mission areas in ways that the faculty, staff, students, and trainees will recognize.

- Create an incubator system to foster community-focused research, education, and clinical collaborations across RBHS and Rutgers.

- Establish collaborations to address the community and population health needs of New Jersey by involving local community organizations, state and federal agencies, philanthropic donors, and other stakeholders in the development of community-based research, learning, and service initiatives.

- Connect community affiliates to resources at RBHS and Rutgers, including faculty expertise, research findings, education tools, clinical services, and student service-learning opportunities.

GOAL M4. OBJECTIVE 3. Provide faculty, staff, students, and trainees with opportunities to learn about community engagement to positively impact community and population health.

SPECIFIC INITIATIVES:

- Work with strategic clinical affiliates to invest in programs for health care access, prevention, primary and specialized care, and public health to promote community and population health.

- Work with strategic affiliates to move toward a value-based health care delivery system in the communities we serve, including more emphasis on social determinants of health and population health.

- Engage in training to build capacity to address health issues of mutual concern and ensure best practices in community engagement to impact community and population health.

- Provide learning opportunities for students and trainees with community members from surrounding underserved communities to gain exposure to research or training opportunities at Rutgers.

DEI ACTION STEPS:

- Identify ways to acknowledge and value the efforts of those who provide substantive community engagement and have substantial community impact.

- Explore establishing and/or enhancing a Community Advisory Board with roundtables and mechanisms to ensure the voice and needs of the community is purposefully solicited and integrated as we seek to expand university-community partnerships.

- Consider how community-based translational work is rewarded or valued in evaluations and promotion.

Priority 4: Build Capacity of Leaders to Create Inclusive Climates

Foster a culture of respect that prioritizes inclusion and accountability.

This theme focuses on developing the ideal RBHS workplace that fosters a positive environment to nurture, empower, and support the RBHS community to achieve excellence. The objectives aim to recognize and celebrate our different experiences, and promote a climate of inclusion, respect, and belonging for all, forming a 'beloved community.' Personal, leadership, and institutional collective accountability are paramount to successfully achieving this goal.

GOAL U2. OBJECTIVE 1. Promote a culture of respect and belonging that recognizes and values multiple points of view irrespective of a person's role, professional field, or background.

SPECIFIC INITIATIVES:

· Design and implement an RBHS-wide campaign to advance "A Culture of Respect at RBHS," as a component of President Holloway's tenet of a beloved community.

· Develop programming at all levels focused on behaviors necessary to promote a culture of respect.

· Implement an ongoing cultural assessment program for RBHS with the aim of developing a signature experience focused on respect in the RBHS work environment.

· Conduct town halls, focus group meetings, opportunities for meeting with leadership, and leadership walk-abouts to discuss updates, progress, ideas, potential initiatives, concerns, and challenges with community members.

· Initiate RBHS "sharing days" that include opportunities for units to share successes and accomplishments.

GOAL U2. OBJECTIVE 2. Enhance individual and collective accountability for creating a respectful and inclusive environment throughout RBHS.

SPECIFIC INITIATIVES:

· Foster an environment in which every person feels responsible and advocates for living by RBHS' stated values.

· Implement programs that raise awareness and provide training on unconscious bias to promote cultural humility.

· Enhance leadership training to ensure that RBHS leaders develop or enhance critical competencies including skills necessary for implementing diversity, equity, and inclusion policies and programs.

DEI ACTION STEPS:

· Implement unit specific diversity, equity, and inclusion action plans across RBHS that will allow leaders to create and sustain a culture of inclusive excellence at all levels.

· Implement system-wide education, professional development, and dialogue opportunities to enhance cross-cultural skills for the RBHS community.

· Set up accountability structures such as performance management, to acknowledge, value, and incentivize contributions to diversity, equity, and inclusion by inclusive leaders.

Priority 5: Develop an Institutional Infrastructure to Drive Change

RBHS GOAL U4

Increase the effectiveness of enabling systems, structures, and processes.

There are several enabling systems and structures that need to be enhanced for RBHS to fulfill its mission and succeed in implementing its overall and DEI related strategic goals. The objectives focus on infrastructure needs and administrative functions, ensuring efficient systems, structures, and processes, and improving knowledge and information management.

