

Edward J.
BLOUSTEIN SCHOOL
of Planning and Public Policy

STRATEGIC PLAN
2014

RUTGERS
THE STATE UNIVERSITY
OF NEW JERSEY

Strategic Plan

Edward J. Bloustein School of Planning and Public Policy

Rutgers, The State University of New Jersey

Executive Summary

The Bloustein School educates professionals in urban planning, public policy, and public health, and it houses an energetic applied research enterprise. Both the academic programs and the research groups have attained high national rankings and impact, especially in the areas of risk/environment/energy planning, transportation planning, community development, health policy, workforce development and social policy. The faculty and research staff are leaders in multi-disciplinary collaborations that often span units at Rutgers and beyond, and the administrative staff are exemplars of best practice in student services and business support. Needed in the future is a concerted effort to attract general endowment dollars and to conduct targeted faculty recruitment. Specific recommendations include: (1) capitalize on the benefits of co-located research and academic programs in public health, urban planning, and public policy; (2) solidify the school's capabilities in existing cross-cutting areas; (3) embrace curricular reform around intellectual themes of equity and efficiency; (4) grow the continuing education enterprise for practicing professionals; and (5) secure additional financial resources from tuition, higher-overhead grants, and gifts.

Mission

The Bloustein School seeks to improve our increasingly urbanized and interconnected world by exploring planning approaches and public policy solutions that are healthier, greener, fairer, and generate greater prosperity than do current practices. It pursues equitable and efficient solutions to public problems at multiple levels from the global to the local and emphasizes the professional perspectives of urban planning, public policy, and public health. Within each of these domains, the school advances its aspiration to be a global leader in teaching, research, and service by engaging society's challenges with focused programs that align current strengths with emerging needs. Its mission includes:

- Solving public problems through constructive engagement of governmental, private, and non-profit actors;
- Addressing the challenge of urbanization in its various global manifestations;
- Serving New Jersey's need for a rigorous and engaging public policy forum; and
- Preparing students for rewarding professional careers in public service.

Overview

The Bloustein School is a pre-eminent professional school at Rutgers with highly regarded undergraduate, professional masters, and doctoral degree programs, a very productive research enterprise that is quite responsive to external funding opportunities, and a notably visible and widely appreciated service mission that exemplifies the role of the public university. The school presently includes some 36 tenure-stream faculty, 10 non-tenure-track teaching faculty, 1 non-tenure-track professional practice faculty, 7 non-tenure-track research faculty, 110 research and administrative staff, and 760 students, and its primary home is the Civic Square Building in downtown New Brunswick, NJ. The current annual budget is \$30 million, of which 35% relates to teaching and 65% relates to research.

Analysis

Strengths

The school is a grant-getting powerhouse, ranking 1st among both urban planning programs (n=48) and public policy programs (n=61) at AAU institutions in dollars per grant; 2nd and 4th, respectively, in total grant dollars; and 2nd and 6th, respectively, in grant dollars per faculty member according to Academic Analytics (accessed June 13, 2014). Top revenue generators are in the fields of **transportation planning, public health, labor policy, and risk/environment/energy policy.**

The graduate programs are highly ranked. The field of urban planning is not ranked by the National Research Council, but the Bloustein PhD program in Planning and Public Policy (PhD, 762) ranks 7th in the NRC's Public Affairs category (R scale, 5%). For Bloustein's professional masters programs, *Planetizen* ranks the **Urban Planning** program (MCRP, 970) 3rd in North America among urban planning programs, and *US News & World Report*, which also does not rank urban planning programs, ranks the Public Policy masters program (MPP, 833) 46th among Public Affairs programs and with recent NASPAA accreditation and other efforts, this ranking should rise significantly.

The undergraduate programs are growing and improving in quality. Current degree programs include Planning and Public Policy (BA, 762), which is undergoing a transition to make degree offerings more recognizable; Public Policy (BS, 833); and Public Health (BS, 832). The school has received state approval for Health Administration (BS, 501) and will seek approval for Urban Planning and Design (BS, 971), and reissuing Urban Studies (BA, 975). For AY 13-14, there were 528 declared majors, and instruction provided to 3,484 Rutgers undergraduate students. A particular strength of these programs is the **internship requirement** which gives students direct work experience prior to graduation and helps immensely with professional placement.

Bloustein faculty members have earned world-class reputations in several research areas as measured by publications, grants, leadership in scholarly societies, and prominent roles in public affairs. Based on Academic Analytics' citations-within-discipline market share metric, within the urban planning discipline the faculty is particularly strong in **risk/environmental/energy planning, regional economics, transportation planning, and community development.** On this same metric, within the public policy discipline the faculty has particular strengths in **public health, health policy, energy policy, and social and workforce development policy.**

The Bloustein School is a nexus for **multi-disciplinary collaboration**. It is the natural terrain of a professional school that focuses on solving public problems with the applied perspectives of planning, public policy, and public health. One reason for the school's success in securing external funding is that Bloustein faculty members are uniquely suited to work effectively across the boundary separating the worlds of public decision making and university research. Bloustein faculty members frequently lead or collaborate on multi-disciplinary teams on projects spanning climate change adaptation and mitigation, indoor air quality, infrastructure, homeland security, public health disparities, and family well being, among others.

Administratively, the Bloustein School is an exemplar of **best practices** that are worthy of university-wide emulation. Especially strong are the student services and business offices. Student services has built a remarkable capability spanning recruitment, admissions, financial aid, advising, counseling, professional preparation, placement, and alumni relations that makes being a student at this professional school within a large state university a wonderful experience. In exit surveys, Bloustein students do not report experiencing an "RU screw." The business office facilitates the externally funded research enterprise by providing expert and responsive proposal support, accounts management, and human resource guidance to Bloustein research centers and individual investigators. The information technology staff provide a high-performance, reliable, and user-oriented computing environment for teaching and research.

Gaps

Compared to its CIC peers, the Bloustein School lacks endowment resources, and relies more heavily on grants and tuition to balance its budget. Unlike some other disciplines, the school's alumni often enter public service and therefore less often amass the level of wealth that makes them good candidates for giving. Current endowment funds at Bloustein are highly targeted to support research and education in workforce development, transportation planning, and civic engagement. Needed is a larger school-level, general endowment.

One implication of this dependence on external grants is that some important areas of planning and public policy research that are less lucrative are under-funded. Critical perspectives on urban development, the organization of economic activity, and the determinants of social problems are key examples of topics where good faculty struggle to acquire resources to perform research.

There are several specialties commonly found at peer programs where Bloustein faculty expertise is absent or only one person deep, or subject to impending retirements. Top recruiting priorities include geographic information sciences, urban design, science and technology policy (especially telecommunications), social entrepreneurship, and political institutions. Two recent international planning hires fill a previous gap caused by retirements.

Recommendations

The Bloustein School is a professional school that is one of the strongest units at Rutgers. Over the next decade, the school aspires to attract more financial resources, increase faculty productivity, attract better students, and maintain or achieve a top-ten national ranking for all of its academic programs. Specific recommendations for achieving this vision include the following:

Capitalize on the benefits of co-located research and academic programs in public health, urban planning, and public policy. Some other CIC universities also do this successfully. The Bloustein School will expand course offerings in health policy, healthy community planning, and health impact analysis. It will create a new certificate program in community health planning. It will continue to pursue multidisciplinary funding opportunities for research on these topics.

Solidify the school's capabilities in several cross-cutting areas: housing and community development; land use and transportation; energy, environment, and health; social and labor policy; and international development and economic globalization. There are current faculty strengths in each of these areas and great student interest. The external funding enterprise is not currently organized to address all of these themes equally well, both in the sense that gaps exist between the capabilities of the existing centers and institutes, and because there are missed collaborative opportunities. The Bloustein School will engage its research centers to better align them with these priorities.

Embrace two new cross-cutting themes: alleviating inequity and dealing with disparities in urban and other populations, and improving the efficiency with which society uses and deploys resources. These are topics of longstanding intellectual interest for Bloustein faculty and students and they lie at the core of most definitions of "good" public policy; however, they have implicit rather than explicit roles in shaping the school's activities. With the energy added by several recent faculty hires, the school is poised to integrate these themes explicitly into the curricula of all of its undergraduate and graduate degree programs. This will help unify the school's teaching mission and reinforce the sense of being in one school rather than discrete academic programs.

Grow the continuing education enterprise for practicing professionals. Most Bloustein School alumni are practicing professionals in urban planning, public policy, public health, and related professional fields. Alumni frequently report that their jobs and professional certifications have continuing education requirements. The school has some continuing education offerings, but additional opportunities exist at a scale which warrants that the school provide a robust support system and appropriate faculty incentives to grow a significant and well branded program. The first concrete step will be to establish certificate programs to encourage continuing education of alumni in transportation planning, financial analysis of buildings and infrastructure, energy planning, and modern statistical analysis.

Secure financial resources to fund the school's aspirations. Projected enrollments and associated income flows from tuition income will be an important part of the school's strategy for securing adequate resources. Continued pursuit of large-multidisciplinary and federal grants with higher F&A will also be key. The school has been adjusting its reward structures to encourage these, and it has already implemented a partial ICR return policy and a seed grant competition. Possible future adjustments (depending on RCM details) include allocation of space and provision of research support. Finally, the school has developed naming opportunities within the Civic Square Building and is actively wooing major donors. These efforts will be expanded.

Appendix: Activity-Specific Details

This appendix includes sections on how each major activity at the Bloustein School aligns with the University's strategic priorities and integrating themes. These activities include the undergraduate program, public policy masters program, urban planning masters program, doctoral program, research centers, and school-wide administration.

Undergraduate Program

Overview of Undergraduate Program

Description of the activity: Currently the Edward J. Bloustein School of Planning and Public Policy (EJB) offers undergraduate major and minor programs of study in Planning and Public Policy (762), Public Policy (833) and Public Health (832). In AY 12-13, EJB graduated 289 majors from those degree disciplines (762, n=25; 833, n=0, 832, n=264); for AY 13-14, EJB has 528 declared majors (762, n=67; 833, n=11, 832, n=450). Overall, i.e., including non-EJB-majors, for AY 13-14, EJB offered 258 sections of courses, registered 6,075 separate course enrollments and taught 19,279 credit hours of undergraduate instruction to 3,484 Rutgers students.

All of these programs prepare students for public and private sector careers in planning, policy, and public health, service at all levels of government and the private and nonprofit sectors, as well as related research and teaching professions:

- **The Planning and Public Policy major (762)** leads to a Bachelor of Arts (BA) degree conferred jointly between EJB and the School of Arts and Sciences. The program prepares students for entry-level employment and graduate education in urban planning and policy development especially those related to the environment, housing, transportation, and community development.
- **The Public Health major (832)** leads to a Bachelor of Science (BS) degree conferred jointly between EJB and the School of Arts and Sciences and the School of Environmental and Biological Sciences. It is also conferred solely by EJB for non-liberal arts transfer students. The program prepares students for graduate education in public health and entry-level positions in a very broad spectrum of private and public health care occupations.
- **The Public Policy major (833)** leads to a BS degree that prepares students for entry-level careers in government, politics and public affairs within public, non-profit, or private sectors, or for graduate education in public administration, public affairs, law and public policy.

