



# New Brunswick Diversity Strategic Plan

## Phase 2

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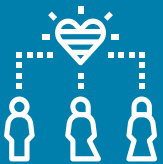
## DIVERSITY

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



## EQUITY

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



## INCLUSION

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

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This report is available online at [nbdiversity.rutgers.edu/diversity-plan](https://nbdiversity.rutgers.edu/diversity-plan)  
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# Message from Leadership

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Dear Rutgers–New Brunswick Community,

In March 2022, when the University Diversity Strategic Plan was released, New Brunswick shared high-level, cross-cutting goals and action steps to guide our early actions and investments. Phase 1 established a shared campus direction and reflected the beauty and challenge of our unique footprint and compositional diversity.

We knew our work needed to be done and committed to a phased approach to integrate school and administrative unit goals, define strategies, and identify mechanisms to achieve the action steps outlined. Since Spring 2022, this work has continued in earnest. Our planning team integrated diversity into the academic master planning process to ensure this work did not proceed on a parallel track but was core to the clarifying strategies developed to accomplish the University's academic mission. Pursuing our goal to be a national leader among higher education institutions, we emphasize excellence in inclusive research, pedagogy, and service toward the common good.

We are delighted to launch Phase 2 of the Rutgers–New Brunswick Diversity Strategic Plan, which specifies how we realize our commitment to diversity, equity, and inclusion. It illustrates further how our strategic investments—launching the Center for Faculty Success, the Center for Teaching, Learning, and Inclusive Pedagogy, the RCommunity platform, and much more—reflect progress toward the goals shared in Phase 1.

New Brunswick has a long history of commitment to diversity. Phase 2 helps to make our commitment legible to those outside of our community and identifies ways for those within our community to get involved. Thank you to the many members of our community who have engaged in collaborations and given their time to move us forward. Our shared commitments and partnerships in service of equity and inclusion reflect one more way that we are better together.

Onward,

**FRANCINE CONWAY**

Chancellor & Distinguished Professor

**ENOBONG (ANNA) BRANCH**

Senior Vice President for Equity & Professor of Sociology





## University Diversity Goal

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

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

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

# Rutgers University–New Brunswick

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## UNDERSTANDING PHASE 2

Phase 1 of the New Brunswick Diversity Strategic Plan shared high-level, cross-cutting goals and action steps that were identified to guide early actions and investments. A phased approach was chosen to enable substantial engagement with stakeholders that were critical to defining specific strategies and activities that would support the implementation of the action steps. Administrative units were charged with describing the range of activities within their respective areas that support institutional forward movement. Each school released a school-level plan that was reviewed for alignment with Phase 1 goals and action steps. Finally, we identified mechanisms for coordination and collaboration, aiming to be comprehensive in describing the range of ways that leaders can work together to support the myriad of objectives described in an action step. Phase 2 reflects a balance of brevity and definition, outlining how the New Brunswick campus community will work to achieve its diversity goals.



# Implementation Oversight



## **DIVISION OF DIVERSITY, INCLUSION, AND COMMUNITY ENGAGEMENT & OFFICE OF THE CHANCELLOR**

Stewardship of New Brunswick diversity strategic plan, responsible for oversight, and tracking progress.

### **EXECUTIVE IMPLEMENTATION GROUP: JOINT CABINET AND DEANS (LAUNCHED SPRING 2023)**

Responsible for implementation in their respective areas and coordination across units.

Meets 2 times a year.

Accountable for progress: Leaders identify specific goals that are tracked through performance management to align strategic priorities with campus-wide diversity goals.

### **NEW BRUNSWICK DSP WORKING GROUP (LAUNCHED SEPTEMBER 2023)**

Informs how the work of implementation is shaped, encourages cross-campus conversations, and amplifies the good work that is happening across New Brunswick.

Meets 3-4 times a year.

Leadership, faculty, student, and staff representation.



