

Strategic Plan – 2020-2025

Program in Urban Planning and Policy Development (UPPD)

Edward J. Bloustein School of Planning and Public Policy

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Introduction

The Urban Planning and Policy Development (UPPD) program rewrites its strategic plan every 5 to 7 years and reviews program components in the intervening years at faculty meetings and retreats and through curriculum committee reviews. UPPD strategic planning nests within strategic planning conducted across the Bloustein School of Planning and Public Policy and Rutgers University.

The UPPD strategic planning process engages a variety of actors. The last two strategic planning processes (2012-2013 and 2006-2007) used similar data gathering processes. UPPD added direct student, cohort, and program assessments to the 2019-2020 strategic planning process which informed the development of the current plan. In full, UPPD conducted: (1) an internet and mail survey of UPPD alumni during May-June 2019; (2) three focus groups – one each with employers, part time lecturers, and students - in the masters of city and regional planning (MCRP) degree program in November 2019; (3) four listening sessions with students in the MCRP degree program, one each semester Fall 2018 – Spring 2020; (4) a listening session with international students during the Spring 2020 semester; (5) an analysis of annual student exit interviews; (6) an analysis of studio and planning methods course and internship assessments. The UPPD assessment report and assessment instruments are included in Part IV—Required Documentation, Part C (other documents). Full anonymized transcripts of the focus groups and listening sessions are available upon request.

The 2020-2025 UPPD Strategic Plan first reviews the 2013-2018 strategic plan, the context for it, and the progress we have made towards meeting its objectives. We then present the 2020-2025 Strategic Plan, itemize the finances to implement it, outline an implementation plan, and propose a plan to refresh the strategic plan periodically to reflect new and emerging circumstances and conditions.

The 2013-2018 Strategic Plan

Context: Strategic Planning at Rutgers University and the Edward J. Bloustein School of Planning and Public Policy

The UPPD Strategic Plan is nested within a university-wide framework established following the arrival of President Robert Barchi in 2012. Published in 2014, following a thorough process of engaging students, faculty, staff, and stakeholders, the Rutgers strategic plan identifies a clear direction for the university. This includes four strategic priorities: envisioning tomorrow's university; building faculty excellence; transforming the student experience; and enhancing our public prominence. The five foundational elements for addressing these priorities are: building a strong core in science and humanities; fostering an inclusive, diverse and cohesive culture; building an effective and efficient infrastructure and staff; garnering financial resources sufficient to fund our aspirations; and ensuring robust shared governance, academic freedom, and effective communication. Finally, five integrating themes to help operationalize these aspirations locally are: acknowledging our cultures, diversity, and inequality--global and local; improving the health and wellness of individuals and populations; creating a sustainable world through innovation, engineering, and technology; educating involved citizens and effective leaders for a dynamic world; and celebrating creative expression and the human experience. Each of the four chancellor units at Rutgers (Rutgers New Brunswick, Rutgers Biomedical and Health Sciences, Rutgers Newark, and Rutgers Camden) created a unit strategic plan that builds on the university-wide framework.

The Bloustein School's strategic plan, also published in 2014, following a wide-ranging and participatory process, identifies the School's strengths and weaknesses and establishes a set of priorities to guide its efforts. 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 urban planning, public policy, and public health; (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.

Further details on this legacy of strategic planning are at:

Rutgers University Strategic Plan <https://universitystrategy.rutgers.edu/>

Rutgers New Brunswick Strategic Plan <https://nbstratplan.rutgers.edu/>

Bloustein School Strategic Plan <https://bloustein.rutgers.edu/wp-content/uploads/2014/03/EJPBBB-Strategic-Plan-2014.pdf>

Summary of the 2013-2018 UPPD Strategic Plan and Program Progress

The 2013-2018 UPPD strategic plan laid out a set of goals in the areas of education, with 15 objectives; research, with 5 objectives; and public service, professional involvement, and community outreach, with 6 objectives. The plan also identified 10 strategic initiatives and specific activities to implement and refresh the plan. In the remainder of this section, we review the set of goals, their related objectives, and progress towards meeting the benchmarks.

Goal 1. Education

The goal for education is to provide our UPPD students with an innovative, distinctive, and comprehensive planning education at the highest standard of scholarly excellence and, through this education, instill in students a passion for the study and practice of planning. To meet this goal, the program will ensure that UPPD students obtain the knowledge, skills, competencies, and values required to secure rewarding employment in their chosen fields. The UPPD curriculum is also designed to instill habits of critical inquiry, innovative thought, and ethical practice that prepare graduates of the program to attain their educational, professional, and personal goals. It will also encourage students to reflect and appreciate the diversity and vitality of the communities they serve. To expand on classroom work, UPPD seeks to provide a rewarding and stimulating array of extracurricular activities that engages students to participate fully in the academic and professional life of the program and in program governance.

To do this, the program identified a set of 15 objectives, and the program has done well in meeting the goal.

- 1.1 Current students are satisfied with courses and teaching
 - The percentage of courses receiving overall course quality ratings of 4 or greater increased in this time period to 79% in Spring 2019 and 76% in Fall 2019 compared with 67% and 66% in 2012.
- 1.2 Graduating students are satisfied with the UPPD program
 - The share of graduates who rated the program as excellent/very good increased to 94% in 2019 from 90% in 2012.
- 1.3 Graduating students are satisfied with their advising experience
 - Three quarters (75%) of graduates thought that their advising was effective in 2019 compared with 69 percent in 2012.
- 1.4 Alumni are satisfied with their M.C.R.P. degree experience
 - More than 90% of alumni were very or somewhat satisfied with the educational experience that the planning program provided them for the job they current hold.
- 1.5.1 Employers are satisfied with their Rutgers M.C.R.P. employees
 - As in 2012, employers were positive about the program and the academic preparation of their M.C.R.P. employees.
- 1.6 Rutgers' M.C.R.P. graduates find jobs in their chosen field within 6 months of graduation
 - 91.4% of graduates had a "professional planning job" within 1 year of graduation compared with 75% in 2012.
- 1.7 Rutgers M.C.R.P. graduates have impact in their professional roles and community and professional service.
 - Similar to the 2012 results, alumni reported many contributions to the profession and to their communities.
- 1.8 The curriculum provides a strong basis for general planning knowledge, skills, and ethics
 - The qualitative and quantitative results were generally positive, although there is room for improvement. Core courses can be further strengthened by introducing more global content and by expanding the diversity of authors

and topics covered. Studios can also be strengthened.

1.9 Encourage faculty to assess curriculum needs, including new tenure-track hires, adjunct recruitment and replacements for departures and retirements.

- The 2019-2020 FTE is 4.79, an improvement from 2012-2013 when it was 7.4. The UPPD faculty discuss hiring priorities at the last meeting of the Spring semester annually.

There is adequate funding and other incentives to encourage new courses and innovative teaching approaches

- The Bloustein School launched the TEAM peer teaching evaluation and mentoring program to support educational development. TEAM hosts educational workshops throughout the year.

1.10 Rutgers M.C.R.P. students have a high pass rate on the AICP exam

- The majority of students who graduated in the last five years who took the exam passed it. The M.C.R.P. pass rate on the AICP exam is similar to the period covered by the last accreditation with the exception of the most recent year when only slightly more than half of students who took the exam passed it. That is likely the results of students taking the exam immediately upon graduating.

1.11 Studios are an important emphasis and a valued capstone experience in the M.C.R.P. curriculum

- The average studio course evaluation was slightly improved in 2019 compared with 2012 although there was a slight decline in the share of respondents who said their studio courses helped them “a lot” in their career. The Bloustein School provides some funding to cover travel costs for some studios.

1.12 The planning program values and champions diversity of students

- The student diversity and share of international students have both increased since 2011-2012. A quarter of students were not white and a quarter were international (up from 11% in the 2013 self study). The program should work harder to increase the number of Black and Latino students. In 2019-2020, three students were African American, 9 were Latino, 12 were Asian, 9 were some other race alone, and 3 were two or more races.

1.13 The level of student support is set at a sufficient level to maintain student quality and increase diversity

- For the academic year 2019-2020, the percentage of eligible minority students funded was 85%. The amount of funding allocated to eligible minority students was \$198,270. For the academic year 2011-2012, the percentage of eligible minority students funded was 90%. The amount of funding allocated to eligible minority students was \$220,560.

1.14 Expand internships in number and increase placements at local, state, and national scales

- Many planning students completed one or more internships in public, private, and non-profit organizations. Few did so for credit which has made it challenging to count. The program initiated an effort to capture all assessment experiences through a Handshake program. We anticipate having more complete data in the future.

Goal 2. Research

The goal for research is facilitating and rewarding the faculty's ability to produce research and scholarship that advances the planning discipline; disseminating research results through journals, books, and other scholarly publication; and motivating and engaging students in research and publication. This goal serves to maintain and enhance UPPD's role as a center of excellence for creative and innovative planning research and scholarship. It will encourage faculty to integrate their research into their teaching. Faculty and students work together to undertake research and present results at professional conferences and other venues.

To do this the program identified a set of 5 objectives. The program did well in meeting the goal.

2.1 Increase faculty production of research and scholarship and its dissemination through scholarly publication

- The faculty produced a slight increase in the number of chapters and journal articles and a slight decrease in the number of books (from 38 to 35) and in the number of reports (from 241 to 186). The average number of refereed articles and book chapters per faculty in the A category declined marginally from 12.19 publications to 11. The total number of UPPD faculty decreased slightly during this period.

2.2 Seek new faculty members and research staff who show promise in distinguishing themselves in diverse areas of planning scholarship

- The planning program has benefited from a number of excellent new or recent faculty hires since the previous accreditation period.
- 2.3 UPPD faculty and research staff members have measurable impacts on the planning and scholarly community
- Full-time faculty (groups A and B) received 33 honors and awards over the reaccreditation period. A Bloustein committee chaired by the UPPD Program Director nominates faculty for teaching, research, and service awards.
- 2.4 Funded research from grants and contracts increases over time for faculty and research staff
- Nearly three-quarters of category A faculty received grants and contracts. The total dollar amount of grants and contracts grew to \$75 million, surpassing the nearly \$46 million raised during the last accreditation period.
- 2.5 Encourage more collaboration between faculty and research staff, and provide opportunities for students to work on funded research projects
- The total number of full-time faculty who have been PIs on funded research projects is 18. The Bloustein School also launched a health research cluster to encourage faculty collaboration and provided seed funding through the Health Communities Initiative. Two planning faculty received one of the first two seed grants.