Prior to the University's current planning initiative, EJB undertook a strategic overhaul of its undergraduate programs, focusing on refining its highly inter-related core competencies. Considerations included seeking accreditation review for the program's Public Health major, adding a BS in Health Administration (approved by the NJ Department of Education on 6/01/2014), and strategically phasing out the BA in Planning and Public Policy in favor of two degrees that better prepare students for

the disparate aspects of planning, i.e., a BS in Urban Planning and City Design, and an interdisciplinary liberal arts BA in Urban Studies.

Historical context: In the fall of 1976, Livingston College’s Department of Urban Studies and Community Development offered a BA in Urban Studies and began offering a BS in Public Health. That department became part of the Bloustein School in the 1990s, expanding to the present three majors with corresponding minors: a BS degree in Public Policy, a BS degree in Public Health, and a BA degree in Planning and Public Policy. While the undergraduate program is presently nearing the final stage of a strategic overhaul, historically, all of its programs offered undergraduate students insight into the international dimensions of public health, planning, and policy well before the University adopted the slogan Jersey Roots, Global Reach.

Peer and Aspirational Institutions: **Public Health:** Its peers are Pennsylvania State University, the University of Alabama, SUNY at Stony Brook, the University of Georgia, and the University of Minnesota. Aspirational institutions include the University of California at Berkley, Emory University, Tulane University, the University of North Carolina, Chapel Hill, Boston University, and the University of Michigan. **Public Policy:** The Public Policy major has been operative for less than a full academic year; as the faculty gain more experience with this new major, they will better know their peers. Their “likely” peers at program inception include Pennsylvania State University, Harrisburg, Baruch College, and Arizona State University. Aspirational institutions include the University of Southern California, Cornell University, and Georgia State University. **Urban Planning and Design, and Urban Studies:** As noted above, this program is in flux shifting from a single planning major to a planning and design major and an urban studies major. For the developing majors, the “likely” peers include the University of North Carolina, Chapel Hill, UC Berkeley, and Cornell. Aspirational peers, both of which have accredited undergraduate programs, include the University of Illinois at Urbana-Champaign, and the University of Virginia.

Recent strategic planning effort from which this report draws

EJB is currently engaged in the fourth of a six-year strategic overhaul designed to position its undergraduate program among the country’s top-tier undergraduate teaching programs for its majors. To that end, the program is presently pursuing three critical tactical goals: 1) accreditation of the Public Health major; 2) the addition of a BS in Health Administration (NJ DOE approved); and 3) the phasing out of the BA in Planning and Public Policy in favor of two separate degrees, a BS in Urban Planning and City Design, and an interdisciplinary BA in Urban Studies. Curricula for both of the new majors have been approved by the EJB faculty, and are in the institutional approval process. Details on each of these three tactical activities follow.

1. The Council on Education for Public Health, the accrediting body for public health education, recognized the need for accreditation in “stand alone baccalaureate programs” throughout the United States and launched a review process in January 2014. EJB was among the first schools to apply; its application was accepted and as a result, a self-study was started with a site visit scheduled for October 2015 and accreditation anticipated by February 2016.

Statement of Need: There are about 500,000 members of the current public health workforce and 25 percent of these workers will be retiring soon. The US Department of Labor projects that employment of health educators and community health workers is expected to grow 21 percent

from 2012 to 2022, *faster than the average for all occupations*. Growth will be driven by efforts to improve health outcomes and to reduce healthcare costs by teaching people about healthy habits and behaviors and utilization of available health care services.

2. The Health Administration major will prepare students for graduate education in health administration and entry-level positions in health administration in a broad spectrum of private and public health organizations.

Statement of Need: Medical and health services managers held about 315,500 jobs in 2012. Most medical and health services managers work in offices in healthcare facilities, including hospitals and nursing homes, and group medical practices. Health Administration jobs are expected to grow 23 percent from 2012 to 2022, *faster than the average for all occupations*. Presently, there is no certified baccalaureate health administration program in New Jersey; this program will meet that need.

3. Exit interviews, focus groups, and surveys of EJB undergraduate students indicated that the Planning and Public Policy major did not resonate with them or their parents and advisors. Thus, the program is in the process of reconfiguring that major. The first step—completed in September 2013—was to establish a separate Public Policy major (833). The second step, currently underway, is to create two separate majors to satisfy the disparate elements that were brought together for the 762 major. Greater efficiency in teaching, as well as enhanced capacity to communicate the exact nature of the major, have impelled EJB to develop a BS degree in Urban Planning and City Design (971), and an interdisciplinary BA in Urban Studies (975).

Statement of Need: US Dept. of Labor reports employment of urban and regional planners is projected to grow 10 percent from 2012 to 2022, *about as fast* as the average for all occupations. Employment growth for planners will be driven by population growth, shifts in cities' populations (both positive and negative), economic conditions, global climate change, and other environmental concerns cities, suburbs, exurbs, and other areas.

How this activity aligns with University's strategic priorities

Envision Tomorrow's University in face of 3 major challenges for higher education:

The EJB undergraduate program is currently well into a multi-year strategic overhaul aimed at teaching excellence that will rank among the top public programs in the country. While the three major challenges for higher education function at a school-level, each aligns with the program's planning.

1. Impact of new communication, research, and teaching technologies on the residential university.

EJB has been a thought leader in the use of on-line and hybrid undergraduate teaching, and has benefitted greatly from hiring an Instructional Technology Specialist. The Specialist conducts regular programs to update EJB faculty and instructors on the latest and most useful communications and classroom and teaching technologies. With this school-level support, the undergraduate program is better able to serve non-traditional Public Health majors by creating a path to facilitate the completion online of all required courses.

2. Need to remodel the traditional structure of academic units to create an environment that is more responsive to the needs of tomorrow's faculty, students, and staff.

The changing needs of the program's undergraduate students drove the planning behind the strategic overhaul of its majors. As the student body is extremely diverse, coming from dozens of countries running from Albania to Zimbabwe, the creation of a multi-cultural classroom environment is a priority goal.

3. Imperative to seek adaptive and flexible connections between the academy and the economy.

All of EJB's undergraduate programs include an internship or similar in-field educational and occupational training experience.

Build Faculty Excellence

While the faculty hiring and retention process operate at the school level, the undergraduate program has advocated recruiting faculty with international experience to better reflect the diversity of the student body. In addition, the undergraduate program is working to improve the approval process for hiring instructors and adjuncts, as well as improving the overall experience for non-tenured track undergraduate teaching faculty; the core focus of this effort is training and mentoring. Moreover, EJB's School-Wide Learning Assessment Committee is currently working with the undergraduate program by focusing on syllabus construction in the context of reviewing and, to the extent appropriate and useful, normalizing course learning goals.

Transform the Student Experience

EJB began direct matriculation of non-traditional undergraduate students in 2011, and that program has been growing. EJB began an outreach program two years ago by offering its Principles of Public Health class (832:232) in two of New Jersey's 19 community colleges (Brookdale Community College in Monmouth County, and Atlantic Cape Community College in Atlantic County). EJB also made the Public Health major for non-traditional students more appealing by guaranteeing that they can complete all of the required courses online if they so choose. Moreover, EJB's BS degrees in Public Health and BS in Public Policy have been endorsed as "adult friendly" majors by the "Educating Today's and Tomorrow's Workforce" program at Rutgers' University College Community.

Enhance Our Public Prominence

The promotion of the school as an academic unit operates at the decanal level. The undergraduate program supports and sustains a number of active student groups, including, but not limited to The Bloustein Public Service Association (dedicated to public service initiatives) and the Epsilon Beta Chapter of Eta Sigma Gamma (National Health Education Honorary Society). The undergraduate program is also affiliated with two programs that enhance the program's public profile, the Rutgers University Prospective Health Care Club, and the Rutgers Future Healthcare Administrators club.

How this activity aligns with the University's integrating themes

EJB also offers a set of certificates in Urban Planning and Policy Development, Public Health, and Planning and Public Policy, which speak to these domains. Of greatest immediate interest is the development of an undergraduate Certificate in Disparities for Public Health (approval expected for September 2014 launch). The key weakness in all of these areas is the need for student and faculty funding to launch new programs and seed projects.

Cultures, Diversity, and Inequality—Local and Global

The impetus behind the Certificate Program in Disparities for Public Health is the federal Health and Human Services Action Plan to Reduce Racial and Ethnic Health Disparities. That effort calls for an increase in the ability of all health professions and the healthcare system to identify and address racial and ethnic health disparities and create an undergraduate pipeline program to increase racial and ethnic diversity in the health professions. With these goals in mind, the EJB Health Disparities Certificate will prepare talented and committed Public Health undergraduates with the training, skills and experience in health disparities to support and contribute to these goals throughout their professional careers. The global dimension, and particularly the focus on eliminating global health inequities, would expand were funds available to increase the number of internships with international agencies and international nongovernmental organizations.

Improving the Health and Wellness of Individuals and Populations

Accreditation of the Public Health undergraduate major, as well as the creation, refinement, and implementation of the new Health Administration major, supports the theme of improving health and wellness of individuals and populations. In addition, the curriculum firmly places public health in the broader context of urban planning and social policy, along with training in traditional public health disciplines such as epidemiology. The program's public health majors learn about cutting-edge issues in public health and related fields, such as global health inequities (e.g., maternal mortality), the influence of neighborhood and city infrastructure on public health (e.g., walkability, bike lanes, and safe routes to school), geographic and global availability of healthy foods (especially in light of climate change), environmental health, housing, and sustainability. Learning goals are taken both from the liberal arts (focusing on intellectual and communication skills) and professional school (professional development and ethics) perspectives. EJB also offers certificate programs in Long-Term Care Administration (24 credits), Public Health Preparedness (15 credits), Public Health Education (15 credits), Addictions Prevention (15-18 credits), and Public Health Administration (27 credits).

Creating a Sustainable World through Innovation, Engineering, and Technology

EJB undergraduate programs offer a wealth of environmental and energy courses, sufficient to permit the establishment of an 18-credit certificate program in Community Sustainability. This certificate program engages students in a focused way with critical issues of energy policy and planning, environmental policy and planning, global climate change, transportation policy and planning, and globalization and sustainability. In addition, the program offers a 24-credit certification in Urban Planning, as well as a 24-credit certificate for Community Development, all of which position sustainability as a core organizing principle.

Educating Involved Citizens and Effective Leaders for a Dynamic World

In addition to mandatory internships in its undergraduate programs, EJB provides the opportunity to participate in the Ralph W. Voorhees Public Service Fellowships. For the 2014-15 academic year, up to five (5) undergraduate students from the Rutgers New Brunswick campus who are dedicated to community service will receive Ralph Voorhees Public Service Fellowships, which includes a \$5,000 stipend so they may participate in a credit-bearing community research project. While students do research in partnership with community organizations, and make public presentations of their work, perhaps the most significant result of this leadership training is that these Fellows then serve as mentors for future Fellows.