GOAL U4. OBJECTIVE 3. Improve knowledge and information management practices across RBHS to enhance strategic decision-making and implementation, improve organizational effectiveness, and drive institutional success.

SPECIFIC INITIATIVES:

- Appoint an RBHS administrator as "knowledge manager" to ensure optimal collection and use of high-quality data and information for decision-making and to develop policies and procedures around information and knowledge management at RBHS.

- Engage units in the design and maintenance of an RBHS knowledge management system to ensure that accurate source data is identified, captured, maintained, and shared appropriately.

- Identify unit-based data stewards to feed into a larger RBHS knowledge management system on a regular basis, so information can be transformed into usable knowledge for learning, innovation, and strategy.

- Develop key performance indicators and timelines across the mission areas and unifying themes to support strategic plan implementation and improve organizational processes, outcomes, and impacts.

DEI ACTION STEPS:

- Identify resources and sources of data to monitor DEI progress and allow for comprehensive reporting to track DEI outcomes.

- Increase awareness of the role of the ombudspersons for students, trainees, and faculty and explore safe reporting mechanisms for staff support.

- Enhance visibility of commitment to DEI as a core value across RBHS.

- Coordinate and align with the universitywide systematic efforts to measure dimensions of campus climate and engagement for students, staff, and faculty in a scholarly and rigorous manner that allows for an assessment of longitudinal changes.

*The listed RBHS goals, objectives and specific initiatives highlight the major diversity, equity, and inclusion related components of the One RBHS strategic plan. However, diversity, equity, and, inclusion is a core value embedded throughout the strategic plan so these goals, objectives, and specific initiatives are by no means inclusive of all RBHS efforts and initiatives. The action steps are specific to the DEI strategic plan and will be integrated into the RBHS strategic plan implementation.

Shared Priorities, Shared Strategies

Chancellor-led units have now defined unique paths forward that reflect their organizational history, local context, and aspirations. This final section outlines the university level strategies that will support the fulfillment of campus goals and specifies how we will invest resources to realize our institutional commitment to diversity.

Educational Access

Increase resources to support college access, recognizing that the pool of talent is exceptionally broad, but the resources to realize that talent are not.

"All of our programs, combined with the New Jersey Garden State Guarantee (GSG) – the most significant financial aid program from the state in many years – strengthen our commitment to making an outstanding Rutgers education more accessible to more New Jersey families."

- PRESIDENT JONATHAN HOLLOWAY

OUR COMMITMENT TO AFFORDABILITY

BRIDGING THE GAP
since 2015
Rutgers–Camden

R-UN TO THE TOP
since 2016
Rutgers–Newark

SCARLET GUARANTEE
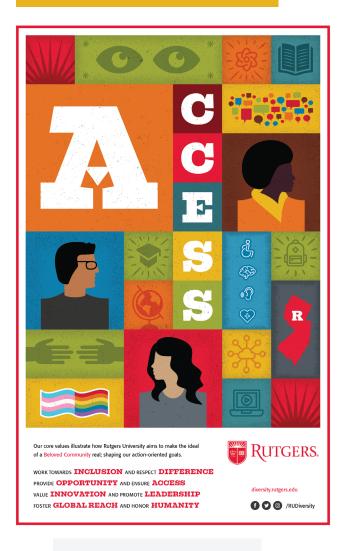*launch fall 2022*
Rutgers–New Brunswick

In fall 2015, Rutgers–Camden launched **Bridging the Gap**, a first-of-its-kind financial aid program among New Jersey's four-year colleges and universities. Rutgers–Newark established **R-UN to the TOP** (Rutgers University–Newark Talent and Opportunity Pathways) in 2016 to cover the difference between other aid students receive and the full cost of in-state tuition and mandatory fees, at first for Newark residents and N.J. community college transfer students. In fall 2022, Rutgers–New Brunswick will launch the **Scarlet Guarantee** to sharply drop net tuition and fees for thousands of students.