Goal 3. Professional Involvement and Community Outreach

The goal for professional involvement and community outreach is to strengthen the professional outreach by faculty. To implement this goal we will emphasize the responsibility of faculty to participate in professional associations consistent with their education specialties and research interests. In addition, we will build ties to local, state, national, and international constituencies.

To do this the program identified a set of 5 objectives. The program did well in meeting the goal.

- 3.1 Increase faculty participation in professional associations
- Nine faculty held at least one position in a professional association and nearly all faculty in groups A and B gave conference presentations.
- 3.2 Increase faculty participation in service to state and local governments and community planning-related groups
- Seven faculty in groups A and B held offices or were members of governing or corporate Boards and commissions during the accreditation period and many work with government and non-profit organizations in a variety of capacities.
- 3.3 Increase faculty contributions as editors, reviewers, and editorial members of academic and professional journals
- Thirteen faculty in groups A and B serve as editors, section editors, or editorial board members. UPPD faculty are and have been editors at some of the major planning and urban journals including the *Journal of Planning Education and Research*.
- 3.4 Increase faculty activities in the preparation of plans, designs, and policy reports
- Faculty produced more than 400 plans and reports.
- 3.5 Increase in public and media awareness of the outreach and service of the planning faculty
- Many UPPD faculty do public outreach. The Bloustein School hosted a session to teach faculty how to write op-ed pieces.

Strategic Initiatives

1. Create a culture that supports enhanced education in every concentration of the program.

Faculty within concentrations meet annually to review courses, concentration requirements and recommended courses, and to revise pre- and co-requisites and flow through concentration requirements. Faculty also participate in the TEAM peer evaluation and mentoring program to improve teaching in individual courses, and Bloustein faculty have assumed a leading role in the larger University's efforts regarding peer evaluation and mentoring. Until the COVID crisis, few courses have been conducted hybrid and none have been conducted fully online. International Historic Preservation is offered partly online as it's taught with students in programs in other countries. The Spring 2020 course was taught in partnership

with the University of Campania (Italy) and the Research Centre of Cultural Heritage, Ecology and Economy (BENECON), a research consortium of the University of Campania and 4 other Italian academic institutions.

2. Identify program concentrations of critical importance to the program that affect UPPD's national leadership while working to maintain the national standing of existing concentrations.

Faculty review and update concentrations annually. Faculty in the environmental and human health concentration area are revising that concentration to include a new set of tracks that build on student interest in the area of climate resiliency. The new public informatics concentration puts the program in a strategic position to appeal to a broad array of students. Community development and housing concentration faculty have expanded the global and local focus of that concentration by creating a set of tracks that include more offerings in participatory and global planning. The Bloustein School has hired faculty to strengthen and move concentrations forward while filling holes created through faculty retirement.

3. Make significant progress toward greater diversity among faculty, students, and staff.

UPPD and the Bloustein School continually assess recruitment policies and practices. The Bloustein School and the UPPD program opted to a) provide diversity training for faculty and staff search committee members; b) advertise job ads widely; c) link newly hired faculty to Rutgers faculty development resources, and d) make the Bloustein School a welcoming place. Faculty search committees devote their first meeting to a training session conducted by the University's diversity office (currently Dr. Anna Branch, Vice Chancellor of the Division of Diversity, Inclusion, and Community Engagement) which shares well-tested resources and recruitment strategies. UPPD uses a variety of strategies to widely advertise for faculty positions. These regularly include mining the ACSP FWIG and POCIG resume books, contacting faculty at other institutions to identify emerging scholars of color, advertising in professional and academic outlets, setting evaluation criteria before looking at the candidate pool, discussing each candidate rather than screening them beforehand, and others; see <https://diversity.rutgers.edu/STRIDE>. Rutgers President Barchi extended the University Faculty Diversity Hiring Initiative through 2024 and added \$20 million to the existing \$22 million program that had been launched in 2016 to support expanding faculty diversity. These are valuable resources to support future hiring efforts. The processes for staff hires mirror that for faculty. The program seeks to recruit 20% of each year's student cohort from underrepresented minorities. Lynn Astorga, director of recruitment, hosts recruitment efforts at multiple locations (as explained in the self study) to reach out to students of color. Schoolwide, the share of faculty of color has increased. Finally, Dean Thakuriah created a Bloustein Diversity, Inclusion, and Belonging Task Force that will launch during the Spring 2020 semester to make the Bloustein School a welcoming place for our diverse students and faculty.

4. Develop and implement methods to improve research, scholarship, and creativity: these include proposal-finding, proposal-development and oversight for secured research grants.

Tenure-track faculty in the Program (and School) typically have a 2-2 teaching load to ensure that there is time for research. It is possible to buy out a course, and a few faculty members do so. Since 2012, those bringing in external funding receive 12.5% of the overhead earned as an incentive to continue pursuing external resources. Faculty research clusters self-organize by topic to provide peer encouragement and collaboration opportunities. Currently the most active of these are in health, community development, and environment. Additionally, the School's centers and institutes serve as longstanding foci for externally funded research activities. The largest of these centers focus on transportation, workforce development, and survey research. Smaller centers address energy and environment, the built environment, urban policy, local government, and community engagement, among other topics.

The Bloustein School has a business office used by all of the School's units to manage submissions of grant proposals, grant accounting, and human resource management issues. In 2017, the Bloustein School began convening regular meetings for Center/Institute Directors to discuss common challenges and share best practices. Following the recommendation of this group, in 2018, the School established the position of Associate Dean for Research within the dean's office. A planning faculty member (Clinton Andrews) holds this position. It reports upwards in the Rutgers organization to the Dean of the Bloustein School and represents the School on the Council of Research Deans convened by the Vice Chancellor for Research. This Council has become a valuable way to share ideas and concerns across units at Rutgers, and it hosts periodic Ideation Forums to brainstorm new directions and encourage multidisciplinary

collaborations. These linkages help ensure that new infrastructures and administrative procedures developed by the University perform as intended on the ground, which was not always the case 5-10 years ago.

5. Strongly connect public service with Bloustein's areas of specialization in research and education.

The Bloustein School has expanded its efforts to link public service with research and education and does so through in-course work, our curriculum's studios, engaged research, public-facing conferences, seminars, and invited lectures and big ideas process to develop collaborative transformative projects.

Course Work

The UPPD program offers ten to twelve studio classes per year that connect students with public or non-profit partners to pursue questions that are important to them. Faculty and student services organize a variety of events to engage students within each concentration, as follows.

Design, Development and Redevelopment: A recent redevelopment studio in the New Jersey community of Dunellen had a strong public engagement focus that worked with the town council and planner to evaluate a potential business improvement district to revitalize the downtown. Building on that initiative, the fall 2020 studio in Dunellen will continue that engagement by examining the use of public murals as a strategy to engage the community and attract visitors to support local businesses.

International Concentration: Professor Salzman sponsored speaker events held in collaboration with other Rutgers units and led student trips to visit the UN panel of development staff; organized student presentations to NSF, to US Congressional staff in Washington, DC; and to panels of alumni working in the international arena; and arranged internship opportunities for UPPD students at the European Parliament, the UN, a variety of global environmental NGO's, and with development organizations in the Arctic. MCRP students in the international concentration organized a one-day conference on displacement in Spring 2019 that featured two themes: (1) "displaced from home," examining the international refugee crisis; and (2) "displaced at home," focused on gentrification challenges in our urban region. The closing event of the conference was a panel discussion involving MCRP students, the School's new dean, Rutgers scholars, and international development experts on the use of big data in addressing global challenges of migration and displacement. This conference was entirely organized and led by students, with assistance from faculty members Mi Shih, Hal Salzman, and Kathe Newman, and drew more than 60 participants, many from outside the Bloustein school, representing disciplines from across the university. As illustrated by this example, the UPPD program continues to teach, involve, and support our students to take initiatives in public engagement. In another example, Professor Jagannathan helped UPPD's International Development Interest Group (IDIG) organize a series of lectures during the Spring 2020 semester on topics including developing an entrepreneurial culture for the benefit of a city or region; methods for transitioning from industrial to knowledge societies; and economic development in recycling and waste management business creation. This lecture series was organized to explore synergies between Rutgers (Bloustein, Rutgers Business School, Continuing Studies and Distance Education) and PASCAL.

Community Development and Housing: Professor DeFilippis has engaged UPPD students in extended public service/community development work with community groups through a year-long studio developing a community land trust in western Queens. Students are currently doing outreach work in these neighborhoods that have been hit harder by Covid-19 than any other communities in the Western Hemisphere. Further expanding UPPD's community and public service efforts, the Urban Redevelopment class regularly engages with planning and redevelopment officials, community advocates, and non-profit community organizations in numerous NJ cities including Newark and Jersey City. A research conference on Education Policy, Communities, and Social Justice is hosted at Bloustein every May (this is the 5th year) that attracts education social justice activists as speakers and attendees and is free to Bloustein students. Professor Rubin regularly invites activists and public service practitioners as speakers in her classes on Education Policy and Social Justice and in Nonprofit Management. She has also taken the nonprofit management students on a field trip to the homeless shelter run by HomeFront, an anti-homelessness nonprofit in Mercer County. Students meet with the staff for several hours and tour the facility. Students in the Community Development seminar hear from guest speakers and last year

visited Paterson, New Jersey for a tour of the New Jersey Community Development Corporation and the surrounding neighborhood.

Transportation: In the fall 2018 studio, *Reimagining Bloomfield Streets: Planning for Health, Equity, and Safety through Walking, Biking, and Transit* around the Watsessing Avenue Station Neighborhood, 14 MCRP students explored ways to improve access by all modes of travel to the Watsessing Avenue Station in Bloomfield and provided recommendations that enhance the community's existing assets and advance systemic change to support health and wellness. This studio was designed to take a comprehensive approach towards planning a neighborhood that is currently in transition. This process emphasized accessibility, vitality, community engagement, health and equity as core values at every step of the process. The studio was taught by Voorhees Transportation Center staff Stephanie DiPetrillo and Leigh Ann Von Hagen and collaborated with American Planning Association-NJ Chapter (APA-NJ) Community Planning Assistance Program and New Jersey Transportation Planning Authority. The studio won the 2019 Outstanding Student Project Award from APA-NJ.