Creative Expression and the Human Experience

Urban Planning and City Design students will be encouraged to participate in courses given by Landscape Architecture and Art History; in addition, the undergraduate program offers courses in Historic Preservation.

Conclusions and Action Items

The EJB undergraduate program is active, reflexive, and ahead of the curve in terms of strategic planning. The following action items are all actively underway to complete the strategic overhaul, with the stated goal of positioning itself among the country's top-tier undergraduate teaching programs for its majors:

- 1) Offer three nationally accredited/certified undergraduate majors: (a) Public Health (832); (b) Health Administration (501); and (c) Urban Planning and City Design (971).
- 2) Develop the new Public Policy major (833) to attract highly qualified national and international students and, in cooperation with the graduate Public Policy program, stellar nationally and internationally recognized faculty.
- 3) Plan and implement a new inter-disciplinary major in Urban Studies (975) that allows students to take advantage of the rich array of courses available across the university community.
- 4) Expand the program's certification specialties to enhance student career development opportunities and adapt to dynamic market and environmental needs.
- 5) Enhance the program's commitment to diversity and inclusiveness by increasing courses in disparities and national and international cultural competency, offering a health disparities certification and expanding public service and internship opportunities in communities.

Public Policy Program

Overview of Master's in Public Policy Program

Description of the activity

The Bloustein School of Planning and Public Policy grants two public policy degrees. The Master's in Public Policy (MPP) is a two year degree requiring 48 credits of study. Thirty of these 48 credits are the core curriculum which consists of a three course sequence in research methods, a class in microeconomics, a class in public policy formation, fulfillment of management and finance requirements, a summer internship and a six credit capstone experience. Nine of the eighteen remaining credits must form a concentration in a policy area. The MPP is largely pursued on a full time basis by students who have recently graduated from college and wish to pursue a career in fields related to public service.

The Master's in Public Affairs and Politics is generally pursued by fewer students than the MPP. It is a 30 credit program with only 12 of the credits consisting of required courses. MPAP students must take two classes in research methods, and one each in microeconomics and public policy formation. Students are required to have five years of experience post-college prior to admission to the MPAP program and it is more likely that students will pursue the MPAP on a part-time basis.

Historical context

From 1956 to 1992, the political science department on the Rutgers New Brunswick campus offered a professionally-oriented masters of political science with a focus on politics and public policy. Significant financial support was provided by the Eagleton Institute of Politics, where the program was housed and administered.

The curriculum was significantly reformed and a new curriculum introduced during the 1979-80 academic year. The new curriculum emphasized public policy analysis and quantitative methods for policy research. A capstone practicum course was also added.

In September of 1992, the Department of Public Policy was formed. The faculty was composed principally of faculty who had been affiliated with the professional Master programs in the political science department.

During the 1992-93 academic year, the Department of Public Policy faculty developed and received approval for the establishment of a two year Masters of Public Policy at the Bloustein School. This new degree program added courses in methods of policy analysis and quantitative methods, economics, and a summer field internship between the first and second year of full-time study. Responsibility for administering the program shifted from the Eagleton Institute to the Bloustein School.

In order to meet the needs of student who already had several years of professional experience working in government and non-profit institutions, the public policy faculty also created a 30 credit (one year) Masters of Public Affairs and Politics that was offered by the Bloustein School.

From 1992 to 1998, most of the students were enrolled in the MPAP program. The first student was admitted to the two-year MPP program in 1997 and graduated in 1999. The program offers joint degrees with the Rutgers Newark and Camden law schools, the Rutgers Business School, and the Bloustein School Urban Planning program. It also offers joint concentrations with the School of Public Affairs and Administration and a joint bachelors/masters degree.

In the past few years, the curriculum has been revised to add requirements for budgeting/finance and for management. In 2011, the MPP program was accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).

Peer and aspirational institutions

With Rutgers joining the Big 10, the most appropriate peer institutions are the other public policy programs in this new conference. These include the Hubert Humphrey School (Minnesota), the LaFollette School (Wisconsin), the John Glenn School (Ohio State), and the schools of Public Policy at the University of Indiana and the University of Maryland. The most prestigious public policy school in the Big 10 is the Ford School at the University of Michigan and it provides a good aspirational model.

Recent strategic planning effort from which this report draws

In 2010, the Public Policy program convened a strategic planning committee to plan for the following three years. The committee produced a goal of growing the program, adding joint degrees, and offering a vision for how to market the program. While discussions have begun on renewing that process, the decision was made to wait until the school and university completed their strategic plans in order to ensure alignment of goals. Every year the program director meets with all graduating MPP students in a

focus group to identify areas for improvement. Finally, as part of the NASPAA accreditation process in 2010-11, the program did a self-study and examined its strengths and weaknesses.

How this activity aligns with University's strategic priorities

Envision Tomorrow's University in face of 3 major challenges for higher education:

- Need to remodel the traditional structure of academic units to create an environment that is more responsive to the needs of tomorrow's faculty, students, and staff.

The public policy program consists of thirteen full time faculty members and several adjunct lecturers and instructors. The faculty is a close knit group and therefore can accomplish a great deal through informal discussion. Students are made aware that they can access most faculty very easily and most do not hesitate to do so when seeking advice on taking courses outside of the Bloustein school and developing innovative concentrations. The faculty pride themselves on their flexibility, while maintaining the rigor of the program, and that leaves them well-positioned to serve students with a variety of interests. One weakness that they readily acknowledge is their lack of expertise in global affairs. The program is largely focused on domestic policy and, as the student body evolves, this is an issue that they have to continually examine.

- Impact of new communication, research, and teaching technologies on the residential university.

The faculty has readily adopted technology in the classroom as an instructional aide. Bloustein has a wonderful staff for introducing new technologies. While the program does have one class that is a hybrid between an in-person format and an online format, the remainder of the classes are taught in-person. The faculty has discussed this issue extensively and believes that maintaining face-to-face instruction in its courses is essential to providing the type of quality education that they envision.

- Imperative to seek adaptive and flexible connections between the academy and the economy.

The program continually strives to ensure that its students are prepared for the ever-changing economy. Having a faculty that is very engaged with the public and non-profit sectors and policies that impact the economy is very helpful in this regard. In addition, the policy and planning program advocated for the hiring of a full time staff member to help place students in internships and full time jobs. Since her hiring, she has been a tremendous asset for students in coping with a challenging and perpetually evolving job market. Over the past several years, nearly every student in the program has found employment upon graduation.

Build Faculty Excellence

The public policy faculty has deep commitments to the three pillars of academia: research, teaching, and service. The faculty continually produces research that results in books and articles in top ranked journals. A number of public policy faculty also lead research centers and bring in significant amounts of funds through contract work. A public policy faculty is also naturally committed to public service and its professors are no different, with many serving on boards of non-profit organizations, consulting with government agencies, and volunteering their time to national and local groups.

There is a challenge on the horizon, however. The program's faculty will experience numerous retirements in the next decades, leaving critical gaps in the faculty's ability to teach its courses as well as

perform other necessary functions. The faculty has discussed this issue extensively and agrees that hiring junior professors soon is a high priority. In particular, the program needs someone with expertise in political institutions (legislatures, executives, and/or courts) and someone who can teach classes in economics. Obviously both of these individuals should be focused on practical public policy analysis.

Transform the Student Experience

The program is continually working to optimize the student experience in the public policy program. Over the past decade it has revised many of its core courses, particularly the practicum and applied field experience (summer internship). It works to ensure that student feedback is regularly solicited, particularly upon graduation from the program. The physical and computing facilities are state-of-the-art. Resource limitations of course prohibit the program from making all of the changes that students suggest (and that the faculty agree with) but it is always looking for ways to innovatively meet student needs.

Enhance Our Public Prominence

Enhancing the prominence of the public policy program has been a top priority over the past several years. The easiest way to do this is to attract and retain renowned scholars for the faculty and top students for the student body. The school has recently created a new position to focus on student recruiting and this individual will focus particularly on areas outside the nearby geographic area. In addition, it has begun to issue a quarterly newsletter highlighting the accomplishments of the students, faculty, and alumni. This is a practice followed by many of the program's peer institutions and the faculty hope that adopting it will help raise the program's profile among its peers (a key factor in the ranking of programs). As many public policy programs continue to grow and to receive large infusions of resources, growing this program's prominence and size is a challenge.

How this activity aligns with the University's integrating themes:

Cultures, Diversity, and Inequality—Local and Global

When the public policy program engaged in strategic planning in the 2010-11 academic year, the faculty contemplated the question of what strengths could it best market to students. One of the two they settled upon was their strength in policy areas that focus on improving the lives of the least fortunate. The faculty includes several professors who focus on what is broadly called "social policy" and directly address these questions. A number of the program's other professors focus on education, workforce development, and health policy, all of which are essential to alleviating inequality.

Diversity is also a core value for the public policy program. The faculty includes four African Americans and five women out of thirteen members. It focuses its student recruitment on ensuring a diverse student body, both by race and by national origin. From a cultural standpoint, the faculty is entirely of domestic background. It is an area in which the faculty are not diverse and may hurt the program in recruiting of students outside the United States (although applications and enrollments from foreign students have been continually on the rise).

Improving the Health and Wellness of Individuals and Populations

As mentioned above, we have faculty members who focus on health policy. Two of the program's core faculty members focus on this with one being an expert on the implementation of the Affordable Care Act and another one who examines health disparities between populations. In addition, there are a

number of professors in the school (affiliated with other programs) with considerable expertise in public health. This synergy between public health and public policy has long served the Bloustein School well. In addition, we are in the final stages of developing a dual degree between this school and the public health school.

Creating a Sustainable World through Innovation, Engineering, and Technology

The second area that the program faculty chose to emphasize as a substantive area of strength for the public policy program in its 2010-11 strategic planning exercise was the result of being located in the same building as a world class planning program. In areas where there is considerable overlap between planning and policy - such as environmental policy, transportation policy, and community development policy, they can provide an education like few other institutions. They can combine the macro level perspective (what can people do to curb climate change) with the micro perspective (how can communities become more resilient and cope with the inevitable effects of climate change). This gives both the planning and policy programs a significant competitive advantage over their respective competitors.

Educating Involved Citizens and Effective Leaders for a Dynamic World

This program has an advantage over many other programs at Rutgers in this regard. Virtually every application to this program emphasizes a desire to “make the world a better place.” In other words, the program’s students come here already committed to becoming involved. The faculty’s job then becomes to try and make them “effective leaders.” The core curriculum and its emphasis on sound analysis and research techniques is designed to take students who come in passionate about making a difference and train them to look at policy problems in an objective and thorough manner. The faculty feel that if these students can combine their passion for involvement with sound analytical skills, then they are likely to become effective leaders in a dynamic world.

Conclusions and Action Items

The public policy program, because of its very mission and because of its inherent inter-disciplinarity fits well with the objectives articulated in the university strategic plan. Despite these advantages, the faculty recognize that there is always room for improvement and the program plans to focus on these goals in the years ahead.