These programs cover tuition in years 1 and 2, complementing existing state aid in years 3 and 4, to guarantee free tuition and mandatory fees for students in families with an adjusted gross income below $65,000 and provide for significantly reduced tuition and fees for those in families that earn between $65,000 and $100,000. Rutgers–Newark's support of Greater Newark and Newark students is even more expansive, covering part-time students and summer courses (up to 6 credits). In Rutgers–Camden alone, through Bridging the Gap, over $32 million has been provided in support to working class families from New Jersey since 2015. These mechanisms to increase access to the university are an extension of our commitment to diversity, recognizing that a broad base of students enriches the inclusive excellence at Rutgers.

SCARLET PROMISE GRANTS reflect yet another commitment to providing essential financial support to talented undergraduate students for whom a world-class Rutgers education would otherwise be impossible.

Each year, the **Rutgers Future Scholars** program offers 200 first-generation, low-income, academically promising middle school students from New Brunswick, Piscataway, Newark, Camden and Rahway the opportunity for a college education. In the summer before their 8th grade year, students become part of a unique pre-college culture of university programming, events, support, and mentoring that will continue through their high school years, and eventually college. Since 2007, this institutional investment reflects our belief that access to higher education not only changes the lives of our students, but also has the power to change entire communities.

ADVANCING EDUCATIONAL EQUITY

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Led by Aramis Gutierrez, Executive Director and inaugural Assistant Vice President for Educational Access and Success, the **Educational Equity and Excellence Collaborative (E3C)** partners with the outstanding access and equity initiatives at Rutgers to create an eco-system that supports equitable outcomes for New Jersey's historically underserved populations. Funded in part by a U.S. Department of Education grant, the E3C will create a network that deepens relationships with K-12 and higher education allies across our state.
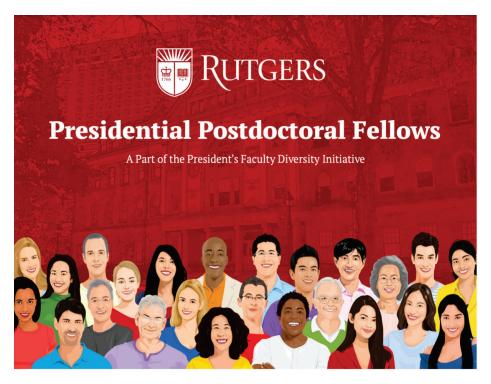
The E3C will support the innovative pre-college access and student success programs across Rutgers by providing opportunities to build capacity and enhance collaboration, creating a clearinghouse of resources for students, families, and educators, sharing best practices through symposiums and innovation labs, and supporting cutting-edge research. Through the **Educational Equity Innovation Fund**, the E3C will incentivize faculty and staff to explore ways to increase access and success for students from lower-income and/or other historically underserved backgrounds. The E3C will provide a platform to amplify the enduring Rutgers story of opportunity and excellence to prospective educational and philanthropic partners.

Faculty Diversity

Integrate diversity and inclusion into the institutional pursuit of academic excellence, guiding institutional investment in the retention and success of a diverse faculty.

PRESIDENT'S FACULTY DIVERSITY INITIATIVE

Building a Diverse Faculty Across Chancellor–led Units

"A diverse faculty is a cornerstone of academic excellence. By reaching out far and wide to recruit and hire a diverse cohort of faculty who will then be *supported, mentored, and developed in a way that fosters retention and eliminates isolation*, Rutgers will set in motion a self-reinforcing academic community that is committed to diversity and inclusive excellence."

- PRESIDENT JONATHAN HOLLOWAY

Four mechanisms and $45 million in funding to support enhanced recruitment efforts.

1. Accelerated recruitment pathways
2. Presidential Postdoctoral Program
3. Presidential Visiting Scholar Program
4. Strategic Cluster Hiring to grow areas of strength: Race, Racism, and Inequality | Advancing Diversity in the STEM disciplines | Health Equity

Our investment in faculty diversity now is part of a purposeful push to center the work of equity and inclusion so that Rutgers can better serve our students and retain the diverse faculty we recruit.

FACULTY DIVERSITY COLLABORATIVE

We are building a community of practice with individualized and targeted supports to increase diverse faculty/future faculty engagement, ensure effective mentoring, expand networking opportunities, and develop leadership skills to foster a sense of belonging and professional growth in the academy for all.