Informatics: Informatics is a new concentration created since the last accreditation. A Public Informatics Student Group (PISG) formed in 2018 and actively organizes at least two external speakers per semester. They place students as interns in local organizations and identify volunteering opportunities for students, working with faculty and the Bloustein School's placement officer. During the Spring 2020 semester, they organized an effort to develop public service announcements related to social distancing.

Environment: Working with our placement officer, students in the environmental concentration have been active in bringing alumni back to the School for panel discussions on the direction this specialty is taking and what it means for the profession. Averaging at least one event per semester, students have been actively involved in climate change issues, including the 2016-2018 climate marches in NYC, Philadelphia, and Washington, and more recently in climate equity actions in New Jersey.

Faculty Public Service

UPPD faculty continue to be extensively involved in public service at local, state, national, and global levels. Professor Mi Shih has been selected as a member of the US-Taiwan Next Generation Working Group in the Institute of East Asian Studies (IEAS) at UC Berkeley, as part of her larger project entitled "Real Estate Developmentalism and Democracy." A goal of this program is to train scholars to engage with the media and the larger public audience on issues of national and global importance.

Beginning in Spring semester 2020, a group of UPPD faculty members across concentrations has formed a new research cluster on "Land, Housing, and People." The goal of this joint initiative is to explore emerging questions that cross traditional specializations and disciplinary boundaries, such as how the commodification and financialization of land takes place in the US versus in the Global South. A common interest of participating faculty members is to use this initiative to introduce international and comparative planning to other concentrations, building bridges between concentrations in International Development, Community Development, and Land Use Planning, among others. Toward this end, faculty will collaborate with our international institutional partners to produce digital case studies of land commodification across the globe, with the goal of using these digital case studies to stimulate greater public engagement and cross-institution teaching.

Engaged Research and Service

UPPD faculty and students pursue a wide range of activities linking teaching and research to community engagement and public service. Professor Radha Jagannathan regularly recruits Bloustein students to community engagement through participation in her multi-year project titled *Nurture through Nature (NtN)*, in which UPPD students assist students in local public schools on capstone projects using GIS, while tutoring them in math and science. Professor Newman engaged UPPD students to undertake and complete a multi-year community food assessment and planning effort in New

Brunswick. Professor Listokin and masters student Sharone Small contributed a pro bono project for the Newark Downtown District to enhance their revitalization activities. Professor DeFilippis has bridged his NSF-funded research on community land trusts (CLTs) with his role as a founding member of the New York City Community Land Initiative – a citywide effort to create CLTs across the city. Students in the Community Development concentration are frequently selected to receive community development and housing fellowships offered by the Housing and Community Development Network of New Jersey and the Association of Neighborhood Housing Developers in New York City.

Ron Quincy has been director, co-director, or major co-sponsor of several international projects, missions, and events. These include the following: hosting the Mandela Washington Fellowship program; SAS/Honors College study abroad program in South Africa; two study programs and international conferences in China; social and public policy study abroad program in Israel; three visits for research and guest lectures in Brazil; invited guest speaker at an international conference in South Africa; hosting research colloquia with scholars from Brazil; multiple research and humanitarian work projects in Haiti; travel to almost two dozen Sub-Saharan African countries to enhance public policy and grass roots demonstration projects (with government and nongovernmental agencies); among other international projects and events.

6. Renew the faculty in the context of academic priorities and forthcoming departures.

Faculty recruiting, hiring, promotion, and retention are priorities in both the UPPD and the Bloustein School's strategic plans, with a focus on hiring needs within the UPPD program that build on the program's strengths, respond to opportunities for growth, and identify hiring needs in anticipation of faculty retirements over the coming decade. The UPPD strategic plan also targets opportunities for faculty recruitment that further integration across degree programs in the School to guard against fragmentation into program silos and maximize program synergies and interdependencies. Responding to these needs and priorities, UPPD successfully recruited Professor Eric Seymour to teach in the Housing and Community Development concentration. With support of the Dean, UPPD actively advertised three faculty positions in academic year 2019-20, producing a world-class pool of applicants, two new hires who will start Fall 2020 and search that is frozen due to the Rutgers University hiring freeze.

In parallel with new faculty recruitment, additional efforts have been implemented to mentor and support existing faculty to maximize faculty retention and promotion. Junior faculty are matched with senior mentors to provide guidance and support for successfully navigating the professional and personal requirements of the position. Faculty approaching promotion are guided through the process by program directors and deans. All faculty participate in the School's newly established TEAM program providing in-class observation of teaching and suggestions for improving teaching performance.

7. Regularly assess and upgrade physical facilities.

The Bloustein School's physical facilities and computing resources are state-of-the-art. Both are regularly updated to maintain an exceptional environment in support of our goals in teaching, research, and service. Computer hardware, software, and wireless capabilities are regularly updated. Building classrooms and common spaces are carefully maintained and regularly refurbished to create welcoming and supportive spaces in which to study, teach, and learn.

8. Continue aggressive financial stewardship at the Dean's level.

The Dean's office prepares a detailed annual budget and closely tracks expenditures relative to budgets, setting mid-year adjustments when necessary. The School, Campus, and University each have strategic initiative funding mechanisms to seed new, revenue generating initiatives. These are used actively and form an important source of funding for creative new ideas. Students and faculty are involved in regular brainstorming sessions to identify these opportunities. New concentrations, degree programs, and research initiatives (such as public informatics, health administration, and the Rutgers Urban and Civic Informatics Lab) have resulted during the most recent accreditation period. Program directors now control some budget resources, and they participate during the program directors' meetings in strategic thinking about allocating personnel and financial resources.

The Dean presents an overview of each annual School budget to the Faculty Council where it is discussed on an advisory basis. The new dean (arrived in October 2018) has made faculty pursuit of external funding for research a higher priority than it was previously, in addition to the priority put on refereed journal articles; this is communicated to all new faculty hires. The School now has a Development Officer and created in 2015 an Advisory Council of successful alumni to guide development work. This board provides financial resources to the school and recently organized competitive seed funding for faculty research related to health. The current development officer is a PhD graduate of the planning program and has successfully stewarded an increased level of giving. Several named rooms and scholarship funds are visible evidence of these achievements in the last 7 years. There are several small pots of money available for seed grants to prepare proposals for substantial external funding. These include the Bloustein School's alumni-funded Academic Excellence Fund, Angelides Grants-to-Get-Grants fund, and its Advisory Council's Healthy Communities Fund; the New Brunswick Chancellor's Strategic Initiative Fund; the university-wide Rutgers International Research Grants and Global Environmental Change Grants, and, this year, the Rutgers Center for COVID-19 Response and Pandemic Preparation Intramural Funding for the Social Sciences. Bloustein School faculty regularly have success in these competitions.

9. Implement the Strategic Plan.

The Strategic Plan was produced through broad engagement of the Bloustein community including input from full and part time faculty, practitioners, focus groups and listening sessions with employers, part time lecturers, and students, and through an online mailback survey of alumni. It was disseminated to the faculty, adjuncts, employers, the New Jersey Chapter of the American Planning Association, and the Rutgers Association of Planning and Public Policy Students for review. The UPPD program director, faculty, and administrative staff then worked together to implement the plan and, on an annual basis, to monitor and report on the achievement of objectives or outcomes.

10. Establish a procedure for evaluating overall progress.

UPPD continually evaluates progress toward achieving the objectives laid out in the Strategic Plan through a dedicated review process conducted in regular faculty meetings and periodic day-long retreats devoted to this purpose. The program releases an annual set of metrics on its website reporting progress on Strategic Plan initiatives. [<https://bloustein.rutgers.edu/graduate/uppd/m-c-r-p-degree-statistics/>]

UPPD 2020-2025 Strategic Plan

The Urban Planning Program's 2020-2025 Strategic Plan comprises an updated mission statement and a detailed set of goals, objectives, and actions to implement the vision. The Strategic Plan is organized in three broad categories: education; research; and professional involvement, outreach, and service. The plan identifies four strategic issues to shape the program as it moves forward: innovative education, enhanced diversity, global urban planning, and emerging issues. The report concludes with a discussion of program finances needed to implement the plan.

UPPD is implementing the 2020-2025 Strategic Plan in the context of the novel Corona virus and the challenges it presents for reaching our ambitious goals. UPPD faculty expect that we will need to be flexible, creative, and persistent to achieve our objectives in this unprecedented environment. All classes during the last approximately six weeks of the Spring 2020 semester were conducted remotely. At the time of writing, the plan is to offer in-person classes for the Fall semester with the exception of one graduate remote course that we are adding to address the intersection of planning and health. A new University scheduling system prevented the late addition of an in-person course but we were successful in offering the course remotely given the importance of this topic.

Context: Edward J. Bloustein School of Planning and Public Policy Strategic Planning

Piyushimita (Vonu) Thakuria was appointed as Dean of the Edward J. Bloustein School of Planning and Public Policy in October 2018 following approximately a year when Michael Greenberg led the school as Acting Dean. The transition marked a shift from nearly two and a half decades of leadership by James W. Hughes, who served as Dean since 1995. Dean Thakuria launched the first of a set of strategic planning initiatives upon her arrival. UPPD Distinguished Professor David Listokin led the first strategic planning effort, termed the Educational Opportunities Committee, that conceptually explored strategic educational opportunities such as expanding academic degrees, certificate programs, international education, and other forms of instruction. Following this initial strategic planning effort, Dean Thakuria created three committees: the Educational Priorities Committee; the Marketing and Communications Committee; and the Bloustein Diversity, Inclusion, and Belonging Task Force.