# Goal 1: Recruit and Retain a Diverse Community



## OBJECTIVE

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

## ACTION STEPS:

- Enhance outreach and recruitment processes employing targeted practices to attract diverse student populations, monitoring the impact of competitive financial packages to increase enrollment of accepted undergraduate and graduate students.
- Increase institutional support to ensure the success of all students, such as those from under-resourced or nontraditional backgrounds, and those facing other academic or social challenges.
- Identify and reduce any equity gaps, such as time to degree disparities and metrics of post-baccalaureate success for low-income, first-generation, and Black, Latinx/o/a, and Native American students.
- Establish mechanisms to facilitate collaborations between staff and faculty using evidence-based practices to promote student success and reduce equity gaps.
- Build a coordinated strategy for cultivating new alliances and enhancing existing partnerships with minority-serving institutions to promote diversity in graduate student enrollment.
- Formalize processes to recruit, hire, develop, evaluate, recognize, and retain staff and administrators that promote access and equity.
- Create mechanisms to enable purposeful professional growth of all staff and develop support structures to identify and promote diversity in staff leadership.
- Ensure our faculty search and hiring processes employ evidence-based practices to promote equity, inclusion, and diversity in hiring outcomes.
- Develop mechanisms to recruit and retain a diverse faculty and engage in purposeful efforts to develop future faculty.
- Formalize mechanisms to enhance effective faculty mentoring to support all faculty members in the promotion, tenure, and advancement process, as well as develop support mechanisms to enable progression into academic leadership.



Goal 1; Action Step 1	Responsible Unit(s)	Lead Contact(s)	Mechanisms
Enhance outreach and recruitment processes employing targeted practices to attract diverse student populations, monitoring the impact of competitive financial packages to increase enrollment of accepted undergraduate and graduate students.	Division of Enrollment Management; Division of Diversity, Inclusion, and Community Engagement	Vice Chancellor for Enrollment Management; Associate Vice Chancellor for Educational Equity	Posse-Dynamic Assessment Process (DAP)
Activity		Responsible Lead(s)	
Continue to promote and administer the Scarlet Guarantee and Garden State Guarantee financial aid programs for full-time New Jersey residents with a completed FAFSA or NJFAFA.		Vice Chancellor for Enrollment Management	
Host informational sessions for prospective and admitted students to review Scarlet Guarantee and Garden State Guarantee program benefits and eligibility.		Vice Chancellor for Enrollment Management	
Establish a working group with Student Affairs to explore how to best support Scarlet Guarantee recipients by leveraging student support initiatives. The group will develop a communication plan detailing eligibility requirements and deadlines for Scarlet Guarantee and Garden State Guarantee.		Vice Chancellor for Enrollment Management	
Host on-campus programs focusing on schools/programs with large URM populations. Examples include Discover EOF programs, the EOF Open House, and Community Based Organization (CBO) Counselor programs.		Vice Chancellor for Enrollment Management	
Host admitted student programs in collaboration with the Cultural Center Collaborative focusing on connecting current underrepresented minority students with admitted students considering RU-NB.		Vice Chancellor for Enrollment Management	
Rutgers-New Brunswick will recruit a new cohort annually from the Posse Foundation, bringing in a diverse group of out-of-state students from the greater Boston Area.		Vice Chancellor for Enrollment Management; Associate Vice Chancellor for Educational Equity	
Increase targeted recruitment efforts across a range of student populations.		Vice Chancellor for Enrollment Management	
Collaborate with Big Ten partners on diversity recruitment initiatives aimed at students from around the country.		Vice Chancellor for Enrollment Management	
Annually recruit a new cohort of Cooperman Scholars, bringing in a diverse group of students from Essex County.		Vice Chancellor for Enrollment Management; Associate Vice Chancellor for Educational Equity	