PROGRAMMATIC APPROACH

ADVANCE: Building knowledge and skills through core workshops and venues for professional development that lead to career advancement and gratification.

ENGAGE: Cultivating an inclusive community that celebrates and nurtures scholars intellectually and professionally as well as socially. Connecting individuals to a robust peer network that is institutionally sustained.

MENTOR: Building a culture of mentoring and inclusion that recognizes a mosaic of resources and individuals are necessary to help current and future faculty achieve their professional, academic, and/or personal development goals.

FACULTY DIVERSITY COLLABORATIVE (FDC) PEER NETWORK

launch anticipated December 2022

Building an inclusive academy requires developing sustaining community intentionally. The Faculty Diversity Collaborative Peer Network is a mechanism to promote connection and offer means for engagement for Rutgers University faculty across Chancellor-led units. It will bring together diverse and allied faculty, to intentionally serve as a resource for one another and advance the institutional goal of increasing faculty diversity by fostering an inclusive climate that supports faculty recruitment and retention. The FDC Peer Network aims to convene communities of connection and provide new resources around two areas of institutional importance:

· Scholarly interests that align with the strategic cluster hiring growth areas identified in the Presidential Faculty Diversity Initiative: race, racism, and inequality, diversity in STEM, and health equity.

· Areas of interest in fostering an inclusive climate: teaching pedagogy, mentoring, recruitment, future faculty (graduate student/postdoc support), early career support, and post-tenure success pathways.

The Faculty Diversity Collaborative will offer support along the faculty life course, partnering with Chancellor-led unit faculty development/advancement teams and the Office of Executive Vice President for Academic Affairs. Planning efforts are underway in each domain area with initiatives to launch in the 2022-2023 academic year.

| RECRUITMENT | → | ONBOARDING | → | EARLY-CAREER | → | MID-CAREER | → | LEADERSHIP |

TRANSITIONS →

INSTITUTE FOR THE STUDY OF GLOBAL RACIAL JUSTICE

"In establishing the Institute, we are declaring Rutgers' deep investment in scholarly inquiry related to anti-racism and social inequality, at home and abroad. In this way, Rutgers will make clear that it is a welcoming place for scholars committed to the study of race and systems of inequity in governance, culture, commerce, and social control. This grant allows us to recruit more emerging and top scholars in these areas, regardless of academic discipline, and help retain our top young talent. The Institute will also fund post-doctoral fellowships, giving us an early look at the next generation of academic leaders on these critical topics."

- PRESIDENT JONATHAN HOLLOWAY

Led by Michelle Stephens, Founding Executive Director and Professor of English and Latino and Caribbean Studies, the Institute for the Study of Global Racial Justice, funded by a $15 million grant from the Andrew W. Mellon Foundation, is a universitywide entity with a central administration in New Brunswick and collaborative centers at Rutgers' three main locations—in Newark, New Brunswick, and Camden.

Faculty from across the campuses, and in collaboration with various constituencies and groups, work together to imagine how their research and scholarship can have a transformative impact in community contexts and in the public sphere. Grounded by its uniquely diverse campuses across the state of New Jersey and abundance of scholarly disciplines and endeavors, the institute's reach is at once local, regional, and global.

Community Engagement

Marshal the universities' core activities of teaching, research, clinical service and engagement in service of the public good promoting the institutional commitment to the community on and off-campus.

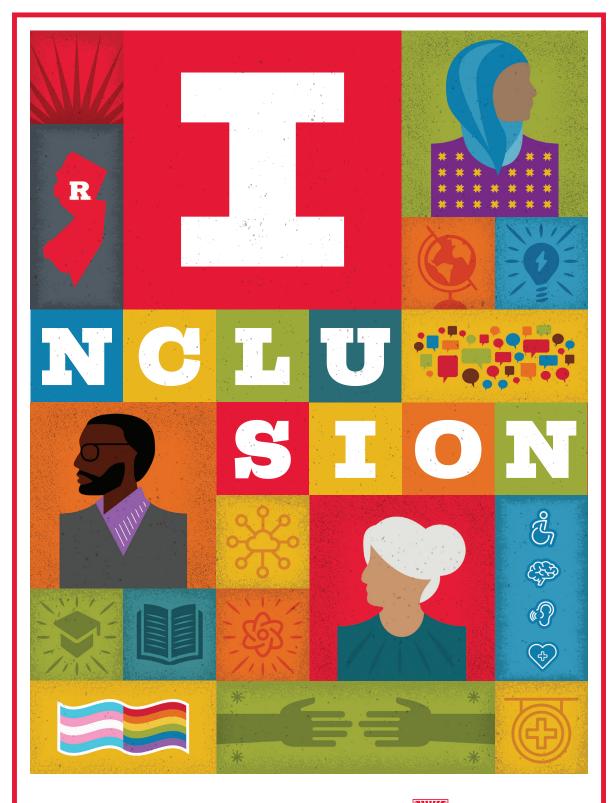# REACH: Rutgers Equity Alliance for Community Health