- Educational Opportunities Committee: Led by Professor David Listokin, this committee was comprised of faculty from programs across the Bloustein School. The Committee conducted an initial strategic planning effort to identify potential educational opportunities with an emphasis on generating new revenue from teaching-related endeavors. It released its report in April 2019.
- Educational Priorities Committee: The Educational Priorities Committee, led by Professor Francis Barchi, is comprised of Bloustein faculty, staff, and Bloustein School Advisory Board members. Established in Fall 2019, the ad hoc committee is tasked with developing a prioritized set of recommendations for new programs and enhancements to established programs that will further the School's mission, provide meaningful opportunities for students, contribute to the School's global reputation, and provide a stable revenue stream. The Committee presented an interim report in December 2019; a final draft report, due in April 2020, has been delayed due to the coronavirus pandemic.
- Marketing and Communications Committee: The Marketing and Communications Committee, led by Professor and former Acting Dean Michael Greenberg, is comprised of 16 faculty, staff, alumni, and members of the Bloustein School Advisory Board. Its charge is to review the Bloustein School's Vision, Mission, and Branding, with the overarching goal of providing market-based information to inform a strategic plan to enhance the Bloustein School's visibility, reputation, and recognition. The committee completed qualitative interviews of internal (school and university) stakeholders and is currently surveying external stakeholders, and should take approximately 1-2 months to complete its work. Upon completion of targeted interviews, an instrument will be developed to survey a broader pool of Bloustein School faculty, staff, students, alumni, stakeholders, government officials, leaders in organizations of disciplines related to the school, and members of the general public. The anticipated timeline of

completion has been delayed due to the COVID-19 pandemic; the goal is to complete all research by September 1, 2020.

- ***Diversity, Inclusion, and Belonging Task Force:*** The Diversity, Inclusion, and Belonging Task Force is the Bloustein School's newest initiative. The Task Force is charged with gathering information about the current state of diversity, inclusion, equity, and belonging at the Bloustein School, recommending strategies to improve these conditions in the School, and creating activities to make the Bloustein School an inclusive and welcoming place for faculty, students, staff, visitors, and the general public. Its original Spring 2020 launch has been delayed by the coronavirus. It is launching June 2020.

UPPD's 2020-2025 Strategic Plan, outlined below, nests within these Bloustein strategic planning efforts and UPPD faculty play key roles in these School-wide efforts. UPPD faculty chair the Marketing and Communications Committee and the Diversity, Inclusion, and Belonging Task Force and a UPPD faculty member chaired the Educational Opportunities Committee. UPPD faculty are active members on all of the committees ensuring that the UPPD program has a strong voice in Bloustein strategic planning and a communication conduit between School-wide strategic planning and the UPPD Program. Faculty also participate in cross-cutting research clusters such as the health cluster. New clusters in Social Justice and Technology and the Future of Society, Cities and Work are in the planning stage.

Urban Planning and Policy Development Program Mission

The mission of the UPPD Program is to educate planning students through the practice and advancement of teaching, research, and public service. As part of a public university with deep connections to our locality, the region, and across the globe, the Program provides students with the conceptual foundations, technical skills, and communicative abilities needed to engage collaboratively with diverse publics, expand opportunity, reduce social inequality, prepare for professional employment in the public, private, and nonprofit sectors, and plan for the public good. To achieve our mission, the Program offers focused studies in: Housing and Community Development; Urban Development/Redevelopment and Design; Environmental, Human Health, and Land Use Planning; International Development; Transportation Policy and Planning; and Urban Informatics, while also allowing students to design an individualized course of study aligned with their substantive interests, values, and professional aspirations.

Detailed Goals, Objectives and Actions

This section identifies the program's three main goals in the areas of: education, research, and professional involvement, outreach and service. A set of objectives, actions, and activities is included for each goal to specify particular directions and to realize their implementation.

Goal 1. Education

The UPPD Program aims to provide students with an innovative, interdisciplinary, and comprehensive planning education at the highest standard of scholarly excellence, critical and ethical awareness, and professional proficiency. We seek to prepare students to be capable and reflective planners equipped to engage with multiple and diverse perspectives; adapt to an ever-changing context; possess the substantive knowledge and technical skills required by potential employers in the public, private, and nonprofit sectors; and attain personal satisfaction in their chosen fields. The Program strives to further these educational goals by offering a depth and breadth of curricular offerings—both core and elective—commensurate with the evolving nature of the field, providing students with the cutting-edge skills and technologies needed to address new and emerging urban problems, and including a broad array of studio and applied field experiences that complement classroom instruction with experiential learning in the local and global communities where planning occurs. Equally central to achieving our education goals, the Program seeks to comprise faculty, students, courses, and projects that reflect and engage with the diversity and vitality of the communities we serve; to provide and maintain the physical facilities required to support our educational priorities; and to offer a robust menu of extracurricular activities that enrich the student experience at Rutgers and the Bloustein School.

Objective 1.1: Current students are satisfied with courses and teaching.

Outcome/ Objective	Performance Indicator/ Measurement Tools	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
Current students are satisfied with courses and teaching.	SIRS student evaluations of individual courses, particularly the question on overall quality of the course.	Students are highly satisfied with the majority of the courses, with a score of 4.0 or better for overall course quality.	Every course, every semester.	<p>The percentage of courses receiving overall course quality of 4.0 or greater (5 is the highest score) was 79% in Spring 2019 and 76% in Fall 2019.</p> <p>For the Spring and Fall 2019 semesters, full time faculty received an average rating of 4.5 in each semester; part time lecturers received 3.8* in Spring 2019 and 4.15 in Fall 2019.</p> <p>Full time faculty received an average rating of 4.4 in the Fall 2018 semester and 4.2 in the Spring 2018; part time lecturers received 4.2 in Fall 2018 and 4.3 in Spring 2018.</p>	<p>Faculty and the Program Director review SIRS student evaluation results each semester.</p> <p>The Program reviews courses that need major revision, shift in instructors, or additional mentoring and support through the TEAM faculty peer mentoring program or from the Rutgers University Center for Teaching Advancement.</p>

This information is electronically calculated at the University level; the Center for Teaching Advancement and Assessment Research (CTAAR) tabulates the results of the Student Instructional Rating Survey Results (SIRS). Results are sent to each instructor and compiled by the Associate Dean of Faculty for review by individual faculty members. Results are made public through a Rutgers online portal. Scores included here are for the “overall quality” of the course, scaled from 1 to 5, where 5 is the highest score.

*This rating reflects several unusual factors: a part-time lecturer covering a new course when a full-time faculty member had to step away from teaching due to a last-minute health emergency; an ongoing strong course that traditionally fluctuates in the student ratings; and a challenging studio course with a first-time instructor.

Objective 1.2: Graduating students are satisfied with the M.C.R.P. program.

Outcome/ Objective	Performance Indicator/ Measurement	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
Graduating students are satisfied with the M.C.R.P. program.	Exit survey of graduating students, question on overall program quality.	Majority of students rate the overall quality as Excellent or Very Good.	Exit surveys completed for each graduation date.	The percentage of graduates rating the program as Excellent or Very Good was 94 percent in 2019.	<p>Annually review exit survey results with program faculty at the September faculty meeting.</p> <p>Incorporate exit survey results into the UPPD annual assessment and review at April UPPD faculty meeting.</p> <p>Improve program in response to exit survey results.</p>
<p>The information is collected by the Bloustein School; the Assistant Dean for Student and Academic Services compiles this information and submits it to the Dean of the Bloustein School for historical comparison and potential improvement.</p>					

Objective 1.3: Graduating students are satisfied with their advising experience.

Outcome/ Objective	Performance Indicator/ Measurement	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
Graduating students are satisfied with MCRP Program advising.	Exit survey of graduating students, particularly the question on academic advising.	Students rate the overall advising quality as Excellent or Very Good.	Exit surveys completed for each graduation date	The percentage of graduates that Strongly Agree or Agree that their advising was effective was 75 percent for 2018-2019 academic year.	<p>Annually review the results of the exit survey with the program faculty and incorporate into the UPPD annual assessment report.</p> <p>Improve program advising in response to exit survey results.</p> <p>Create an Advising Handbook and annually review advising procedures with faculty and PTLs.</p> <p>Provide advising name and contact information to incoming students before August.</p>
<p>The Bloustein School collects Exit Survey data; the Assistant Dean for Student and Academic Services compiles this information and submits it to the Program Director and to the Dean of the Bloustein School for historical comparison and potential improvement.</p>					

Objective 1.4: Alumni are satisfied with their M.C.R.P. degree experience.

Outcome/ Objective	Performance Indicator/ Measurement	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
Alumni are satisfied with their MCRP degree program.	Online survey of alumni in May-June 2019 (response total of 669, response rate of 39.6%), particularly the question on overall satisfaction.	Majority of alumni rate their overall satisfaction as very or somewhat satisfied.	Online and mail back survey of alumni conducted in May-June 2019 and every 7 years.	A majority of respondents (90 %) were very satisfied or somewhat satisfied with the educational preparation that the planning program provided them for the job they currently held. In their responses to overall satisfaction, 55 percent were "very satisfied." Complete survey results are given in Part IV.	Review the results of the alumni survey with the Program faculty. Incorporate the results into the annual assessment report. Improve the program in response to the results.
The on-line and mailback alumni survey was conducted in May - June 2019. A copy of the survey and results are presented in Part IV.					

Objective 1.5: Employers are satisfied with their Rutgers M.C.R.P. employees.

Outcome/ Objective	Performance Indicator/ Measurement	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
Employers are satisfied with their M.C.R.P. employees.	Qualitative results from Employer focus groups.	Employers think highly of their Rutgers M.C.R.P. employees, and wish to hire more graduates. Employers feel that the program provided employees with the necessary knowledge, skills, competencies and values for professional practice.	Employer focus group held in November 2019 and repeated every 7 years.	Overall, the employers were very positive about the program and the academic preparation of their UPPD employees and are interested to hire more students. Qualitative results from the employer focus group are summarized in Appendix IV.	Review the results of the employer focus groups with the Program faculty. Incorporate the findings into the UPPD annual assessment report. Consider changes to curriculum based on employer feedback. Conduct additional employer focus groups more frequently.
The employer focus group was held in November 2019. A summary of the focus group process and a summary of the qualitative results are given in Part IV, Part C.					