- Replace faculty soon to be retiring, particularly in the disciplines that are core to public policy (political science and economics).
- Better prepare to serve a student body that is increasingly international without compromising the current strengths as a policy program focused on U.S. affairs.
- Continue to seek out partnerships with other parts of Rutgers.
- Continue to grow the graduate programs in an increasingly competitive environment.

Urban Planning Program

Overview of the Masters in City and Regional Planning degree program

Description of the program

Urban planning is a professional field that is future-oriented and comprehensive. It seeks to link knowledge and action in ways that improve the quality of public and private decisions affecting people and places. Because of its future orientation, planning embraces critical, visionary and utopian thinking, yet also recognizes that the implementation of plans requires the reconciliation of present realities to future states. To become effective and ethical practitioners, students must develop a comprehensive understanding of neighborhoods, cities and regions, and of the theory and practice of planning. They must also be able to use a variety of analytic and graphic methods in their practice. They must become sensitive to the ways in which planning affects individuals and communities, and must be aware of their own roles in this process. The Master of City and Regional Planning (M.C.R.P.) degree is generally recognized as the professional degree in the field. The M.C.R.P. program prepares students for practice in planning, policy analysis, and program development through a curriculum designed to develop in the student an understanding of the linkages between the social, economic, and political factors of urban society and the physical and environmental framework of regions and communities.

Historical context

Rutgers created the Department of Urban Planning and Policy Development (UPPD) in 1967 on the College Avenue Campus of the University. UPPD was originally located physically on the Rutgers Campus in New Brunswick (third floor of the old Engineering Building on the Voorhees Mall, now Murray Hall) before moving in 1968 across the Raritan River to its new home within Livingston College on the Kilmer Campus (later renamed the Livingston Campus) in Piscataway.

Administratively, UPPD was placed under the Livingston College dean and a broad unit within the college, known as the Division of Urban Studies. However, the M.C.R.P. degree was awarded by the Graduate School of Rutgers in New Brunswick. UPPD's mission was forged in the tempestuous cauldron of the late 1960s' urban unrest and the desire to address, through research and service, the inequalities underlying it.

Over the decades, there have been numerous changes with regard to UPPD. After various academic realignments within Rutgers, UPPD became one of the two master's programs, joining Public Policy, in the Edward J. Bloustein School of Planning and Public Policy, which itself was formed in 1992. With its creation, the Bloustein School then awarded the professional M.C.R.P. degree. From 1995 until the present, UPPD (Program in Urban Planning and Policy Development) has been at the Civic Square Building in downtown New Brunswick. The Fall 2013 incoming MCRP class size was 80 students, most full time.

While changes have occurred in the Planning program over the nearly five decades of its existence, there are a number of constants. It is one of the nation's premier planning graduate programs. The program has been reviewed and accredited six times (1987, 1992, 1997, 2003, 2008, and 2014) by the Planning Accreditation Board. In 2011, the Planetizen Guide to Graduate Urban Planning Programs ranked Bloustein's UPPD third among the nation's top 25 planning schools (up from a 4th best-in-nation ranking by Planetizen in 2009).

Another constant is UPPD's diversity and academic excellence. Drawn from graduate training in many disciplines—from planning to law, economics, political science, statistics, urban design and geography—UPPD professors have blazed paths in important research and implementation on many fronts. Faculty members have regularly conducted studies for the National Academy of Sciences and similar bodies, and received funding from the National Science Foundation, the U.S. Department of Housing and Urban Development, the Economic Development Administration, the Environmental Protection Agency, the MacArthur Foundation, the Transportation Research Board, and other prestigious research funding entities; have authored numerous monographs identified by the American Planning Association (APA) in a Planning Advisory Service Memo as core to "The Essential Planning Library Revisited" (March/April 2007); have often written award-winning articles in the Journal of the American Planning Association (JAPA) and other journals; and have been editors of journals in planning, geography, policy, and related disciplines. UPPD professors are not armchair academics. They were instrumental in crafting New Jersey's heralded Mount Laurel response to affordable housing, routinely testify before legislative bodies in Washington, D.C., Trenton, and elsewhere; work collaboratively with communities, state and local governments; and their comprehensive, rehabilitation, and vision plans have been implemented.

Peer and aspirational institutions

Within the elite Consortium on Institutional Cooperation, Rutgers has the top-ranked Urban Planning graduate program according to *Planetizen*, which is the most widely recognized ranking in this field. The program's peers are the other top-dozen programs in North America: MIT, Cornell, UC Berkeley, UI Urbana-Champaign, UNC Chapel Hill, USC, Georgia Tech, UCLA, U Penn, Harvard, and U Michigan. Its aspiration is to pace or even surpass these peers. Among the 48 urban planning programs at AAU institutions, this program is in the top two in grant dollars (totals and per faculty member) and sits in the top 15 for the various faculty scholarship metrics according to Academic Analytics (accessed April 9, 2014):

Recent strategic planning effort from which this report draws

This document draws on a strategic plan developed in 2012 as part of the re-accreditation process for the graduate Urban Planning program. That plan identified detailed goals, objectives, metrics, and actions. Here we mention only highlights.

How this activity aligns with University's strategic priorities

Envision Tomorrow's University in face of 3 major challenges for higher education:

- Impact of new communication, research, and teaching technologies on the residential university.

The Bloustein School and the Urban Planning program are leaders in providing technology to their students. Computer labs have the latest GIS, graphics, and statistical analysis software, and computers are refreshed every two years. This provides a platform for teaching students the latest software used in the urban planning profession and for supporting state-of-the-art research. Some of this software will soon be migrating to cloud-based platforms and the School is well-positioned to stay on top of these developments.

The program also utilizes many of the new communication technologies, such as linking guest lectures via Skype, with one instructor interactively co-teaching with partners in Israel and Italy. As a professional

program, however, the need for student networking in person is crucial and not all courses are amenable to on-line teaching. Most courses fully utilize platforms such as Sakai and Google Docs to provide resources to students and to facilitate collaboration, especially in studio classes.

- Need to remodel the traditional structure of academic units to create an environment that is more responsive to the needs of tomorrow's faculty, students, and staff.

A prominent feature of the Bloustein School is the abundance of research centers, all of which are externally funded. These centers, all led by faculty directors, provide an opportunity to move beyond the traditional structure of academic units. Most are very responsive to funding opportunities and work collaboratively with other units across this and other universities, as well as communities. This provides a sound platform for increasing knowledge much of which feeds directly into the courses that the faculty offer to students. Many of the professional staff at the school's research centers contribute to the program's teaching portfolio via guest lectures or as adjunct faculty. Research centers also hire many of the students providing them with firsthand research experience on the many facets of urban planning, as well as publishing opportunities.

- Imperative to seek adaptive and flexible connections between the academy and the economy.

Urban planning as a discipline has many connections to economic development. The faculty are engaged in research activities that have a direct bearing on the economy. They work with community development groups on many issues related to housing economics, community economic development and other areas and the students often are placed in internships and do independent research projects with these organizations. Further expansion of these activities will benefit faculty and students. The Program has a faculty liaison with the New Jersey Chapter of the American Planning Association and has increased faculty participation in its annual conference, thereby strengthening links between the academy and practice.

Build Faculty Excellence

The faculty in urban planning is already highly rated and is one of the strongest in the country. There is room for improvement in impact of publications and in the variations in productivity across faculty members, which partly reflects a top-heavy age distribution. One of the challenges the program will face in the near-term is a large cohort of faculty who will be retiring. This affords an opportunity to strategically hire some of the brightest and most promising young scholars in a variety of areas. This includes traditional areas of planning such as transportation, land use planning, international development, planning theory, and urban design. But the faculty see a need for new faculty who have learned the latest skills, including advanced analytical skills and with knowledge of the latest software tools and capabilities to process and analyze new data sources and conduct research in partnership with communities. These are the skills that students will need in the future and that will further build their academic excellence on the research side. The program also seeks to find young faculty who can build cross-disciplinary linkages across the university. The hiring of Professors of Practice in some of the program's sub-disciplines, such as urban design, will also enable students to learn from those who actually practice within the profession. One difficulty with building faculty excellence is the current lack of merit pay, making it difficult to reward exceptional faculty and potentially retain them.

Transform the Student Experience

The program's students already have a first-class educational experience, benefitting from the latest computer technology and software to prepare them for their professional lives. Up-to-date GIS, graphics, statistics, simulation, and design software are on every lab machine. The Bloustein School building itself is also a major asset to the student body, providing designated areas for both socializing and collaboration on projects, assignments, or presentations. There are isolated rooms within the computer labs to facilitate the use of video conferencing technology. Maintaining and furthering this strategic objective is dependent on further building the excellence of the faculty. Increasing opportunities for student research on real projects is enhanced by faculty with the capability to raise external funding, as well as the capabilities of the school's center research staff. These research opportunities provide a valuable learning experience for the students.

The School supports many innovative field-based learning experiences. The program makes excellent use of field trips and is well located to do so, with living laboratories such as New York, Newark, Camden, and Philadelphia all close at hand. There is room to improve in some classroom topics, by adding more depth in practical areas such as management and budgeting.

Since 1999, the Rutgers Association of Planning and Policy Students (RAPPS) has acted as a liaison between students and the Bloustein School administration. RAPPS seeks to encourage and facilitate open communication among students, faculty, staff and administration, to represent and advocate for the interests of planning and policy graduate students, and to promote and enact necessary improvements, so as to enhance the overall educational experience. RAPPS also provides an organized voice for students and a means of organizing for issues of student interest. The existence of this group allows students to have a direct impact on their experience while at the Bloustein School.

Enhance Our Public Prominence

Many of the faculty within the urban planning program have both national and international prominence. The School has a dedicated communication specialist that provides support to faculty on outreach, circulating periodic Program newsletters to faculty for review before distributing them around the globe. Many of the school's research centers also use social media to communicate with their audiences. These are growing platforms for communicating research results and increasing the prominence of their activities with the public. The school website is currently undergoing a major upgrade and will provide opportunities to further communicate with the public. The program is seeking to increase the resources available to support faculty and student travel for conference presentations.

How this program aligns with the University's integrating themes

Cultures, Diversity, and Inequality—Local and Global

Urban Planning is fundamentally interdisciplinary, and emphasizes the linkages between the social, economic, and political factors of urban society and the physical and environmental framework of regions and communities. Students have real world experiences that bring the reality of diversity, cultures, and inequality to their classroom discussions, and their classwork also brings them into contact with the diversity of the outside world.

Students may choose to focus their studies within five concentrations – environmental and physical planning, housing and real estate, international development and regional planning, transportation

policy and planning, or urban and community development – or develop their own concentration to better fit their academic and career interests. Elective courses with an international focus on subjects such as economics, health, development, education, and social policy encourage a global understanding of cultures, diversity, and inequality.