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Transforming How the University Engages Community Partners

REACH is a mechanism to put research into practice and work alongside community residents and leaders on new approaches to bring about long-lasting systemic change, leveraging our institutional resources as a comprehensive university and an academic health center. Funded by a [$10 million grant](#) from the Robert Wood Johnson Foundation, REACH aims to transform how the university engages with community partners working together to develop policies and interventions that will lead to real change in social problems, such as *substandard housing, homelessness, unsafe neighborhoods, under–resourced schools, food insecurity and lack of access to health care*.

Focusing on three mechanisms (summarized below), REACH will marshal the university's core activities in service of the public good shifting how we relate to the communities that surround our campuses, with the goal of improving the quality of life and advancing a more just and equitable future.

1. **Community impact grants** will be awarded to Rutgers faculty partnering with community-based organizations (CBOs) to build on interventions that have been working locally or elsewhere in the country; and research seed grants to faculty-CBO partnerships for innovative research projects.

2. **Boundary spanning leadership training** will support substantive and equitable partnership between faculty and the community.

3. **Collaborative learning tables** will promote knowledge sharing, coordination, and strategy development between researchers and community partners through focused on the five social determinants that guide REACH: education, housing, food access, employment, and population health.

REACH centers community engagement in the academic mission, articulating and championing the importance of community engaged learning, rewarding and valuing community engaged and participatory research, advocating for reciprocity, and enabling community voice in setting agendas that impact future directions.

INCLUSION

Our core values illustrate how Rutgers University aims to make the ideal of a Beloved Community real; shaping our action-oriented goals.

RUTGERS

WORK TOWARDS **INCLUSION** AND RESPECT **DIFFERENCE**

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Diversity Education – Capacity Building

Build institutional capacity to support ongoing learning about DEI topics and promote cultural growth supporting the creation of inclusive and equitable learning and working environments.

Diversity Education Network

Building Capacity Cooperatively Across Chancellor–led Units

The Diversity Education Network (DEN) is a mechanism for amplifying, connecting, and expanding equity, diversity, inclusion, and justice capacity building across Rutgers university for students, staff, and faculty. The partners join to promote universitywide bias prevention efforts (Speak Up!: Responding to Everyday Bigotry) and plan the annual *Education as Disruption Intensive* to support skill-building universitywide. DEN organizational partners include:

Classroom Inclusivity Series
Center for Teaching Advancement and Assessment Research (Universitywide)

Green Zone: Military Cultural Competence Training
Office of Veteran and Military Programs and Services (Universitywide)

Equity Fundamentals
Tyler Clementi Center for Diversity Education and Bias Prevention (RU-NB)

Microaggressions: Impact and Interventions
Center for Research on Ending Violence (RU-NB)

Safe(R) Space Training
The Center for Social Justice Education and LGBT Communities (RU-NB)

Holocaust Education
The Allen and Joan Bildner Center for the Study of Jewish Life (RU-NB)

Neurodiversity
Rutgers Center for Adult Autism Services (RU-NB)

Racial Healing Circles
The Truth, Racial Healing, and Transformation Center (RU-N)

RU-In Dialogue
Intercultural Resource Center (RU-N)

Racial Healing Circles
The Truth, Racial Healing, and Transformation Center (RU-C)

Faith Zone
Office of Off-Campus Living and Community Partnerships (RU-NB)