Objective 1.5.1: Employers and students are satisfied with their Rutgers M.C.R.P. internship experience

Outcome/ Objective	Performance Indicator/ Measurement	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
<p>Internship supervisors and students are satisfied with their M.C.R.P. Internship experience.</p>	<p>Student and internship supervisor assessments completed at the culmination of the internship experience.</p>	<p>Internship supervisors think highly of their Rutgers M.C.R.P. interns, wish to host future Rutgers M.C.R.P. interns, and are interested to hire M.C.R.P. graduates.</p> <p>Students feel that the program provided them with the necessary knowledge, skills, competencies and values for professional practice.</p>	<p>Every semester at the culmination of each internship experience.</p>	<p>Overall, the students and internship supervisors were very positive about the program and the academic preparation of their UPPD interns.</p> <p>Results are summarized in Appendix IV.</p>	<p>Review the results of the internship assessments with the Program faculty.</p> <p>Incorporate the findings into the UPPD annual assessment report.</p> <p>Consider changes to curriculum based on student and internship supervisor feedback.</p>
<p>See the UPPD annual assessment report in Appendix X.</p>					

Objective 1.6: Rutgers M.C.R.P. graduates find jobs in their chosen field within 6 months of graduation.

Outcome/ Objective	Performance Indicator/ Measurement	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
Rutgers M.C.R.P. graduates quickly find jobs in their chosen field.	Number and percentage of graduates from Spring 2019 that are currently employed in planning related jobs.	90 percent of graduates are employed in a “planning” or “planning-related” jobs within 1 year.	Annual measurement begins with the 2012 year and will be continued into the future.	For the Spring 2019 graduates, 91.4 percent of graduates had a “professional planning job” within 1 year of graduation.	Support the role of the Career Specialist staff position. Continue data collection efforts into the future.
<p>The hiring of a Career Specialist in the Bloustein School in 2011 has greatly assisted recent M.C.R.P graduates. The Career Specialist provided potential employers with the opportunity to visit the Bloustein School during the 2018-2019 academic year and hosted the Bloustein School’s first ever Career Fair. The staff member provides assistance in resume writing and interview preparation, and monitors job opportunities and jobs filled by M.C.R.P. graduates. Students rate the staff member highly in the Exit Survey.</p>					

Objective 1.7: Rutgers M.C.R.P. graduates have impact in their professional roles and community and professional service.

Outcome/ Objective	Performance Indicator/ Measurement	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
Rutgers M.C.R.P. graduates have impact in their professional roles and community service.	Community and professional service records of alumni. Information from alumni survey and other sources.	The majority of M.C.R.P. graduates contribute to community and professional service.	Every seven year measurement beginning with the 2013 alumni survey.	Results from the 2019 alumni survey indicate that alumni provide many contributions to the profession and their communities. A detailed list is provided in the Alumni Survey results, Appendix F: Q19 included in Appendix VI.	Use results from the alumni survey to better understand the role of our alumni in the planning profession at the local, state, national and international scales.
The alumni survey was conducted in May-June 2019 using both the Internet and mailback for responses. A copy of the survey and results are presented in Appendix IV.					

Objective 1.8: The curriculum provides a strong basis for general planning knowledge, skills, values and ethics.

Outcome/ Objective	Performance Indicator/ Measurement	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
<p>The curriculum provides a strong basis for general planning knowledge, skills, and values and ethics.</p> <p>The curriculum includes strong core requirements and concentrations with depth and breadth.</p>	<p>Triangulate data from a set of assessments.</p> <p>Review of individual core course SIRS results by faculty and PTLs.</p> <p>Planning methods assessment, studio assessment, and design portfolio assessments.</p> <p>Alumni survey, focus group responses to curriculum questions from PTLs, employers, student listening sessions and exit interviews.</p>	<p>Students, alumni, employers and faculty agree that the core courses are well-designed and current.</p> <p>They agree that the content of each of the concentrations is of sufficient depth and breadth.</p>	<p>Annual review of the core courses by the entire faculty.</p> <p>Annual review of the concentrations by faculty and PTLs teaching in each concentration.</p>	<p>The qualitative and quantitative results were generally positive, although there is room for improvement.</p> <p>Core courses can be further strengthened by introducing more global content and by expanding the diversity of authors and topics covered.</p> <p>Studios can also be strengthened.</p>	<p>Faculty triangulate the data in the UPPD annual assessment report.</p> <p>Faculty annually review, discuss and revise the content of core courses, including evaluations of consistency across multiple sections of the same course.</p> <p>Faculty within each concentration review required and elective courses for their concentration and identify new trends, innovations, and teaching materials that should be added to the curriculum.</p> <p>Engage a broader array of faculty to teach in the core especially faculty who bring a global focus to core courses.</p>
<p>Employer, PTLs and current student focus groups took place in November 2019. There were two additional “listening sessions” for current students, one in the fall semester and one in the spring. A large effort went into the Alumni Survey, conducted online and by mail. The process for this consultation is described in Part IV, Part C, along with qualitative summaries and quantitative results. Course information is discussed regularly at UPPD faculty meetings. New courses and changes in curriculum requirements proposed as a result of these meetings and are recommended by the Curriculum Committee and approved by a vote of the Program Faculty. In the year prior to this accreditation, our core courses (including studios and planning methods) and certificates received a major review and update. The faculty review concentrations annually.</p>					

Objective 1.9: Encourage faculty to assess curriculum needs, including new tenure-track hires, adjunct faculty recruitment and replacements for departures and retirements.

Outcome/ Objective	Performance Indicator/ Measurement Tools	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
Encourage faculty to assess curriculum needs, including new tenure-track hires, adjunct faculty recruitment and replacements for departures and retirements.	Hire new faculty to strengthen the core and concentrations. Maintain current and hire new adjuncts with strong course evaluations to cover curriculum gaps and add to depth within concentrations.	Remain under the accreditation criteria of a 10 to 1 ratio of FTE.	Annually	The current FTE computation for academic year 2019-2020 is 4.79.	Continue to review hiring needs during the April UPPD faculty meeting and plan to hire new faculty to strengthen the core and concentrations.

Objective 1.10: Rutgers M.C.R.P. students have a high pass rate on the AICP exam.

Outcome/ Objective	Performance Indicator/ Measurement Tools	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
Rutgers M.C.R.P. students have a high pass rate on the AICP exam.	The number of students taking the AICP exam and their pass rates.	80 percent of Rutgers M.C.R.P. students pass the AICP exam within 3 years of graduation.	Annual exam data.	The 2015-2019 pass rates were 81% (2015), 83% (2016), 77% (2017), 88% (2018) and 56%* (2019). Complete information is provided in the SSR Table 10.	Faculty should survey new course needs relevant to professional planning and incorporate these into the curriculum. This may include the identification of PTLs with specific professional experience. Bloustein faculty support the review courses for the exam offered in the region. Faculty should work with career services to ensure that students understand the exam process, deadlines, and study options.
<p>The incorporation of new professional courses/workshops offered by regular faculty and PTLs should be included as a component of overall curriculum review. Survey information from alumni who have recently completed the exam will be helpful in curriculum revisions.</p> <p>*Students took the exam in the same year they graduated.</p>					

Objective 1.11: Studios are an important emphasis and a valued capstone experience in the M.C.R.P. curriculum, teaching teamwork and leadership skills.

Outcome/ Objective	Performance Indicator/ Measurement Tools	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
<p>Studios are an important and valued capstone experience in the curriculum.</p>	<p>Most concentrations offer studios each semester. The studios are well organized and receive strong course evaluations.</p> <p>Alumni report that their studio experiences helped them in their careers.</p> <p>Bloustein School funding is available (in small amounts) to support studio costs. Funding from studio clients is also solicited, as appropriate. Studio space and equipment are updated.</p>	<p>One studio in each concentration is offered each year. Studios are rated at a 4.0 or better in course evaluations.</p> <p>Alumni surveys indicate that studios were an important part of the degree experience. The Bloustein School budgets funds for studio costs.</p> <p>The Bloustein School updates the studio space and equipment.</p> <p>Bloustein participates each Spring in the New York area APA studio showcase panel competition along with NYU, Hunter College, Columbia, and Pratt.</p>	<p>Annual review of studio scheduling and content.</p> <p>Annual review of studio assessments.</p>	<p>Twelve studios were offered during the 2019-2020 in four out of six concentrations.</p> <p>The average course evaluation for the studios in the 2019 academic year was 4.1.</p> <p>The alumni survey results indicated that more than 50% of the respondents said their studio courses helped them “a lot” in their career (indicated 1 or 2 in a 5 point scale).</p> <p>Funding from the School was provided to cover some travel costs.</p> <p>The Bloustein School received University Strategic Funds to create new studio space with up-to-date equipment.</p> <p>Bloustein's New Orleans Transit Oriented Communities studio presented at the New York APA area showcase in May 2019.</p>	<p>The Faculty created a Studio Committee to review studio projects, assessments, and to support and mentor part time instructors.</p> <p>The faculty should continue to explore the potential to offer studios for students in the informatics and international concentrations.</p>

Objective 1.12: The Planning Program values and champions diversity of students.

Outcome/ Objective	Performance Indicator/ Measurement Tools	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
The Planning Program values and champions student diversity.	Share of minority and international students.	A minimum of thirty percent of students are from US historical minorities from outside the United States. (The old benchmark was 20%).	Measurements annually. Benchmark goal to be reached in 5 years, depending on funding.	For the academic year 2019-2020, a quarter (26%) of students were not white, and a quarter (24%) were international students. Three students (3%) were African American, nine (9%) were Latino, 12 were Asian, 9 (9%) were some other race alone, and 3 (3%) were two or more races.	Review student diversity at the first UPPD faculty meeting each year. Meet annually with the Bloustein Recruitment Director to revise the recruitment plan. Work in partnership with the newly created Rutgers Office of Diversity, Inclusion and Community Engagement to reach out to Rutgers undergraduate students to support their pathways to graduate school.

The information is collected at the Bloustein School; the Associate Dean of Faculty compiles this information for student recruiting purposes. Additional information on diversity of students is included in Table 2 of this Self-Study Report.

Objective 1.13: The level of student support is set at a sufficient level to maintain student quality and increase diversity.

Outcome/ Objective	Performance Indicator/ Measurement Tools	Program Benchmark	Timeframe	Results	Analysis/Action Plan
The level of student support is set at a sufficient level to maintain student quality and increase diversity.	Funding per accepted student. Funding allocated to minority students.	50% of tuition per year, on average, one out of two years.	Allocated and measured annually.	For the academic year 2019-2020, the percentage of eligible minority students funded was 85%. The amount of funding allocated to eligible minority students was \$198,270.	Incorporate the reduction of student debt into the Mission of the Program. Faculty assist the development staff in fund raising for student support. Development staff assisted by faculty propose new funding initiatives for student support.
The information is collected at the Bloustein School; the Assistant Dean of Student and Academic Services compiles this information annually; progress is annual movement toward the stated benchmark, per year, and on average.					

