



## **Strategic Diversity, Equity and Belonging Goals**

### **Edward J. Bloustein School of Planning and Public Policy**

**Phase One: DEIB Goal Setting  
Dr. Piyushimita Thakuriah, Distinguished Professor and Dean**

**Submitted to: Dr. Corrine Castro, Senior Director  
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Rutgers, The State University of New Jersey**

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# RUTGERS

Edward J. Bloustein School  
of Planning and Public Policy

## Introduction:

We are pleased to submit the requested DRAFT five strategic Diversity, Equity, Inclusion, and Belonging goals (DEIB) for the Edward J. Bloustein School of Planning and Public Policy. We realize that this phrase of the university-wide DEIB Strategy is formative. These goals are based on shared governance input from Bloustein School faculty, staff, and students. They are based on recommendations gleaned from a series of town hall meetings conducted in fall 2020 with Bloustein School students, staff, and faculty. The town hall meetings were overseen by the Dean’s Task Force on Diversity, Inclusion, and Belonging. The task force submitted to the Dean a collection of recommendations to foster transformative changes in the Bloustein School—as related to diversity, equity, inclusion and belonging. One of the key recommendations of the task force was to create a permanent standing committee on Diversity, Equity, Inclusion, and Belonging at the school, and the appointment at the appropriate level of an individual to assume school-wide coordination of DEIB matters. These two recommendations among others have indeed been implemented by the Bloustein School Dean. The five DEIB goals submitted herein, are key formative action steps toward creating a more diverse, equitable, inclusive, and belonging “Beloved Community” at the Bloustein School.

## Preamble: Vision, Mission and Purpose Statements

A commitment to faculty, students, staff, alumni & community partners

The Edward J. Bloustein School of Planning and Public Policy values Diversity, Equity, Inclusion, and Belonging, and aims to improve and grow these efforts strategically (by managing and assessing performance). Accountability is shared among our family of faculty, students, staff, and external partners. Investment of School resources will be enhanced, where required, to realize our vision, mission, and purpose in alignment with our shared institutional values.

<p>Edward J. Bloustein Diversity, Equity, Inclusion and Belonging Mission Statement</p>
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The Edward J. Bloustein School of Planning and Public Policy is fully committed to and unequivocally shares Rutgers University’s core pillars related to diversity, equity, and inclusion. These values are consistent with, and essential towards the realization of, a vibrant and high performing community of support. By committing to this mission, our ability to achieve true diversity, equity, and inclusion is strengthened.

- We believe in and will work towards creating, maintaining, and assessing our performance toward equity.
- We believe in and will work towards creating a diverse school-wide community of faculty, staff and students.
- We believe in and will work towards maintaining an inclusive and belonging community.
- We believe in and will work towards creating a community of equity; equitably accessing the school’s enterprise of academic and research assets; and fostering transparently engaged communications with our family of students, faculty, staff, alumni, and external partners.

### Strategic Direction for Edward J. Bloustein School of Planning and Public Policy

Diversity Priority	Bloustein School Goals
Recruit, Retain, and Develop A Diverse Community	<p><b><i>To Obtain a Diverse Student Body, Faculty and Staff</i></b></p> <ul style="list-style-type: none"> <li>• By creating a Bloustein student, staff and faculty hiring plan and process with language to be included in all hiring materials and training processes for all search committee members.</li> <li>• Leveraging University funding for diversity faculty hires and pursuing cluster faculty hires with a focus on increasing the share of people who are currently under-represented – African American, LatinX, and people who are LGBTQIA.</li> <li>• Endowing student fellowships and scholarships on social and environmental justice and DEI-related research, outreach, communications, and events.</li> <li>• Improving the School’s climate to make the Bloustein School a community of belonging that is experienced all aspects of everyday life.</li> <li>• Leveraging the University’s programs that support faculty development to support retention.</li> <li>• Reflecting the contributions of the entire community throughout the Bloustein School including in shared spaces such as the lobby, hallway walls, student lounges, computer labs, and stairwells.</li> </ul>
Promote Inclusive Scholarship and Teaching	<p><b><i>To Promote Inclusive Scholarships and Teaching</i></b></p> <ul style="list-style-type: none"> <li>• By examining the curriculum to determine where it needs revision to include social justice issues and equity in all of the school’s programs. School</li> </ul>