Not Your Inspiration: Dehumanizing Disabled People Through Misguided Praise
Office of Disability Services (Universitywide: RBHS)

Inclusive Leadership Network

Building Capacity Cooperatively Across Chancellor–led Units

The Inclusive Leadership Network is a mechanism for fostering collaboration between organizational units and individuals to advance inclusive leadership development at all levels of leadership (supervisors, positional leaders, administration). The partners will join together to offer an Inclusive Leadership Academy, a five-course series offered twice per year focused on building the capacity of leaders to create and sustain inclusive climates as well as other opportunities for intentional professional development.
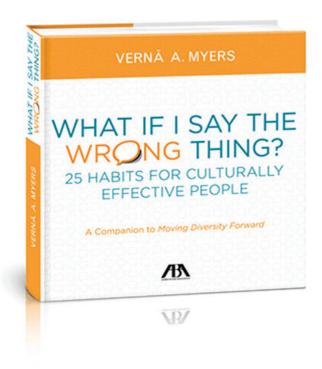
Open to...
- Academic Leaders: Chairs, Deans, or anyone who has the authority to make decisions regarding hiring, retention, promotion, and advancement to leadership
- Administrative Leaders: Director, Chancellor, or President of any level and above (Asst, Assoc, Sr, Exec Dir, Vice Chancellor, VP)

Center for Organizational Leadership	Faculty Diversity Collaborative	Organizational & Talent Development, University Human Resources
University Equity & Inclusion	Office of Teaching Evaluation and Assessment Research	

Launching in fall 2022

Scalable Virtual Learning Opportunities

Creating Shared Venues for Small-Group Learning Across Chancellor-led Units

Book discussion groups will be spaces to help individuals develop skills and unpack challenges to fostering a respectful community by enabling participants to practice thoughtful interaction across difference with the books as a guide.

What If I Say the Wrong Thing? is a highly rated, short, easily digestible handbook of thought-provoking tips on how to be, and how to help others become, more culturally effective. Author Vernā Myers explores the pitfalls of engaging across difference and offers solutions in powerful but accessible ways.

Launching in fall 2022

IDEA Innovation Grants

University investment matched by Chancellors to increase resources available to support creative diversity, equity, and inclusion efforts.

MISSION: support projects that enable students, faculty, and staff across Rutgers University to take an active role in building an inclusive community. As we invest in broader institutional efforts to advance equity, the Inclusion, Diversity, Equity, and Advocacy (IDEA) grant program offers a way for innovative grassroots efforts to join in our larger strategy. We invite projects that encourage understanding and learning, invest in relationship-building across difference, and offer new ways to promote equity and diversity to achieve our goal of an inclusive university culture.

PRIORITY FUNDING AREAS
· Climate, culture, and community building
· Access, advocacy, and equity
· Training, learning, and development

Enabling Alignment

Created in fall 2020, University Equity and Inclusion enables synergistic work across the university to support our institutional diversity goals.

1 DIVERSITY EDUCATION
Build institutional capacity to support ongoing learning about DEI topics and promote cultural growth supporting the creation of inclusive and equitable learning and working environments.

2 FACULTY DIVERSITY COLLABORATIVE

Integrate diversity and inclusion into the institutional pursuit of academic excellence, guiding the institutional investment in the retention and success of a diverse faculty.

3 INSTITUTIONAL PARTNERSHIPS
Lead cooperative efforts across Chancellor-led units and the central administration to leverage internal and external resources to support institutional forward movement.

UNIVERSITY DIVERSITY STEERING COMMITTEE

Enobong (Anna) Branch, Senior Vice President for Equity, University Equity and Inclusion

Tiffiny Butler, Associate Vice Chancellor for Educational Equity, Rutgers University–New Brunswick

Sherri-Ann Butterfield, Executive Vice Chancellor, Rutgers University–Newark

Joan Collier, Assistant Vice President for Equity and Inclusion, University Equity and Inclusion

Sangeeta Lamba, Vice Chancellor for Diversity and Inclusion, Rutgers Biomedical and Health Sciences; Vice President for Faculty Development & Diversity, Faculty Diversity Collaborative

Nyeema Watson, Vice Chancellor for Diversity, Inclusion, and Civic Engagement, Rutgers University–Camden

Institutional Partnerships

Working alongside institutional peers to achieve our aims

SEE CHANGE IN STEMM

SEA Change is a comprehensive initiative from the American Association for the Advancement of Science that implements a proven self-assessment process to effect sustainable change with regard to diversity, equity, and inclusion in STEMM at U.S. institutions of higher education.