Objective 1.14: Expand internships in number and increase placements at local, state, national and international scales.

Outcome/ Objective	Performance Indicator/ Measurement Tools	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
Expand internships in number and increase placements at local, state, national, and international scales.	Number of internship placements, per year, at each scale. Most students do internships not for credit. The Program launched Handshake software during the Fall 2019 semester to track all students. However, students report internships not for credit voluntarily	20% of student body participates in internships every year and in the summer	Measured annually. Reach goal in 5 years.	For the academic year 2019-2020, many planning students completed internships in public, private and non-profit organizations. Few did so for credit.	Increased involvement in internship placement and tracking by Career Specialist. Faculty and alumni assist staff in identifying placement opportunities. Track internships through new Handshake system to more effectively track and assess students who do internships for and not for credit.

The current degree requirements allow 3 units to be covered by an internship experience (paid or unpaid). Although a few students take advantage of these units, most students complete internships not for credit and in addition to a full course load during the summer or during the academic year. Internships for and not for credit are both recorded through a new digital process and collected by the Bloustein School as of Fall 2019. Though we ask them to share information about internships, we are certain that we are not yet collecting information on even a small share of non-credit internship experiences.

Objective 1.15: Regularly Provide Teaching Assistant Training, Mentoring, and Evaluation

Outcome/ Objective	Performance Indicator/ Measurement Tools	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
<p>Improve the quality of instruction by supporting teaching assistant training, mentoring, and evaluation.</p>	<p>Training offered for all Teaching Assistants annually and SIRS assessment for all Teaching Assistants.</p>	<p>Training offered for all Teaching Assistants annually and Teaching Assistants score at a 4.0 or better on SIRS assessments.</p>	<p>Measured annually. Reach goal in 5 years.</p>	<p>Some doctoral students participated in Rutgers University graduate school teaching assistant training. Some teaching assistants were evaluated using the SIRS instrument.</p>	<p>Ensure that all teaching assistants are evaluated and that all doctoral students are aware of teacher training programs offered through Rutgers University. Provide additional support for teaching assistant training that is open to masters students.</p>

Objective 1.16: Regularly Engage Part Time Lecturers in Training, Mentoring, and Evaluation

Outcome/ Objective	Performance Indicator/ Measurement Tools	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
<p>Improve the quality of instruction by supporting part time lecturers by engaging them more frequently and providing teaching evaluation, mentoring, and evaluation.</p>	<p>Training and mentoring offered for all part time lecturers; evaluation of all first time part-time lecturers and periodic for part time lecturers who teach regularly.</p>	<p>Training offered for all part time lecturers annually; all first time part-time lecturers and others on a rotating basis.</p> <p>Part time lecturers score at 4.0 or better on SIRS assessments.</p>	<p>Measured annually. Reach goal in 1 year. Must be maintained annually.</p>	<p>This is a new objective that will be implemented over the next 5-7 years.</p>	<p>Ensure that all part time lecturers have support to improve teaching skills and courses.</p>

Goal 2. Research

The goal of the UPPD Program is to maintain and enhance the Bloustein School’s leadership role as a global center of excellence for creative and innovative research and scholarship in planning and public policy. To achieve this goal, we strive to facilitate and reward the faculty’s ability to conduct research and scholarship that advances the production and application of planning knowledge; to disseminate scholarship through journals, books, and other professional publications; and to engage students in research and publication. We further work to ensure that our research informs our teaching, allowing students to benefit from the research excellence within the School. We make sure that the breadth and diversity of faculty research, and the activities of our research centers, connect faculty and students to practitioners across the spectrum of planning subfields, which, in turn, contributes to both our research and our teaching. Finally, we encourage and support faculty and student participation in scholarly and professional conferences and other venues in which to disseminate research findings and engage with the international community of planning educators, practitioners, and researchers.

Objective 2.1: Increase faculty production of research and scholarship and its dissemination through scholarly publication.

Outcome/ Objective	Performance Indicator/ Measurement	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
Increase faculty production of research and scholarship and its dissemination through scholarly publication.	Total number of refereed papers published in academic journals. Total number of books published. Total number of book chapters published. Total number of reports and monographs.	For tenured, tenure-track, and research professors, one to two article(s) or book chapters per year.	From 2013 to 2020.	Tenured, tenure-track and part-time lecturers published 314 refereed papers, 92 book chapters, 35 books, and 190 reports and monographs over this period. The average number of refereed papers and book chapters per category A faculty was 11 over the 7- year period.	Celebrate faculty intellectual contributions. Continue to mentor non-tenured faculty members to enhance their scholarly productivity. Assist and encourage faculty to continue regular publication beyond the point of tenure. Increase support for non-funded research projects. Enhance dissemination of funding opportunities and administrative support for proposal writing.
See Table 12 in the Self Study Report.					

Objective 2.2: Seek new faculty members and research staff who show promise in distinguishing themselves in diverse areas of planning scholarship.

Outcome/ Objective	Performance Indicator/ Measurement	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
<p>Seek new faculty members and research staff who show promise in distinguishing themselves in diverse areas of planning scholarship. At the same time, search for new faculty who supplement the depth and breadth of our concentrations.</p>	<p>Each concentration should have a set of faculty that provide breadth and depth to the concentration enabling students to complete the courses in regular two year periods. To enhance the research centers, faculty and staff should be hired in focused areas to increase funding and output.</p>	<p>Each of the 6 concentrations has faculty who can cover depth and breadth in the concentration area and provide courses on hot topics and in developing areas.</p>	<p>This is an annual activity.</p>	<p>Concentrations are reviewed annually. Concentration faculty plan course flows and coverage, highlight the need for new courses and modifications for existing ones.</p> <p>Concentration faculty organize sub-tracks within concentrations that enable students to follow distinct paths.</p>	<p>The program reviews concentrations each Spring.</p>

Objective 2.3: UPPD faculty and research staff members have measurable impacts on the planning profession and scholarly community.

Outcome/ Objective	Performance Indicator/ Measurement	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
UPPD faculty and research staff members have measurable impact on the planning profession and scholarly community.	Develop a list of scholarly honors and awards for faculty and research staff over this period.	Honors and awards are itemized in Table 12 in the SSR.	2013 to 2020	Full time faculty members (groups A and B) reported 54 honors and awards in Table 12.	Encourage increased scholarly productivity and excellence in teaching.
See Table 12 for totals of honors and awards. See CVs for details.					

Objective 2.4: Funded research from grants and contracts increases over time for faculty and research staff.

Outcome/ Objective	Performance Indicator/ Measurement	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
Funded research from grants and contracts increases over time for faculty and research staff.	Percentage of faculty and research staff with grants and contracts over the period. Total grants and contracts (\$) over the period. Average grants and contracts per faculty and research staff.	This is the first time we have computed a planning-specific total. We intend to continue this documentation into the future.	2013 to 2020	71% of category A faculty and more than half (58%) of full-time faculty received grants and contracts. Total grants and contracts for all faculty were more than 145 million dollars.	The position of Research Dean was created since the last accreditation cycle. Professor Clint Andrews will continue to encourage increased funded research. The Bloustein School recently provided substantial seed funding for two projects related to health through a research proposal competition. Two UPPD faculty members won one of the two awards for \$31,000. Provide support for major proposal writing such as to NSF.
The Bloustein School provides a Business Office with a knowledgeable and helpful staff. This enhances our ability to do proposal, budgeting and contract monitoring. See organizational chart in Figure II.E.1.					

Objective 2.5: Encourage more collaboration between faculty and research staff, and provide opportunities for students to work on funded research projects.

Outcome/ Objective	Performance Indicator/ Measurement	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
Encourage more collaboration between faculty and research staff, and provide opportunities for students to work on funded research projects.	Number of tenured and tenure-line faculty who have worked on funded research projects during this period. Number of planning students working on funded research projects during this period.	We intend to continue this documentation into the future.	20013 to 2020	The total number full time faculty who have been P.I.s on funded research projects in 2013-2020 was 18.	Encourage faculty to work together in research clusters and other efforts and encourage them to employ students on funded research projects. Support the health cluster and the new cluster on land, housing, and people.

See organizational chart in Figure IIE of the Self-Study Report.

Goal 3. Professional Involvement, Outreach, and Service

Our goal for professional involvement and outreach is to support and expand public engagement opportunities for faculty and students by strengthening the program’s ties to the community, nonprofit, private, and public sectors at local, state, national, and global levels. We do this by encouraging and facilitating civic engagement as a bi-directional process that recognizes collaborative partners as both producers and consumers of planning knowledge and practice. We engage with the practice of planning through innovative and challenging projects providing students with the experience of learning from current issues and real-world challenges. As planning educators with experience as practitioners, we work with students to test planning methods and create cutting-edge techniques and approaches that improve professional planning practice. We encourage continued faculty and student engagement in the wider scholarly community through editing journals, leading professional societies, organizing meetings, and serving on national advisory groups. We work to support continued faculty and student engagement with the broader community by ensuring that budgeting, promotion, and tenure processes and program operations reward and support outreach endeavors.

Objective 3.1: Increase faculty participation in professional associations.

Outcome/ Objective	Performance Indicator/ Measurement	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
Faculty assume leadership positions. Faculty participate in conference development and presentations.	Number of faculty in leadership positions in professional associations. Number of faculty on conference program committees. Number of presentations, including posters given by faculty over this period.	One leadership position in a professional association; five conference or webinar presentations over the 7-year period.	From 2013 to 2020.	Nine group A and B faculty held one or more leadership positions in professional associations. Many faculty hold multiple positions. Nearly all full time faculty (groups A and B) (27) gave conference presentations over this period. Summary results are shown in Table 12 and 13 in the SSR.	Professional engagement should be more clearly valued in promotions and raises. We propose that the School maintain its contribution to travel for professional conferences once non-grant funded travel is unfrozen following the Coronavirus crisis.
See Tables 12 and 13 in the Self Study Report.					