	<p>administration should provide support for curriculum revisions and expansion including time and financial resources.</p> <ul style="list-style-type: none"> <li>• By having guest speakers brought into the school with the goal of shining spotlights on contemporary issues as well as on the school’s activities and directions regarding DEI.</li> <li>• By providing regular ongoing diversity, inclusionary, and equity training for students in leadership positions as well as for faculty and staff.</li> </ul>
<p>Define Sustainable and Substantive Community Engagement</p>	<p><b><i>To Develop Sustainable and Substantive Community Engagement</i></b></p> <ul style="list-style-type: none"> <li>• By creating and or expanding academic programs to support community engagement and provide and or expanding existing students opportunities to engage with residents and community organizations.</li> <li>• By collaborating with the Rutgers University Collaborative to develop a Bloustein commitment to community engagement including enhanced support and resources for current school centers and institutes to foster greater reach and scope of community engagement programming and identifying funding to support these partnerships.</li> <li>• By increasing and supporting communication, initiatives, programs. and projects across Bloustein and university silos that separate students, faculty, staff and research staff.</li> </ul>
<p>Build the Capacity of Leaders to Create Inclusive Climates</p>	<p><b><i>To Build Capacity to Create Inclusive Climates</i></b></p> <ul style="list-style-type: none"> <li>• Make a school wide commitment to develop, mentor, and promote a sense of personal responsibility for creating an inclusive environment at Bloustein.</li> <li>• Review the equity in terms of workload, pay, and scholarship across gender, ethnicity and race and see that workload and compensation are equitable.</li> <li>• Review everyday communications and processes to ensure that equitable participation in decision making processes is at the heart of shared governance.</li> </ul>
<p>Develop an Institutional Infrastructure to Drive Change</p>	<p><b><i>To Develop a Bloustein Infrastructure to Drive Change</i></b></p> <ul style="list-style-type: none"> <li>• Identify a school wide administrator and or faculty committee to drive instructional change.</li> <li>• Produce a school wide strategic plan on diversity, equity, and inclusion.</li> </ul>

## Resource Allocations and Concluding Comments:

To match its national academic standing and rankings among peer institutions, the Edward J. Bloustein school seeks to become a leader within Rutgers in Diversity, Equity, Inclusion, and Belonging and among peer urban planning, public health, healthcare management, and public policy schools nationally. To achieve such status in the DEIB space, the school needs to create a demographic trends database to serve as a reliable diversity and equity atlas for US domestic students and international students and to measure performance in faculty and staff recruitment, retention, and promotion.

In order to achieve these goals and self-guided standards, the Bloustein School will require resources which currently exceed the school's budget allocations. These resources will increase and enhance current measures to recruit and retain student, staff, and faculty diversity. Resources are also needed to significantly expand in-service training for faculty, staff, and students to better prepare them as virtual ambassadors for DEIB within our broader school community. Funding will also expand support for external community engagement projects in the greater New Brunswick community. The Dean's school-wide budget allocations for DEIB have increased substantially in the past 1-2 years. While we have not finitely quantified support levels required from the central administration, it is estimated that a multi-year sum of \$150,000-\$250,000 per annum will greatly contribute to our DEIB goals.

To excel in the pursuit of the Beloved Community, as President Holloway has so eloquently envisioned, the Edward J. Bloustein School must seriously address the issue of "inclusion" and "belonging" as our Dean has so commonly charged us. The recommended statement of commitment and mission to diversity, equity, inclusion and belonging is intended to be aspirational. Our performance goals will stretch our resources and resolve. Working with the guidance and resource toolkits created by the Office of the Senior Vice President for Equity, and guidelines outlined by the Chancellor's Office of Diversity, Inclusion, and Community Engagement, the School can advance its mission for Diversity, Equity, Inclusion, and Belonging. In furtherance of our mission, the School should take fullest advantage of our partners in New Brunswick, Newark, and Camden for best practices as well as our colleagues around the world to identify innovative and proven practices that have had produced evidence-based success.

Finally, all that is envisioned for creating the beloved community at the Bloustein School begins with the interest and positive energy of our own key stakeholders -- our gifted and talented students, administrative and research staff, faculty, and alumni -- and the support of our dean. All key stakeholders must be reflective of our own contributions for successful outcomes in this journey.

We must be advocates, self-governing instruments for change, voices for equity, and promoters for creating and maintaining a beloved community. No external mandated policy or scripted package of best practices will establish nor sustain our sense of community. Between and among ourselves, we are the beloved community and if we desire, it will be sustained.