Improving the Health and Wellness of Individuals and Populations

Healthy cities contain healthy citizens. Urban planners must consider both local and global health challenges and understand how to plan and design communities that prevent disease and recover from existing diseases. The urban planning program incorporates the numerous elements affecting the vitality and wellness of modern cities. The built environment with its mobility modes can affect the social and economic forces that shape a city. Understanding the various actors within a community, their engagement with the public sphere, how the built environment encourages or stifles that interaction, and the relationships with local, national and global institutions are key issues explored within the urban planning program. Students engage with participatory and community planning methods; issues of gender, race, class, and power; and social and economic policy formation; analysis of existing and future physical environments; implementation and evaluation, through applied studio and design courses. Local and global topics such as downtown redevelopment, community revitalization, urban poverty, community economic development, transportation, housing and determining a holistic vision for the future, all shape urban communities and have a significant impact on health and wellness of individuals and populations.

Creating a Sustainable World through Innovation, Engineering, and Technology

Urban planning is all about sustainability and the planning program is a natural interdisciplinary focus for university-wide research that integrates innovation, engineering and technology with the goal of finding sustainable policies and solutions. The program's research and teaching cover most aspects of sustainability, including transportation, urban design, energy, resilience, environmental assessment, public health, land use planning, housing, food security, community economic development, international development and other elements that are critical to sustainable urban development. Faculty and research staff already collaborate with many other units at Rutgers, including the School of Engineering, Business School, Social Work, and a variety of SAS and SEBS departments, notably Geography, Environmental Sciences, Ecology, and Landscape Architecture.

Relative to peer institutions the program's strengths lie in the inter-disciplinary approaches that the faculty take to these areas. Transportation is consistently ranked as one of the strongest units within the urban planning program, community development and land use planning are also strongly ranked, while other areas are at least equivalent to the strengths of these peer institutions. The program's role within the broader university community of integrating sustainability across sectors provides ample opportunity to further strengthen this core strength.

Educating Involved Citizens and Effective Leaders for a Dynamic World

The Bloustein School prepares its students to apply their planning skills beyond the academic setting and into real world communities. Practicing planners in both the public and private sector face issues such as poverty, health care, education, and sustainability in a context where their work impacts people in a direct and meaningful way. Bloustein students and faculty also actively participate in design competitions, local planning board meetings, and other community service opportunities to enact change in both academic and real world settings.

Creative Expression and the Human Experience

Students at the Bloustein School learn how to plan, design, and work in collaboration with communities. Urban designers focus on the visioning, planning, and design of neighborhoods and developments. Land use planning involves master planning and zoning regulation at the scale of towns and cities. Environmental planning encompasses on energy-reducing design elements to reduce anthropogenic environmental impacts and mitigate natural hazards affecting the human experience. Although designing cities is a creative process, it addresses real world issues and considers impacts on local and global communities.

Conclusions and Action Items

This is a strong program that is getting stronger. Its strategic focus is on (1) maximizing the opportunities to recruit new talent emerging due to impending faculty retirements, (2) augmenting its external funding mix with more overhead-bearing and endowment-building grants, and (3) identifying new instructional opportunities and models such as dual undergrad-grad degree programs that offset fluctuating enrollment levels.

Doctoral Program

Overview of Ph.D. Program

A. Description of the Activity

In May 2014, the Edward J. Bloustein School of Planning and Public Policy will confer the 190th Doctor of Philosophy degree in Planning and Public Policy. Over the course of its history, the doctoral degree granted at Rutgers has grown in intellectual impact and scope.

As of the academic year 2013-2014, fifty-two students are enrolled in the doctoral program. After the program began in 1968, it conferred approximately two degrees per year. As the program grew in influence and reputation, it began awarding about six degrees per year between 1995 and 2009, and ten per year since 2010.

Admission to the doctoral program is extremely competitive. Receiving over 100 applications per year, the Ph.D. program invites six to twelve students annually for admissions, with a smaller number receiving funding offers.

The quality of the research produced by the doctoral students is evident in a variety of ways. The Association of Collegiate Schools of Planning awarded Bloustein doctoral students the Best Dissertation in Planning in 2004, 2005, 2006 and 2008 and the Best Dissertation in International Planning in 2011. In addition to these awards, Bloustein doctoral students are eligible to win the Krueckeberg Dissertation Award and the Susan Fainstein Award for Excellence in Doctoral Research. At the University level, doctoral students accepted to enter the program have been awarded Presidential Fellowships every year since 2010.

Students awarded doctoral degrees from the Bloustein School secure employment in a variety of prestigious public and private institutions. In addition to finding jobs in academic institutions in twenty states and seventeen nations all over the world, Ph.D. graduates have found employment at the United

Nations, the World Bank, the African Development Bank, the European Commission, the United States Foreign Service, the Federal Reserve, the Centers for Disease Control and Prevention, and the Environmental Protection Agency, among other global and national institutions.

B. Historical Context

The doctoral degree program in Urban Planning first began in 1968. While other Master's degrees are granted by the Bloustein School, the doctoral degree is conferred by the Graduate School-New Brunswick and doctoral dissertations completed in the program are submitted through the Graduate School.

In 1978, the name of the doctoral program was changed to the Ph.D. in Urban Planning and Policy Development. With the evolution of the Bloustein School, the doctoral program once again changed its name in 2007 to the Ph.D. in Planning and Public Policy.

C. Peer Institutions

The Ph.D. program is one of the most distinguished and highly ranked in the country. Its peer programs include those at the Massachusetts Institute of Technology, University of California-- Berkeley, University of California--Los Angeles, Columbia, Cornell, and the University of Pennsylvania. One of the most important goals of the program is to retain its highly distinctive ranking.

D. Recent Strategic Planning Efforts

The Ph.D. program is intensely invested in receiving feedback from its core constituents. Toward this end, the program holds a "listening session" every Fall with current students to address their academic concerns. In addition, faculty participating in the doctoral program meet at least twice per semester to improve its operations and assess student performance.

Ph.D. Program's Alignment with the University's Strategic Priorities

A. Envision Tomorrow's University

More so than many other comparable programs, the doctoral program at the Edward J. Bloustein School of Planning and Public Policy has a strong, multidisciplinary faculty who offer both courses and advising opportunities for students. More specifically, the doctoral program faculty come from disciplines such as geography, public policy, urban planning, sociology, political science, demography, statistics, and economics. Many of the doctoral students also benefit from courses offered by faculty across the university, such as those at the School of Arts and Sciences and the School of Environmental and Biological Sciences. In addition, the program also maintains active relationships with faculty who teach at nearby universities as well as universities all over the world. Through these linkages, the doctoral program holds a leadership role in the international academic and associated communities.

B. Build Faculty Excellence

The faculty are leaders in their respective fields by the quality of research that they currently produce. There are, however, areas where the program needs to build greater depth of expertise given the interests of many of the high quality applicants that are received. One of these areas is international development, and the program has recently hired two new faculty in this area. The pending retirement of some faculty will provide an opportunity for hiring young scholars in areas that build on the current strengths and fill gaps in the program. A missing key for many faculty is that the field of public policy

needs to be valued as highly as planning. The doctoral program would gain more support within the School as well as all over the world if more public policy faculty felt invested in its success.

C. Transform the Student Experience

The student experience in the doctoral program is one that is not readily replicated in other institutions. Due to the size of the program, students quickly learn the interests of their fellow classmates. This provides students with exposure to a wide array of research interests. The physical and computing facilities are state-of-the-art to ensure that students can be productive and working at the cutting edge.

A doctoral program primarily trains students to become independent researchers. Toward this end, students are guided through this process of learning from a variety of required courses including a seminar devoted to developing a dissertation proposal. This is supplemented with seminars that cover topics that are significant to doctoral students at all stages of their progress. Recent seminar topics have included urban politics, political theory, globalization, economic systems, and international development. Students also participate in a regularly scheduled lunchtime colloquium in order to present their research and prepare for professional conferences.

Faculty-student relationships are very important in the Ph.D. program. Informally and within the Bloustein School, doctoral candidates are able to interact closely with their professors as they carve out their own areas of research expertise. Faculty members also encourage students to take part in the research centers outside of Bloustein in which many faculty members have dual appointments. More formally, the doctoral program has an active mentorship program in place, in that all students are assigned faculty advisers once they matriculate. This system insures that students retain direction as they make their way through the program. In addition, every first and second year student must participate in a program-of-study meeting. These meetings typically involve the student, his/her adviser, the program director, and other faculty. This is an opportunity for the faculty to make sure that every student is completing the requirements in a timely fashion. Finally, every student receives an evaluation letter at the end of the academic year that summarizes his/her progress toward attaining the Ph.D. degree.

D. Enhance Our Public Prominence

The doctoral program resides within the Edward J. Bloustein School of Planning and Public Policy. This home enables it to have a significant platform to highlight the important work of its students and faculty. The School overall publicizes the work generated by the doctoral program on its website and social media platforms, as do the many research centers that the faculty have created. In addition, doctoral students attend meetings of the Association of Collegiate Schools of Planning, Urban Affairs Association and Association of American Geographers in order to present their work and increase the visibility of the program. While the productivity of faculty is not easily measurable, standard metrics such as peer-reviewed articles and books remain critical for tenure and promotion. Much of this research is highly relevant to public policy at the local, national, and international level. This makes much of the research output consistent with increasing the program's public prominence. The School also organizes a number of annual lectures, workshops, and other events that enhance the program's public prominence in a number of research areas.

Ph.D. Program's Alignment with University's Strategic Integrating Themes

A. Cultures, Diversity, and Inequality—Local and Global

The doctoral program is so highly regarded that it regularly receives applications from all over the world. The student body, therefore, is diverse across a variety of cultures and backgrounds. One weakness is that the program's current faculty does not reflect this diversity. Given that some of the faculty are expected to retire in the near future, the program will work to recruit new faculty that can broadly match the diversity of the student body.

After graduating from the Bloustein School, a significant number of students move on to obtain academic positions in their countries of origin or other areas around the world. This means students are on the faculty in universities across China, Taiwan, Japan, India, Korea, Spain, Portugal, Mexico, and elsewhere. As described earlier, other graduates obtain professional and governmental jobs all over the world.

B. Improving the Health and Wellness of Individuals and Populations

The Ph.D. educational experience in Planning and Public Policy is by its nature an interdisciplinary program. The expertise of the faculty and the topics selected by Ph.D. students are reflective of this. Many of these research areas affect the health and wellness of populations at the local, national, and international levels. Some faculty conduct research that examines the health and wellness of individuals; other faculty focus on broader economic factors that have an influence at the scale of large populations.

C. Creating a Sustainable World through Innovation, Engineering, and Technology

The interdisciplinary theme of the Ph.D. program includes research that connects science, engineering, and technology to policy development, with much of the focus being on sustainability. For example, research in transportation, housing finance, urban change and political economy, energy systems, risk assessment, community food security, public health, urban sanitation, water supply infrastructure, climate change, and social equity all have links to creating a sustainable world. Faculty work across disciplinary boundaries with professors in other schools and departments, including the School of Engineering, the School of Environmental and Biological Sciences, Rutgers Medical School, and many of the departments within the School of Arts and Sciences.

D. Educating Involved Citizens and Effective Leaders for a Dynamic World

Students entering the doctoral program face high expectations in terms of their responsibilities of being strong leaders both in their own communities as well as around the world. As they complete their coursework in the first several years of the program, students learn about the commonalities of social problems across a global context. Faculty support students who wish to undertake research projects that have the potential to bring with them the possibility of productive interactions with diverse communities. In addition, faculty encourage students to present their research in "real world" settings in order to maximize the exchange of ideas and advance the broad-based goal of civic participation.