AMERICAN TALENT INITIATIVE

The American Talent Initiative (ATI) brings top colleges and universities together with the philanthropy and research communities to expand access and opportunity for talented low- and moderate-income students.
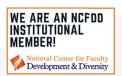
POWERED BY PUBLICS: SCALING STUDENT SUCCESS

A coalition of 125 institutions within 16 "transformation clusters" convened by the Association of Public & Land-Grant Universities (APLU) focused on solving different pieces of the student success puzzle. The clusters are working collaboratively to increase college access, eliminate the achievement gap, and award hundreds of thousands more degrees by 2025.

CEO ACTION FOR DIVERSITY AND INCLUSION

Business leaders taking collective action to support inclusive workplaces by hosting candid conversation about D&I topics; implementing/expanding DEI education; engaging their board on their D&I strategies; and sharing practices with one another.

NATIONAL CENTER FOR FACULTY DEVELOPMENT AND DIVERSITY

Faculty and graduate students can activate a free membership with the National Center for Faculty Development and Diversity to access mentoring, tools, and support to thrive in the academy.

Central Administrative Anchors

These twelve administrative anchors reflect areas of university strategic investment needed to support institutional forward movement and enable the achievement of Chancellor-led unit goals. They also reflect the aspirations, key things that need to happen to support our aspirations to make diversity a core institutional value, expressed by university leadership overall. The descriptive language below each anchor reflects recommendations offered in the University Equity Audit drawing from the central administration self-study and the university leadership perception survey.

Accountability & Metrics

Illustrative Example
Transform the institutional culture by executing on our commitments and building a culture of accountability.

Alumni Engagement

Illustrative Example
Expand meaningful engagement of alumni and donors of color.

Campus Climate Assessments

Illustrative Example
Conduct a climate survey of students, faculty, and staff and promote review of results specific to schools and programs to identify areas in need of change.

Communications

Illustrative Example
Develop a universitywide media presence (social and web) that addresses DEI, serving as a clearinghouse for diversity pieces from Student Affairs to Chancellor-led units.

Conflict Mediation and Resolution

Illustrative Example
Place emphasis on the speedy resolution of conflict via clearly identified and promoted pathways, such as a designated ombudsperson, and effective formal or anonymous complaint systems.

Data Dashboards

Illustrative Example
Develop a diversity dashboard that is easy to understand, presenting statistics in an engaged way, such as graphs and pie charts.

Inclusive Leadership Competency

Illustrative Example
Expand access to the established leadership curriculum for managers, making it mandatory for all leaders. Existing courses that are a part of the curriculum include unconscious bias, multiculturalism, communication skills, critical thinking skills, soft skills, and time management skills.

Policy Audit

Illustrative Example
Conduct a review of all policies and procedures with a focus on diversity, equity, and inclusion principles.

Recognition and Rewards

Illustrative Example
Routinely recognize and reward DEI contributions and individuals who exemplify strong DEI values in their actions and behaviors, especially those who act beyond the confines of their position to improve organizational diversity, equity, and inclusion outcomes.

Resource Alignment

Illustrative Example
Leverage central resources to support DEI efforts across Chancellor-led units. Almost half of all university leaders responding to the perception survey reported this an area for improvement.

Staff Retention and Development

Illustrative Example
Develop strategies to enhance retention of diverse populations, such as training and development opportunities, coaching, mentoring, and leadership development programs, and opportunities for promotion and internal career progression.

Supplier Diversity

Illustrative Example
Diversify vendors and consultants, actively source minority- and women-owned vendors.