Objective 3.2: Increase faculty participation in service to state and local governments and community and planning-related advocacy groups.

Outcome/ Objective	Performance Indicator/ Measurement	Program Benchmark	Timeframe	Results	Analysis/Action Plan
<p>Increase faculty service to state and local governments.</p> <p>Increase faculty service to community and planning-related advocacy groups.</p> <p>Increase recognition of faculty service.</p>	<p>One service to state and local government over the 7-year period,</p> <p>One service to community and planning-related advocacy groups over the 7-year period.</p>	<p>One service to state and local government over the 7-year period.</p> <p>One service to community and planning-related advocacy groups over the 7 year period.</p>	<p>From 2013 to 2020.</p>	<p>For full time faculty (groups A and B), 7 faculty held offices or were members of government or corporate Boards and commissions (see table 13 in the SSR).</p> <p>Many faculty work in partnership with government and non-profit organizations.</p>	<p>This activity should be valued in promotion.</p> <p>Start a Bloustein Service Award, similar to the Jerome Rose Teaching Award and nominate faculty for University service awards.</p>
<p>See Table 13 in the Self Study Report.</p>					

Objective 3.3: Increase faculty contributions as editors, reviewers, and editorial board members.

Outcome/ Objective	Performance Indicator/ Measurement	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
<p>Increase faculty contributions in serving academic journals as editors, reviewers and editorial board members.</p>	<p>Faculty are editors and/or section editors of academic journals over this period or serve on editorial boards(s). Faculty contribute regularly to a variety of journals as reviewers.</p>	<p>Many faculty are editors and/or section editors of academic journals over this period.</p>	<p>From 2013 to 2020.</p>	<p>13 faculty members (groups A and B) served as editors and/or sections editors, and/or editorial board members (see table 13 in the SSR).</p>	<p>Faculty do a considerable amount of this service activity. This activity should be more directly valued in promotion and raises and in the annual review of faculty workload. Start a Bloustein Service Award, similar to the Jerome Rose Teaching Award and nominate faculty for University service awards.</p>
<p>See Table 13 in the Self Study Report</p>					

Objective 3.4: Increase faculty activities in the preparation of plans, designs, and policy reports.

Outcome/ Objective	Performance Indicator/ Measurement	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
Increase faculty activities in the preparation of plans, designs, and policy reports.	Faculty are active in planning practice, influencing public policy. Faculty produce plans, designs, and policy reports at various levels of government and for non-profit organizations.	A majority of full-time faculty should produce 1 plan, design or policy report during this period. Part Time Lecturers will produce many of these documents	From 2013 to 2020.	Faculty groups A and B produced 38 plans, design, and policy reports. Faculty group C members are mostly practitioners and produced 374 plans, designs, and policy reports.	This activity should be valued in promotion and raises and in the annual review of faculty workload.
See Table 13 in the Self Study Report.					

Objective 3.5: Increase public and media awareness of the outreach and service of the faculty.

Outcome/ Objective	Performance Indicator/ Measurement	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
Increase in public and media awareness of the outreach and service of the planning faculty.	Number of faculty are quoted or contacted by the media. Number of web-distributed presentations. Number of op-eds written by faculty.	Each faculty member should contribute to public awareness in a variety of media, whenever possible.	From 2013 to 2020.	<p>This is a difficult objective to measure over this time frame, and we did not complete the research for this SSR. We plan to monitor these statistics in the future.</p> <p>When faculty or research staff are quoted in the media, the article is posted on the Bloustein School's website and social media.</p>	<p>Faculty informs the School's public information staff about their activities for dissemination.</p> <p>The School makes enhanced efforts to record activities and disseminate them over the web, and substantially enhances its social media presence.</p>
<p>The Bloustein School has a staff member whose role is to communicate research results, faculty accomplishments, and school activities to the public and the media. This person will be helpful in implementing this objective.</p>					

Strategic Initiatives: Specific Activities for the Next 5 Years 2020-2025

Advancing the mission and goals of the UPPD Program will be facilitated through attention to several critical strategic issues over the coming five-year period. These are itemized as follows:

Innovative Education

First, as educators, we shoulder enormous responsibility for training the next generation of reflective and effective planning practitioners. To best prepare our students, we will continue to keep up to date on the evidence about effective teaching practices, technological requirements, and substantive developments in the field. We must continually ensure that our classes incorporate best practices in pedagogy; that students are active participants in their learning through small group discussions, participatory games, and applied learning activities; and that our teaching takes students into the field to apply course concepts on-site. Recognizing that new technologies offer an alluring promise of a smart, interconnected future while also introducing new challenges for planning theory and practice, we will carefully incorporate cutting-edge technology in the classroom so that students can wield new tools as a force for good and be responsible, reasoned consumers of technology. Finally, because planners have to deal with diverse constituencies, divergent perspectives, and multiple issues in their practice, we will continue to build strong ties between and across substantive concentrations within the UPPD Program, and between our Master’s programs and the other Master’s programs within the Bloustein School and around the university.

Objective S1.1: Support the development of reflective and effective planning practitioners

Outcome/ Objective	Performance Indicator/ Measurement	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
Faculty try out and adopt a variety of teaching techniques to promote effective learning.	Students and internship supervisors reflect that students are adequately prepared for internships and that students complete successful studios.	Successful student and internship supervisor assessments and successful studio assessments.	2020-2025		Faculty members attend teaching related workshops at major academic conferences. Faculty share innovative and effective teaching techniques in faculty meetings. Tamara Swedberg, Bloustein’s Technological Instructor regularly introduces faculty to new technology.

Enhanced Diversity

Second, UPPD faculty are committed to working to expand and strengthen the diversity of faculty, students, and course offerings in the UPPD Program to continue to reflect the variety of issues and contexts in which planning occurs. To achieve this goal, we will make maximum use of resources within the Bloustein School and the University tasked with addressing diversity in hiring, recruitment, and promotion, and we will work to expand these resources to the greatest extent possible. In addition, we will facilitate increased attention to diversity in the planning curriculum, by placing greater emphasis on issues of diversity, equity, and social justice in existing courses and introducing new courses that place these issues at the center of planning discourse. UPPD faculty have expanded course offerings in this area such as with the Social Justice in Planning and Policy course and they have ensured that a Transportation Equity course can be offered.

This strategic issue is implemented in part by Objectives 1.8 and 1.13 above as well as the following set of objectives:

Objective S2.1: Conduct Faculty Searches Following Best Practices Towards Facilitating Inclusion and Diversity

Outcome/ Objective	Performance Indicator/ Measurement	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
<p>Provide diversity and inclusion search training to all faculty search committee members.</p> <p>All faculty search committees have received diversity training.</p>	<p>Diversity and inclusion training has been provided to all faculty search committee members.</p>	<p>All members of faculty search committees receive diversity and inclusion training.</p>	<p>2020-2025</p>	<p>Most members of faculty search committees received in person diversity and inclusion training.</p> <p>All members of faculty search committees reviewed the University’s Diversity and Inclusion website and guides to conduct faculty searches.</p> <p>Faculty reviewed these materials during the most recent faculty search during the first committee meeting.</p>	<p>Institutionalize diversity and inclusion training for all members of faculty job searches.</p> <p>Review best search committee practices during the first search committee meeting and throughout the process.</p>
<p>See Rutgers University Office of Diversity, Inclusion, and Community Engagement for Search materials and processes. https://diversity.rutgers.edu/facultydiversity</p>					

Objective S2.2: Create a Community that Welcomes and Celebrates Diversity

Outcome/ Objective	Performance Indicator/ Measurement	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
Provide Inclusionary Mentoring Training for Faculty.	Faculty	50% of faculty including all program directors and Bloustein faculty mentors participate in inclusionary mentoring training.	2020-2025	The Bloustein School is developing an Inclusionary Faculty Mentoring Program in partnership with the Office for Faculty Development in the Vice President for Academic Affairs' Office.	<p>Complete the development of the inclusionary faculty mentoring training program.</p> <p>Pilot the program at the Bloustein School. The timeline is unclear due to the virus and may take place during the Spring 2021 or Fall 2022 semesters.</p> <p>Participate in the Bloustein School Diversity Task Force which will develop recommendations in this area.</p>
<p>See Rutgers University Office of Diversity, Inclusion, and Community Engagement for Search materials and processes. https://diversity.rutgers.edu/facultydiversity</p>					

Global Urban Planning

Third, we will build stronger global connections between the Bloustein School and the rest of the world in order to strengthen our role as a leader in solving global urban planning challenges. To address this goal, we will maintain and support our partnership with the Korea Development Institute, bringing mid-career professionals from Korea to the UPPD Program with the opportunity to link teaching and research in our classrooms to practice and policy implementation at the global scale. This also includes building stronger institutional ties to the research collaborators we already have in universities around the world and expanding the capacity to create more studios that are outside of the United States. Finally, we will work to make the Bloustein School a global hub for the dissemination and communication of planning theory and practice.

Objective S3.1: Maintain, Support, and Grow our Partnership with the Korea Development Institute

Outcome/ Objective	Performance Indicator/ Measurement	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
Maintain, support, and grow our partnership with the Korea Development Institute (KDI)	Number of KDI Scholars who complete a Master of City and Regional Studies	Maintain or grow the number of KDI scholars. During the 2020 fiscal year, 14 KDI scholars are studying with MCRP students enriching classroom discussions and bringing their experiences to shape our understanding of planning.	2020-2025		Support the Bloustein Office of Student Services which provides considerable support for the KDI program including welcome KDI scholars and their families to New Jersey and getting them situated in homes and schools. Increase the engagement of KDI scholars in the life and work of the Bloustein School.