E. Creative Expression and the Human Experience

One of the most important features of the doctoral program is its dedication to innovation. In designing their dissertation projects, students receive maximum flexibility under the guidance of their committees. Faculty encourage students to look at problems in new ways as they engage in the research design

process. This is also apparent in the faculty's support of student training in mixed-methods, with a focus on both qualitative and quantitative methods.

Conclusions and Action Items

The doctoral program at the Edward J. Bloustein School of Planning and Public Policy is renowned not only in the United States, but around the world. To support this premier status, the doctoral program needs sufficient School-wide funding as well as support through external grants. As it moves into the future, the program will build upon its core strengths but also move in new directions as different student interests and challenging public policy issues emerge.

Centers, Institutes and Initiatives

OVERVIEW

The Edward J. Bloustein School of Planning and Public Policy serves as one of the nation's key centers for the theory and practice of planning and public policy scholarship and analysis. A number of the School's centers, institutes and initiatives are nationally recognized for their research and collaborative programs. These specialized centers carry out large-scale externally-funded research and technical assistance projects and are supported by and enhance the school's ability to perform in-depth scholarship; render public service to the state and nation and; and provide students with the opportunity to develop professional skills and experience. Several of the school's centers offer continuing education and training programs for government officials, nonprofit leaders, and career professionals.

Historical Context

The Bloustein School's diverse portfolio of research centers, institutes and initiatives has grown organically over time in response to the pressing policy issues facing New Jersey and the nation. A number of the centers currently part of the School predate the School's creation in 1992. These include the Center for Urban Policy Research (created in 1969) and the Center for Negotiation and Conflict Resolution (created in 1987).

The remaining centers were established as follows:

- The Rutgers Economic Advisory Service (R/ECON™) was created in 1992.
- The John J. Heldrich Center for Workforce Development (initially the Center for Employment Policy and Workforce Development) was approved by the University Board of Governors in 1997.
- The Alan M. Voorhees Transportation Center (VTC), was approved by the Board of Governors in 1998 and includes the National Transit Institute (established at Rutgers in 1992 by an Act of Congress); the NJ Bicycle and Pedestrian Resource Center; the NJ Safe Routes to School Research Center; and the NJ Travel Independence Program.
- The National Center for Neighborhood and Brownfields Redevelopment was approved by the Board of Governors in 1999.
- The HIV Prevention Community Planning Support and Development Initiative was created in 2001.
- The Center for Energy, Environmental, and Economic Policy was created in 2003.
- The Bloustein Center for Survey Research was created in 2005.
- The Rutgers Center for Green Building was created in 2006.
- -The Center for Transportation Safety, Security, and Risk was created by an Act of Congress in 2008.
- The Center for Planning Practice was created in 2009.
- The Ralph W. Voorhees Center for Civic Engagement was approved by the Board of Governors in 2011.
- The Bloustein Local Government Research Center was created in 2012.
- The Environmental Analysis and Research Group was created in 2012 and includes the NJ Climate Adaptation Alliance and the

Centers, Institutes, Initiatives & Programs

- **Alan M. Voorhees Transportation Center**
 - National Transit Institute
 - NJ Bicycle and Pedestrian Resource Center
 - NJ Safe Routes to School Resource Center
 - NJ Travel Independence Program
- **Bloustein Center for Survey Research**
- **Bloustein Local Government Research Center**
- **Center for Energy, Economic & Environmental Policy**
- **Center for Negotiation and Conflict Resolution**
- **Center for Planning Practice**
- **Center for Urban Policy Research**
- **Environmental Analysis and Communications Group**
 - Center for Transportation Safety, Security and Risk
 - National Center for Neighborhood and Brownfields Redevelopment
 - NJ Climate Adaptation Alliance
 - Sustainable Raritan River Initiative
- **HIV Prevention Community Planning Support and Development Initiative**
- **New Jersey Health Impact Collaborative**
- **New Jersey Public Policy Research Institute**
- **John J. Heldrich Center for Workforce Development**
- **Ralph W. Voorhees Center for Civic Engagement**
- **Rutgers Center for Green Building**
- **Rutgers Economic Advisory Service (R/ECON)**
- **Rutgers Regional Report / State Data**

- Sustainable Raritan River Initiative.
- The NJ Health Impact Collaborative, a partnership with Rutgers Biomedical and Health Sciences was created in 2014.

ALIGNMENT WITH UNIVERSITY'S STRATEGIC PRIORITIES

In February 2014, University President Robert Barchi released A Strategic Plan for the New Rutgers that establishes four strategic priorities as areas for improvement, where “focused attention can lead to excellence.” The following sections describe the core strengths and weaknesses of the School’s centers, institutes and initiatives in the context of each priority and in some cases identifies opportunities for improvement that can align the work of the School’s research centers more closely with the priorities identified in the University Strategic Plan.

Envision Tomorrow’s University

This priority area focuses on 1) the impact of new communication, research and teaching technologies on the residential university; 2) the need to remodel the traditional structure of academic units to create an environment that is responsive to the needs of tomorrow’s faculty, students and staff; and 3) the imperative to seek adaptive and flexible connections between the academy and economy.

Although the primary focus of the School’s centers, institutes and initiatives is on applied and scholarly research rather than direct student instruction, many of the School’s centers actively incorporate leading-edge communication and instructional technology into their research, outreach and service activities. Examples include: proactive use of social media to disseminate research work products; use of on-line survey tools and interactive key-pad polling to collect data from stakeholders and the public; use of participatory Geographic Information Systems technology to share and crowd-source information in person and on-line; use of cell phone technology to collect data, facilitate learning among service clients and engage the public on important planning and policy topics; and use of video conferencing and on-line meeting technologies as a platform for training and to facilitate interactions with research partners, customers, stakeholders and the public. The Bloustein School centers benefit greatly from the School’s significant and ongoing commitment to maintaining state of the art technologies for faculty, staff and students.

Traditional university structures can silo research activities by subject area and unit. Over the past two decades, this tendency has been true among the School’s research centers as well. Since its creation, the School has successfully reshaped two formerly separate departments into an integrated and unified faculty with multiple programs of study. However, less attention has been given to fostering a similar collaborative environment among the School’s research centers. While there are some notable exceptions (especially more recently), collaborative research partnerships among the School’s centers and with research centers within the greater University community could be improved.

There are opportunities to refocus the School’s centers to more effectively respond to the multidisciplinary nature of twenty-first century policy and planning challenges. This is particularly true in the area of sustainability planning and policy. Also, in relation to peer institutions and the University Strategic Plan there appear to be some notable gaps in the concentrations of: science and technology; innovation and economic development; poverty and inequality; and international planning and policy. Each of these issues are featured prominently in the University Strategic Plan but should be given more emphasis by the School’s centers in the coming years.

As noted in the University Strategic Plan, “adaptive and flexible connections between academy and economy” are critically important if the University is to be successful in a rapidly changing world. The School’s centers, institutes and initiatives have a strong foundation on which to build. The Heldrich Center for Workforce Development, Rutgers Regional Report, Rutgers Economic Advisory Service, the Center for Energy, Economic, and Environmental Policy, the New Jersey Climate Adaptation Alliance and Rutgers Center for Green Building all have well regarded and in some cases long standing relationships with local and national business communities. All of the School’s centers have close working relationship with local and state government and many have relationships with Federal agencies and various other clients. These relationships provide opportunities to strengthen partnerships over time to further facilitate the flow of knowledge and help translate the products of their research into practice.

Build Faculty Excellence

The Bloustein School research centers excel at attracting research funding through competitive grants and contracts from federal and state governments and from private foundations. This funding support high quality, complex research projects. Each of the centers and institutes is overseen by a member of the School’s senior faculty. The majority of center personnel at the Bloustein School are professional staff with advanced degrees and significant professional experience in their fields of expertise. Many of these senior professionals serve as principal investigators on externally funded research studies and several teach graduate and/or undergraduate courses. The University Strategic Plan does not recognize the important contributions these professionals make toward teaching and research excellence at Rutgers, nor does it recognize the potential to expand the contributions of professional staff in the area of research and teaching.

The University Strategic Plan calls for the creation of “a faculty mentoring program that allows talented younger faculty to mature into leaders in their disciplines.” A similar program should be established to link faculty with professional staff to promote rigorous, high-quality research and to increase production of peer-reviewed manuscripts to disseminate the results of center research.

Transform the Student Experience

The University Strategic Plan recognizes the need to enhance the student experience at Rutgers and calls for “creating personalized learning environments” and “revamping academic support services, instructions support, academic advising, and career counseling services to establish a platform that best supports the students and best positions them for professional success.” The Bloustein School is a model for this approach. The School’s centers contribute to the School’s success in this area by providing significant opportunities for students to actively participate in research and the scholarly process. The centers also provide students with the opportunity to interact and network with career professionals and to be mentored by faculty and professional staff working at the centers.

Enhance Our Public Prominence

This priority area identifies the need to strengthen the identity and reputation of Rutgers as a “world-class research institution.” The Bloustein School communication support staff do an excellent job advising and supporting the centers with media relations, marketing, website maintenance and other communication activities. In addition, the launching of the University’s branding and identity system several years ago has significantly improved “brand” uniformity across the Centers at the school. The Bloustein School has embraced the identity system and actively promotes brand adherence among various units of the School, including its centers, institutes, and initiatives. However, in practice, the

branding approach often creates confusion, with multiple levels of identity (i.e., University + School + Center + Sub-center/initiative/program). Center faculty and staff would benefit from improved guidance and tools to better manage these layered identities.

ALIGNMENT WITH UNIVERSITY'S INTEGRATING THEMES

The University Strategic Plan identifies five integrating themes designed to build on the strategic priorities, create areas of differentiating excellence and enable Rutgers to further distinguish itself among its peers. The themes are also intended to “create bridges” between the University campuses and schools, and to integrate currently isolated pockets of excellence.” The following sections describe the strengths and challenges facing the School’s centers, institutes and initiatives in the context of each integrating theme and in some cases identifies opportunities for improvement that can align the work of the School’s research centers more closely with the themes identified in the University Strategic Plan.

Cultures, Diversity and Inequality-Local and Global

The first theme seeks to ensure that “students and scholars are conversant and competent in the study of cultures, diversity, and inequality” both locally and globally. Although the school does not possess a specific center focused on culture, diversity and inequality, many of the School’s centers, including: the Alan M. Voorhees Transportation Center; the Center for Urban Policy Research; the Environmental Analysis and Communications Group; HIV Prevention Community Planning Support and Development Initiative; NJ Health Impact Collaborative; NJ Public Policy Research Institute; John J. Heldrich Center for Workforce Development; the Ralph Voorhees Center for Civic Engagement; and the Rutgers Center for Green Building all currently address equity issues and diversity issues in their research. This includes exploring the impact of planning, design and policy decisions on traditionally disadvantaged and vulnerable populations such as low-income populations and the working poor; minority populations; populations with limited English proficiency; older adults, youth and people with disabilities.