More than Just Words

Dear University Community,

This university diversity strategic plan reflects an honest assessment of where we are and a commitment to what we will do to chart a more inclusive path forward at Rutgers. The goals outlined here reflect concrete aspirations that will require organizational investment, coordination, and leadership to realize. It is purposefully not time-bound, the range of action steps reflect both short- and long- term activities on the order of one to ten years, and in some cases more. Our commitment when the planning process began was to not let perfect be the enemy of the good.
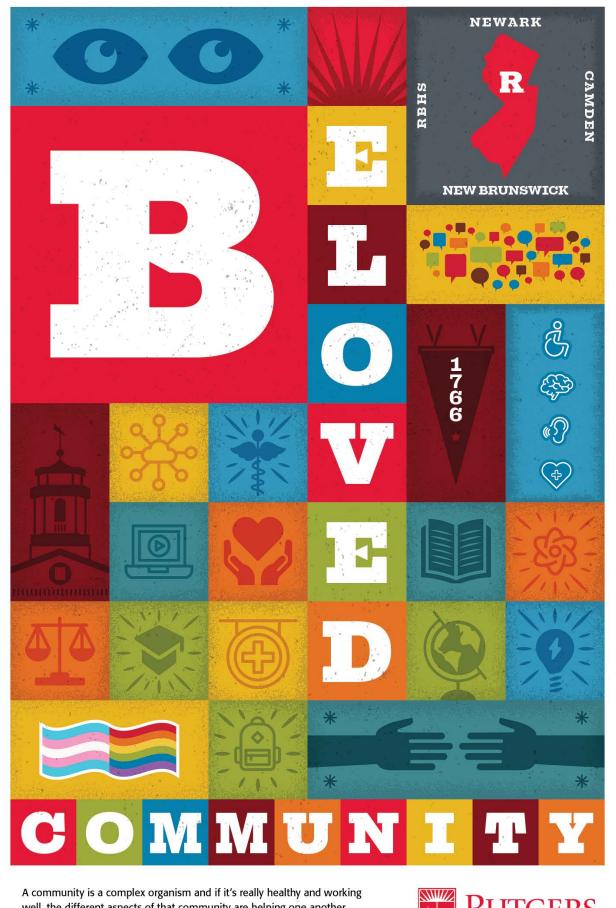
This plan serves as a unified roadmap sharing Chancellor-led unit goals and action steps as well as overarching university strategies that will support their fulfillment. We are determined to show through our actions that our institutional commitment to diversity is more than just words. We are building a beloved community. The lack of a concrete timeline does not mean the absence of accountability and transparency for progress. University Equity and Inclusion will provide ongoing monitoring of planned efforts and annually share progress reports on the university strategic plan goals. Look out for the first annual progress update this fall.

In addition, most Chancellor-led units adopted a phased approach to strategic planning, meaning the goals specified here reflect high level goals and action steps not necessarily specific, measurable, attainable, relevant, and time-bound (SMART) objectives. The aim of the phased approach was to identify shared cross-cutting goals and action steps across the Chancellor-led unit in phase 1 to allow more time to complete organizational (academic and administrative) unit action plans and add this specificity in Phase 2. Stay tuned for Chancellor-led unit updates on implementation and a timeline for the release of phase 2.

The university diversity strategic plan would not be possible without the dedicated work of the Chancellor-led unit diversity leads who convened their respective steering committees: Sherri-Ann Butterfield, Executive Vice Chancellor, Rutgers University–Newark; Nyeema Watson, Vice Chancellor for Diversity, Inclusion, and Civic Engagement, Rutgers University–Camden; and Sangeeta Lamba, Vice Chancellor for Diversity and Inclusion, Rutgers Biomedical Health Sciences. In addition, Joan Collier, Senior Director of Institutional Equity and Strategic Initiatives, and Crystal Bedley, Director of the Tyler Clementi Center for Diversity Education and Bias Prevention, provided critical just-in-time support for organizational units and managed the data elements of the planning process. Finally, I owe a great debt to Lajeanesse Harris, Senior Executive Associate; and Jessica Zura, Director of Administration and Planning who served as the administrative leads for the strategic planning process.

With my thanks,

Enobong (Anna) Branch
Senior Vice President for Equity and Professor of Sociology

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A community is a complex organism and if it's really healthy and working well, the different aspects of that community are helping one another. The Beloved Community Poster Series shares our core values and aspirations outlining how we aim to utilize them as action-oriented goals.

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