See Bloustein School description of the partnership with the Korea Development Institute <https://bloustein.rutgers.edu/graduate/uppd/kdi/>

Objective S3.2: Increase Global Content and Outlook within Courses and Research

Outcome/ Objective	Performance Indicator/ Measurement	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
Increase global content and outlook within courses and research.	Future faculty searches should incorporate a global focus.	Incorporate global work as a priority in future searches.	2020-2025	The most recent UPPD job search explicitly stated that an international focus was welcome.	<p>Continue to emphasize global work in future searches.</p> <p>Continue to support participation in the PASCAL network and continue to organize the international planning Webinar with PASCAL for MCRP students.</p> <p>How about an international or global studies research cluster? Also the PASCAL webinar series – they want us to be their North American</p>
<p>See Rutgers University Office of Diversity, Inclusion, and Community Engagement for Search materials and processes. https://diversity.rutgers.edu/facultydiversity</p>					

Emerging Issues

Fourth, we will strive to expand our capacity to address new and emerging issues defining planning education, research, and service now and in the future. Central to this initiative is the inescapable issue of global climate change and its impacts on vulnerable communities and populations. We will build on our new Informatics concentration to be a leader in thinking through the implications of smart city technologies for the politics, cultures, mobilities, and social relations in cities. Building linkages to our growing programs in Public Health and Health Administration offer opportunities to expand our work on community health. Finally, we have a core set of faculty members focusing on issues of financialization of land, housing, urban space, and social policy and we would like to expand and deepen that part of our research and teaching.

Objective S4.1: Expand UPPD capacity to address global climate change

Outcome/ Objective	Performance Indicator/ Measurement	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
<p>Modify the environmental and human health concentration to assemble existing and new resources to create a track on climate change resiliency.</p>	<p>Modified concentration created and updated annually.</p>	<p>Modified concentration created and updated annually given the rapidly changing understandings of this phenomenon and the role of planning to address it.</p>	<p>Annual</p>	<p>The Environmental and Human Health concentration faculty are currently revising that concentration to more directly address climate change and mitigation.</p>	<p>Annual faculty discussion about climate change and related hot topics.</p> <p>Weave new topics into courses, concentrations, and certificates.</p>

Objective S4.2: Build a global research cluster around the theme of land, housing, and people

Outcome/ Objective	Performance Indicator/ Measurement	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
<p>Build research cluster on land, housing, and people by drawing together people within the Bloustein School and at Rutgers who work on these issues. Expand this network globally to draw people into the cluster and to disseminate research around the world.</p>	<p>Launch Research Cluster with a set of meetings, talks, collective research efforts, and grant applications to support funded work and global case studies about land, housing, and people.</p>	<p>Launch Research Cluster with a set of meetings, talks, collective research efforts, and grant applications to support funded work and global case studies about land, housing, and people.</p>	<p>2020-2025</p>	<p>Professor Mi Shih wrote the first grant application to support this effort.</p> <p>The team coordinated two research talks which were unfortunately postponed due to the global health crisis. They will be rescheduled.</p>	<p>Launch the housing, land, people cluster. Expand access to global content for Bloustein teaching and host talks and support research that tackles these issues across the globe.</p>
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Objective S4.3: Build UPPD capacity to address the intersection of health and planning through strong connections to Bloustein health programs

Outcome/ Objective	Performance Indicator/ Measurement	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
Build UPPD capacity to address the intersection of health and planning.	UPPD faculty attend health research cluster meetings. Expand health and planning course offerings.	UPPD faculty attend health cluster meetings. UPPD expands health and planning course offerings.	2020-2025		UPPD faculty members attend health cluster meetings, apply for grant funding, and conduct research on the social determinants of health. Planning faculty will work with health faculty to expand course offerings at the intersection of planning and health.

Objective S4.4: Build UPPD data analytics capacity through strong linkages to Informatics major

Outcome/ Objective	Performance Indicator/ Measurement	Program Benchmark	Timeframe	Results	Analysis/ Action Plan
Maintain cutting-edge quantitative methods content in UPPD curriculum	UPPD student enrollments in advanced courses in Informatics track	Interested UPPD students enroll in the full range of methods courses, not only those at the introductory level	2020-2025	The Informatics program grew out of UPPD’s strong GIS course sequence and its leadership role in the university-wide Geomatics certificate, so it has been mostly a matter of maintaining effort. Bloustein offerings have been augmented with new courses in data analytics, advanced graphics, and critical analysis of these new methods.	Organize regular meetings of School-wide methods faculty to coordinate and enhance course offerings (ongoing) Hire new faculty specializing in informatics & GIS (two hired in 2020) Add courses in data management, programming, open source software, and emerging sensing technologies.

Program Finances

One principal source of funding - tuition – will support the operations of the UPPD program. This revenue pays for salaries and benefits of regular full-time faculty and some school operating expenses. Direct grant and contract research pays for research faculty, staff, and students involved in research. Indirect grant and contract research funding pays for most administrative staff.

Tuition Funding

The UPPD program had 128 enrolled students during the 2018-2019 academic year and 102 during the 2019-2020 academic year. The University sets tuition levels and program tuition revenue is a function of the number of students. Tuition revenue is desirable because it makes the program more self-sustaining especially in relation to other graduate programs within the Bloustein School and across Rutgers. Tuition is also an important source of income that enables the program to support a qualified student body. Class sizes and tuition revenues are separate issues: Class size reflects current demand and acceptance standards and must remain high to maintain the quality of the program. An increase in class size should be considered solely to advance opportunities for qualified students; such a decision is based on demand for the program, the capacity of the faculty, and educational support resources available to respond to student demand. Tuition revenue needs to be generated to ensure quality education and superior facilities. Educational services cannot be delivered with insufficient revenue. Therefore, tuition revenues are encouraged consistent with the goal of a qualified and manageable student load.

Direct Grants and Contract Research Funding

Direct grants and contracts support research and those who engage in it. Grants and contracts support faculty, staff, and students and provide them with research and field experience. They are critical to the success of the program. Grants and contract research opportunities are encouraged of all faculty and research staff to the degree that such an investment in time leads to research and meaningful publications and also provides financial support for students. Faculty members and staff must be able to balance these activities against a primary role of educating students within concentrations that depend on faculty presence.

Indirect Grants and Contract Research Funding

Indirect grant and contract research involve monies that flow to the program due to return of a portion of overhead to the Bloustein School or the billing of a faculty member against a grant when the faculty member is already fully paid by the university. The above provides core support for most administrative personnel of the School. These funds come in the form of indirect cost return (ICR), salary reallocation return, and other sources.

Special Scholarship Funding

Another type of revenue involves special scholarships from a variety of sources. These scholarships include resources that flow through Fulbright and other external programs, scholarship endowments and awards, and competitive individual awards to students such as the Morgan Stanley Community Development Graduate Fellowship (<https://anhd.org/project/morgan-stanley-community-development-graduate-fellowship>) In fiscal year 2019, UPPD received \$51,500 in scholarship money to support 12 masters students from these sources:

- Evans Fellowship
- Jennifer Lightner
- Cosier Award
- Cotter City Kid
- Bunche Fellow-SGS
- Bloustein Memorial Scholarship
- B. Budd Chavoushian
- Poli Award
- Bloustein Alumni Association Award
- Candeub Award
- Susan Kirk Award

The Bloustein Endowment was \$12.3 million as of June 2019. It has grown from \$500,000 in 2000 for the initial Bloustein Concert and Library Fund for the following recipients

Name	Ending Book Value
Academic Excellence and Academic Investm	128,571.71
Alan M. Voorhees Transportation Ctr.-End	1,617,034.27
Angelides Public Policy Research Initiat	347,981.91
B.Budd Chavooshian End.Fellowship Fund	155,376.15
Barker, Miriam Memorial Scholarship Fund	15,226.86
Bloustein Concert & Lecture Fund	604,113.18
Bloustein Instructional Facility Fund	622,044.09
Bloustein Instructional Technology Fund	480,016.67
Bloustein School Academic Development Fu	1,094,004.70
Bloustein Student Internships	222,296.44
Bloustein, Edward J Mem Sch	345,859.73
Bob Cotter City Kid Endowed Graduate Scholarship Planning	95,507.50
Isadore Candeub Endowed Graduate Fellowship in Planning	48,310.87
Center for Economic Energy & Environment	246,672.24
Dawne D. and Lawrence Burrows Endowed Graduate Fellowship	97,087.66
Governor James J. Florio Endowed Distinguished Visiting Scholar of Public Policy	173,984.49
Heldrich Ctr Endowment-Robert Wood Johns	2,643,176.33
Heldrich, John Cntr For Workforce Dvlpmn	820,669.22
Jennifer S. Lightner End. Mem. Scholarsh	27,877.71
Kirk, Susan Memorial Scholarship	59,330.28
Martin, Harold Endowed Fellowship Fund	385,687.59
Mary Ann and Steven J. Allard Fellowship	99,920.62
Negotiation/Conflict Resolution General	39,851.32
Ralph W. Voorhees Civic Engagement Fund	356,830.78
Ralph W. Voorhees Fellowship Program	520,227.37
Rose,Jerome G. Teaching Award	108,822.01
S.&M.Greenberg Mem. Scholarship Fund	10,839.12
The Brandon Poli Memorial Scholarship	33,804.64
The Donald A. Krueckeberg Endowed Scholarship	74,791.05
Undergraduate Public Health Development	181,876.32
Walter Cope Evans Endowed Fellowship in Planning and Public Policy	235,725.11
Bloustein School Alumni Association Endowed Graduate Fellowship in Planning	69,660.91
Christiana R. Foglio Endowed Fellowship in Planning	65,898.83
Dr. Robert A. Catlin Endowed Fellowship	9,627.84
Stuart Meck Memorial Endowed Lecture in Land Use Law and Affordable Housing	47,943.95
Paul J. Larrousse Endowed Fellowship in Planning	265,162.38

Total 12,351,811.85

Implementation and Refreshment Plan

The UPPD strategic planning process is more than a paper exercise undertaken to satisfy a bureaucratic requirement. Now in its sixth decade, the UPPD program faces unprecedented challenges of economic, political, and social uncertainty playing out at institutional, national, and global scales. These challenges pose significant hurdles for the program but also offer exciting opportunities for creativity and growth. Successfully navigating these circumstances requires an unrelenting commitment to continued scrutiny and assessment of program strengths, weaknesses, opportunities, and challenges. UPPD is committed to pursuing this goal through the rigorous implementation and continuous refreshment of the strategic plan. This will include the following steps:

- Continuous data collection and analysis to track progress toward goals and objectives itemized in the plan
- Periodic review and reporting of progress indicators at UPPD faculty meetings throughout the academic year
- Coordination and integration of UPPD strategic planning with parallel initiatives at the School and University levels
- Programming annual day-long faculty retreats to discuss program goals, performance, challenges, and new initiatives moving forward