Improving the Health and Wellness of Individuals and Populations

The second theme emphasizes the need for Rutgers to address a wide array of health challenges, locally and globally, and to support both health and wellness for individuals as well as healthy communities and a healthy environment. Quantifying the links between risk factors and health status is a key role played by the Bloustein Center for Survey Research, which conducts pregnancy risk assessment monitoring studies, youth risk behavior studies, middle school risk and protective factor studies, and substance abuse and mental health services studies for a variety of governmental agencies. Increasingly, it is recognized that positive health outcomes are significantly influenced by many things outside the health field. Social determinants of health, such as economic stability, work, education, social and community context, neighborhood characteristics and the characteristics of the built environment all contribute to individual and community health and wellness. In that regard, the Bloustein School’s centers regularly contribute data, information and policy recommendations. The School’s centers address topics related to work skills and employment, community and infrastructure design, building design, climate change and adaptation, public and private investment, housing, transportation, social and community capital as well as other public health-related topics. In addition, earlier this year, the School launched the NJ Health Impact Collaborative (NJ-HIC). NJ-HIC is a partnership among the Environmental Analysis and Communications Group, the Voorhees Transportation Center, and Rutgers Center for Green Building at Bloustein and researchers from Rutgers Biomedical and Health Sciences. The Collaborative’s mission is to promote the integration of public health considerations in planning and policy decisions and to

advance the practice of Health Impact Assessment (HIA) as a tool to improve planning and decision-making throughout New Jersey. NJ-HIC has an advisory committee that includes representatives from the public, private and non-profit sectors.

Creating a Sustainable World through Innovation, Engineering and Technology

This theme suggests that because of its location in New Jersey, Rutgers can be a “living laboratory” for exploring sustainability challenges at the local and global levels. Importantly however, the University Strategic Plan does not emphasize the critical role planning and public policy play in ensuring a sustainable world. In fact, planning and policy decisions are the foundation on which innovation, engineering and technology applications happen. Achieving sustainability goals without supportive planning and policy frameworks is all but impossible. The Bloustein School centers explore a wide range of sustainability issues as part of their research. Topics addressed include: climate change and adaptation; coastal policy and planning; environment protection and enhancement; sustainable transportation; energy use and efficiency; green building; sustainable community design; economic development; workforce preparedness, access to opportunity for disadvantaged populations; urban agriculture; fiscal impacts and state and local government finance; and civic engagement. A review of center resources at the School’s peer institutions suggests that the School should strengthen the relationships between centers addressing sustainability topics to foster multidisciplinary approaches to sustainability challenges.

Educating Involved Citizens and Effective Leaders for a Dynamic World

As a public land-grant university with a strong urban research tradition, Rutgers has a long track record of successful outreach to the public and leaders in governmental, educational, and community organizations. The Strategic Plan seeks to enhance this tradition by integrating “rigorous disciplinary instruction with real-world experience, enabling students to test ideas in practice and see how they are applied in a social context.” Each of the School’s centers offers important opportunities for student employment. Students at the Bloustein School are encouraged to work on real-world projects by becoming involved with many of the school’s 19 research centers, institutes and initiatives. The School and its centers and institutes serve as an intellectual focal point at Rutgers University for the examination of societal problems and solutions. As described above, research at the School’s centers address a wide variety of challenging topics and is guided by a strong commitment to quality through the use of rigorous methods. These work experiences coupled with the academic curricula offered at the School help to prepare students to be effective, thoughtful citizens and leaders.

Of particular note in this thematic area is the School’s Ralph Voorhees Center for Civic Engagement, which can serve as a model for the University. The Center, a collaboration of university faculty, students and community development actors, enhances educational opportunities, facilitates innovative research, and builds community development capacity. The Center supports local research, encourages people to think creatively about what produces local problems and engages in local, national and international conversations on these issues. Faculty and students work in collaboration with local actors to conduct innovative original research, publish in peer review journals, and present research locally and at academic conferences.

Creative Expression and Human Experience

The final theme identified in the University Strategic Plan recognizes that all aspects of the University’s mission “are enhanced by the sociocultural literacy and cognitive flexibility that the arts and humanities

teach.” While this theme is not a central at focus of the School’s research centers, several of the center’s research projects, especially those related to the built environment and community design examine the importance of cultural competency and sensitivity in planning and creative place-making. These projects examine the physical and social character of neighborhoods and towns and how arts and cultural activities can influence the design and programing of public and private spaces.

CONCLUSIONS AND ACTION ITEMS

The Bloustein School and its centers and institutes are well positioned to advance the priorities and themes identified in the University Strategic Plan. Many of the priorities and themes are already reflected in the research conducted by the centers. There are however several areas for potential improvement. Action items include:

1. Assess the nature and current structure of the School’s research centers, institutes and initiatives in order to determine what if any gaps should be filled and what opportunities exist for stronger partnerships within the School, with other units on the New Brunswick campus and with units located on the Newark and Camden campuses. The assessment should also explore ways to better align the research centers and the research interests and activities of a broader cross-section of the School’s faculty.
2. Seek opportunities to strengthen partnerships with private business communities and government to facilitate the flow of knowledge and help translate the products of center research into practice.
3. Create a mentoring program that links faculty with talented professional staff employed by the School’s centers to promote rigorous, high-quality research and to increase production and publication of peer-reviewed manuscripts to disseminate the results of center research.
4. Improve upon the university-wide branding approach with guidance and tools to manage better the layered identity relationships associated with the School’s centers.
5. Strengthen the relationships between centers addressing sustainability topics to foster multidisciplinary approaches to sustainability challenges.

Administration

Overview of administration at the Bloustein School

The administration of the school has been organized to provide the right fit of services and staff competencies that support the mission and efforts of the school, its many programs and centers. The dedicated services that promote, develop, collaborate with, and engage the Bloustein School community include: Student and Academic Services, Business/Administrative Services - budgeting, finance, business/grants/contracts administration and human resources, Information Technology - incl. instructional technology, Communication and Outreach, Events Planning and Facilities Services, External Affairs/Development, and myriad other support services as needs arise. Those individuals responsible for administrative service areas also participate in campus and university-level committees and information sharing activities.

Student and Academic Services, in addition to continuing its support of students and program development, is in the process of developing a robust recruitment campaign and expanding career services and alumni and outreach activity.

Business/Administrative Services, in addition to providing regular support for budgeting, finance, and human resource services, have taken steps to enhance the onboarding of new faculty and staff, provide more comprehensive professional development opportunities, and have also undertaken a project to better support the research faculty and staff by providing grant/contract proposal development services – phase I is to develop a database that acts as a repository of various data necessary to accompany the many proposals submitted to funding agencies.

Instructional Technology continues to ensure state-of-the-art classrooms and computing labs with advanced instructional technology (audio/visual, powerful personal computers, shared software), providing a robust backend with high-speed data network that include physical and virtual servers – for print, web, geo-processing, room management, digital signage management, database applications and customized learning management, and enhanced security (dedicated experts, layered defenses, strong endpoint protection and “next generation” firewall).

Communication, Outreach and Development seek to further promote the Bloustein brand and showcase the community including what Bloustein has to offer including academic program and field/research expertise. They also continue to support the University Foundation campaign as well as develop additional campaigns for the school – facilities naming and small gifts campaigns.

Historical context

Following an external peer review in 1999, an internal university review in 2000 and a yearlong school strategic planning effort in 2000-2001, on July 1, 2001 the school reorganized from a department structure to a single faculty with four academic programs with a new Faculty Council governance structure that broadened faculty participation in the crucial academic responsibilities of the school, while relieving the faculty of daily administrative work that was largely duplicative in the former departmental structure. The reorganization also provided two strong faculty associate dean positions to coordinate the faculty and the academic programs with a goal to further integrate the work and focus of the school’s research and public service centers into the academic programs. In 2012 a third faculty associate dean position for new initiatives and planning was developed.

The dean’s office centralized administrative services to support programs and has grown into the following areas:

- Business services office that handles budgeting, accounting, purchasing, and human resources for all four of the school’s academic programs, and grants and contracts administration support for all of the school’s faculty and research centers.
- Student and academic services office that handles all recruitment, admissions, career development, student organizations, academic records and advising, and events (open house, orientations, graduation) for all four academic programs.
- Administrative staff support communication/outreach/development/ events planning
- Administrative support for the faculty and program directors consists of a program assistant and instructional technologist to provide administrative and technical support to faculty,

including training in course management software, scheduling of classes and other general instructional support, arranging faculty meetings, etc.

- Information Technology supports the state-of-the-art technology offered throughout the school including high powered workstations in computing laboratories, audio/visual equipment in all classrooms and conference rooms, projection systems and smart boards in lecture halls and classrooms, laser printers, plotters, and scanners. Additional instructional equipment such as laptops, remote presentation devices, and an audience response system are available upon request. In addition, the office ensures high speed wireless access and systems security.

These administrative areas report to the associate dean who, through continued communication with the program and center directors, ensures high quality support and services.

Peer and aspirational institutions

The Bloustein School administration is organized as a one-stop shop for its various student and academic services. Peer institutions mostly focus on the department model that is staffed with an administrative assistant or other secretarial support. It is the model the Bloustein School operated on previously and which is captured in the historical context section above. Other peers that use a similar model include NYU Robert F. Wagner School of Public Service, the Goldman School of Public Policy at University of California-Berkeley, and the LBJ School of Public Affairs at University of Texas at Austin. The schools affiliated with the CIC and Big10 mostly have public policy programs as a department, center or institute within the school and there is no real planning presence; the University of Michigan Gerald R. Ford School of Public Policy is a contemporary but not one that the Bloustein School has historically compared. Even so, the Bloustein School strives to enhance its fundraising activities at a level equal to the approximately \$51M in gifts raised by the Ford School between 2000 and 2009.

Recent strategic planning effort from which this reports draws

The programs of the school are consistently evaluated by the various accrediting bodies which require review of the school, its programs and related research. The school has been examined by four accreditation teams, one school wide strategic planning and restructuring exercise and several program-level reviews. In addition, Student and Academic Services and Information Technology conduct periodic and annual surveys to gauge student satisfaction. Administrators have anecdotal evidence that indicates the school's efforts have succeeded through the student experience; students are satisfied with the client focus provided to them and the ability to ask their series of questions ranging from admissions to financial aid to graduate to career services and job placement. In addition, they are pleased with access to space local to their instruction for their computing needs. Additionally, faculty members familiar with the organizational structure of peers have touted the administrative structure and support services provided at the Bloustein School.

How this activity aligns with University's strategic priorities

Envision Tomorrow's University in face of 3 major challenges for higher education:

A strength of the Bloustein School is its effective organizational structure that directly and indirectly supports the mission of the school, its faculty, students and centers and ensures operational effectiveness and organizational development. Complemented by state of the art physical and

computing facilities, student and academic services provides a one-stop shop for student affairs. The staff of the school are experienced, educated, motivated and proactive, responsive, flexible and engaged. Their continued success depends on the school's and the university's ability to reward and recognize staff for their contributions. The university is already working on improvements in processes and systems that will provide a more conducive environment for staff to succeed, and the school supports such efforts. This would include responsibility center management, administrative systems review and implementation, and other activities meant to improve integration of the administrative experience. Assuming services at the central level will improve as a result of RCM and unit participation in measuring administrative success, such opportunities should be collaborative at the local, campus, and university level. Additionally, the school is looking at ways in which to recognize both administrative and research staff contributions, achievements and milestones within the context of university policy..

Build Faculty Excellence

The administration of the school is focused on building faculty excellence already and the University's Strategic Plan can assist the school's efforts to foster collaboration and interdisciplinary activity. IT services at the school include instructional technology tools that innovate and complement teaching and provide multiple avenues for faculty to offer instruction; the advantage/strength at the school is the dedicated instructional technology specialist – one of the first employed by a Rutgers school – who offers training on such technologies and provides creative solutions to faculty needs.

The school has begun a project to remove administrative burden from the grants/contracts proposal development in an effort to better support principal investigators and their research teams, to encourage collaborative proposal development, and to garner additional research activity. These activities and any that will soon develop to offer greater proposal development support complement faculty excellence by freeing their time and constraints to do so.

Transform the Student Experience

The administration of the school is focused on providing best services to students, those enrolled and those registered for courses. Responsiveness and quality engagement are key components to the school's guiding principles for student affairs. The delivery of the one-stop shop offers excellence to the student experience and delivers on student expectations of integrated counseling and advising and navigating the vastness of the University administrative system. Students become engaged beyond their Bloustein educational career and later as alumni. Over the next year the school will further enhance the student experience through its recruitment efforts, career services, and alumni connections; the expectation is that the relationship with Bloustein students will begin before they are admitted and last through their educational successes and job aspirations and throughout their years as proud alumni of the school.

Instructional technology is vital to encouraging this relationship as students must be able to rely on state-of-the-art facilities and equipment as well as responsive and dedicated IT experts. The retained expertise of the IT staff fosters rapid adoption of new instructional technologies that, in addition to enabling faculty teaching excellence, enhance the student experience. A goal is to involve IT staff in infancy phases of new business and teaching plans where technology can provide solutions to advance plans.

Enhance Our Public Prominence

The communication and outreach efforts of the school enable the production of targeted newsletters, physical promotion in the building using technology – jumbotron – and framed posters, the work of dedicated outreach staff – communications, marketing, events, alumni relations, development, and recruitment, popular programs - attracting faculty, staff, students, alumni and other community members, and the promotion of programs and activities via social media, website, email, and targeted advertising in professional journals and conference programs. In addition, students are polled to determine what works and what needs improvement.

Efforts in discussion to further enhance the School’s public prominence include:

- Building on the university’s marketing campaigns that measure current attitudes and impressions regarding Rutgers in local, regional, and national markets¹, and that direct specific and targeted messages at each key market segment taking maximum advantage of key events and milestones – Rutgers Day, the university’s 250th anniversary in 2016, and the urban planning program’s 50th anniversary in 2017;
- showcasing Rutgers’ excellence via the state-of-the-art information technology available;
- fostering pride for Rutgers both within the university community, regionally throughout NJ, and where possible nationally through improved communication; and
- improving branding through promotion of BLOUSTEIN via web and email addresses – bloustein.rutgers.edu – and targeted communication to alumni via databases.

In addition, there are efforts to:

- map alumni across NJ and nationally, social media engagement allowing faculty, staff and students to post photos of their work at conferences, internships/jobs, and community service;
- post employer testimonials;
- post video marketing;
- highlight students on webpage and via social media;
- conduct focus groups for improving faculty pride and engagement in marketing the school;
- garner community engagement at events; and
- tout the school’s role in influencing, reporting on and developing research and policy recommendations for the economy throughout the state and where possible nationally and internationally.

¹ Over this past academic year, the Bloustein Center for Survey Research, on behalf of the Office of the Vice President for University Communications and Marketing, conducted an extensive Rutgers University branding and marketing study. Data from 3,800 respondents across national, regional, and statewide populations were collected, analyzed, and used to inform the nature and scope of a marketing program for Rutgers University. Summary results of this study were presented to President Barchi on April 10, 2014. The study’s findings and analyses are now being used to inform and guide a marketing program designed to increase national awareness of Rutgers as one of America’s leading research universities, with a focus on enhancing the university’s prospects for success in key strategic areas.

There are several challenges that once overcome can further benefit these efforts. Such challenges include:

- lack of comparative data regarding peer institutions and faculty;
- low attendance at named events;
- lack of publicity regarding student award recipients;
- healthy, but sure to be improved ranking of public policy program; and
- scheduling conflicts and program engagement competition from Eagleton Institute for Politics.

The strategic plan efforts create avenues for opportunities that can combine the expertise already seated at the school and expand upon additional efforts. Such opportunities include:

- new analytics programs for AAU program comparisons institutions;
- promotion of endowed scholarships;
- promotion of more public policy achievements;
- develop public health profiles and careers;
- compile and publicize alumni success stories;
- develop more policy-related topics for lectures – with attention to the type of lectures held;
- promote public policy program by supporting faculty participation in professional associations;
- tout international focus of new tenure-track faculty beginning in the 2014/15 academic year; and
- showcase research accomplishments throughout the school and offer CEU credit bearing short-courses – in addition to enhancing public prominence, this generates another revenue source.

How this activity aligns with the University's integrating themes

Cultures, Diversity, and Inequality—Local and Global

The Bloustein School is committed to diversity in its efforts to attract, select and retain students, faculty and staff. Student recruitment efforts include targeting recruitment campaigns and increasing financial support for underrepresented students. The ability to receive applications for admission online has increased the ability to reach out to the international community as a vehicle for global diversity particularly by students in China, Korea, and India. The school offers attractive, welcoming, warm, and usable communal areas within the building and organizes communal activities that encourage diversity. In addition, the school celebrates and encourages diversity both by organizing seminars and program events and by linking up with diversity-focused events throughout the university, the city and the region. Staff recruitment efforts foster equal employment opportunity. The school also provides avenues for professional development and advancement.

Improving the Health and Wellness of Individuals and Populations

Through efforts to remove administrative burdens from the school's research faculty and staff, more attention can be paid to the research itself, much of which focuses on health impact and other health related attention particularly with policy development. Additionally, students have opportunities through the school's program offerings and research to become experts in fields that directly impact health and wellness of individuals and populations. By creating internships and career development and

employer engagement, students can find and be linked (through student advising and participation) to opportunities.

Bloustein students are supported through myriad challenges they face during their academic career including those that affect their personal well-being. The school and university should continue to put the health and wellness of its student population first by encouraging the development of a counseling/support mechanism as part of its one-stop shops. Doing so results in higher and on-time graduation rates and increases overall student satisfaction.

Creating a Sustainable World through Innovation, Engineering, and Technology

Through the support of the various administrative services available at the school, and through improvements that will result from the strategic planning efforts, attention of the school's faculty, students, and research staff will continue to provide and develop expertise that contribute to creating a sustainable world.

Educating Involved Citizens and Effective Leaders for a Dynamic World

In addition to the various support provided by the services provided to students, student organizations are also supported and provide opportunities for students to become involved citizens and effective leaders. Such organizations include Rutgers Association of Planning and Policy Students, Walk Bloustein Bike Bloustein, International Development Interest Group, Bloustein Public Services Association, Women's Leadership Conference, Eta Sigma Gamma, Rutgers University Prospective Health Care Club, and Rutgers Future Healthcare Administrators. Additionally, through the various programming and events held at the school opportunities exist for thought leaders to engage with the school's community and to provide linkages where they may not exist otherwise. Furthermore, the efforts of the school's information technology services provide solutions that complement these activities.

The university should emulate these initiatives and a one-stop shop should support the dynamics of each student organization and encourage the education of students as involved citizens within their environment – both contributing to the spirit of university engagement and that of their school and academic experience.

Creative Expression and the Human Experience

Having a staff equipped with an ethos that supports the myriad activities of the school enables creative expression not overly burdened by administrative hurdles. Even so, further attention to limiting administrative burdens can be made and provide greater avenues for faculty, students and staff.

Conclusions and Action Items

Furthering the development of the school and its many community members requires administrative acumen and support services that foster collaboration, improve ability to be innovative, and enable mechanisms for advancement. The school will draw on its administrative resources to provide further efficiencies and to encourage learning, research, citizenship, and participation. Strength will come from technological advantage as a unit crossing all areas of student support and achievement, faculty growth and excellence, and staff access and process improvement. Maintaining high standards of individualized support, the school will be prepared to serve the student body growing in its international diversity. Sharing the successes of the one-stop shop environment throughout Rutgers can encourage the large, university service oriented offices to use technology and the one-stop shop experience to its advantage

to better serve the large student population at Rutgers. Greater interaction between community members to encourage collaborative efforts and to identify accomplishments that impact the school's success will be vital to these efforts. Greater participation in the campus and university level to influence policy and practice as well as minimize administrative burdens on the academic and research components will also be vital to these efforts.

The limited professional development offerings at the university require the school to develop in-house programs and bring training to the school. An improvement for the university would be the ability to offer more robust offerings with focus on administrative, professional and research staff (including faculty administrators) from the day they step foot at Rutgers through their career. Furthermore, having more robust human resource programs centrally for staffing (recruitment, hiring, retention, promotion), professional development, and other support services would greatly benefit schools, the campus, and the university. Having well-rounded support staff with formal HR talent management strategies in place can only benefit every element of the strategic plan and foster improvement and support for the student experience and building faculty excellence. In fact, creating a culture of learning and advancement for staff can positively impact all that is planned and accomplished throughout the university.

Preparation of this Plan

Process

- March 12, 2014: Charge from dean
- March 24, 2014: Committee meetings, subcommittee formation
- April 1-23, 2014: Program faculty discussions of subcommittee drafts
- April 24, 2014: Subcommittee drafts of sections for each activity
- May 2, 2014: School-wide Congress discussion of draft plan
- May 3 – June 20, 2014: Preparation of draft report by committee, iteration
- June 24, 2014: Submission to dean
- June 30, 2014: Plan forwarded to chancellor

Committee Members

Clinton Andrews, Thea Berkhout, , Jon Carnegie, Mirabel Chen, Jocelyn Crowley, Sharon Fortin, Anne-Marie Hill, Briavel Holcomb, Carl van Horn, Dan Horner, Becky Kelleman, Katie Magiera, Robert Noland, Stuart Shapiro, Steve Weston, Marc Weiner.

Charge

“As you are aware, during the past year, the university has been engaged in a comprehensive strategic planning effort. The purpose of that process has been to develop clear plans and goals for the future of the institution as a whole. In addition, each campus has been charged with developing its strategic plan. The next step in this process is for each of the academic units to develop their own plans. Toward that end, I am writing to ask you to serve on the Edward J. Bloustein School of Planning and Public Policy's Strategic Planning Committee and to assist me in this important work. With input from faculty, administrators, and students, our task will be to identify high priority initiatives, consistent with the direction provided by the university plan, that will serve to advance the aspirations and goals of school.”