Goal 1; Action Step 2	Responsible Unit(s)	Lead Contact(s)	Mechanisms
Increase institutional support to ensure the success of all students, such as those from under-resourced or nontraditional backgrounds, and those facing other academic or social challenges.	Division of Enrollment Management; Office of the Provost; Division of Diversity, Inclusion, and Community Engagement; Division of Student Affairs	Vice Chancellor for Enrollment Management; Senior Vice Provost and Vice Chancellor for Undergraduate Education; Associate Vice Chancellor for Educational Equity; Senior Vice Chancellor for the Student Experience	Student Success Committee; Undergraduate Education Council; Committee on Transfer Practices and Policies
Activity	Responsible Lead(s)		
One Stop Student Services Center (One Stop) will continue to promote and provide a progressive, simplified, and consistent student experience, providing a single point of service for students and a culture that supports student satisfaction and success.	Vice Chancellor for Enrollment Management		
Continue to distribute the “One Stop Weekly” student newsletter and leverage social media platforms to disseminate pertinent Enrollment Management (EM), Student Accounting, Billing, and Cashier Services (SABC), and campus partner information.	Vice Chancellor for Enrollment Management		
One Stop will continue to provide integrated and streamlined call center operations and student phone support across admissions, visitor center, student accounting, financial aid, and registrar.	Vice Chancellor for Enrollment Management		
Continue to promote the ScarletSense Financial Literacy program, which provides a comprehensive suite of products to empower students to make fiscally responsible decisions and to build successful personal finance habits.	Vice Chancellor for Enrollment Management		
Plan to increase graduate-specific academic coaching and workshops to increase graduate-specific writing support. Graduate-level writing tutors provide a range of writing support to graduate-level students including international/non-native-English speakers.	Senior Vice Provost and Vice Chancellor for Undergraduate Education — Learning Centers		
Collaborate with the School of Arts & Sciences to develop inclusive curricular content for a SAS “Return to Learn” course as a targeted degree completion initiative, focused on returning non-traditional and adult learners that capture their intersecting identities and experiences.	Senior Vice Provost and Vice Chancellor for Undergraduate Education — Access and Academic Strategy		
Working with NJ Transfer leadership, leverage NB Transfer Advisory Council and NJ Community College Partnerships to strengthen transfer engagement, transfer portability, and alignment with state-wide policy practices.	Senior Vice Provost and Vice Chancellor for Undergraduate Education — Access and Academic Strategy		

Goal 1; Action Step 2 (Continued)	Responsible Unit(s)	Lead Contact(s)	Mechanisms
Increase institutional support to ensure the success of all students, such as those from under-resourced or nontraditional backgrounds, and those facing other academic or social challenges.	Division of Enrollment Management; Office of the Provost; Division of Diversity, Inclusion, and Community Engagement; Division of Student Affairs	Vice Chancellor for Enrollment Management; Senior Vice Provost and Vice Chancellor for Undergraduate Education; Associate Vice Chancellor for Educational Equity; Senior Vice Chancellor for the Student Experience	Student Success Committee; Undergraduate Education Council; Committee on Transfer Practices and Policies
Activity	Responsible Lead(s)		
Participate in National Resource Center First-Year Experience National Conference on Students in Transition strengthening first-year and transfer success pathways, including The Impact of a Psychology Learning Community on Transfer Students, Aligning Student Expectations with Institutional Mission, and Supporting Adult Learners Transitioning.	Senior Vice Provost and Vice Chancellor for Undergraduate Education — Access and Academic Strategy		
Strengthening of institutional fiscal support for equitable student participation, aligned with NSF sponsored-project for broadening participation and increasing URM STEM engagement (n=400), reiterating undergraduate research as a high-impact practice.	Senior Vice Provost and Vice Chancellor for Undergraduate Education — Access and Academic Strategy Louis Stokes Alliance for Minority Participation (LSAMP)		
Coordinate new Rutgers affiliation with the Association for Adult and Continuing Education (AAACE). Includes RU-NB appointment on the Commission for Workforce and Professional Development, which informs national adult learner, workforce, and continuing professional education competencies, knowledge, and industry development.	Senior Vice Provost and Vice Chancellor for Undergraduate Education — Access and Academic Strategy Office of Transfer and Non-Traditional Students (OTNTS)		
The Paul Robeson Success Institute (PRSI) provides intensive support for underrepresented students' transition to campus who are not EOF-eligible, a formal onramp to Thrive Student Support Services, providing year-round support for eligible students and PRSI touch points throughout the academic year.	Associate Vice Chancellor for Educational Equity		
Leverage the programs and initiatives within the Educational Equity Group, for the benefit of the larger student body by sharing best practices through Access Week and other touch points that reach students who are not formally enrolled.	Associate Vice Chancellor for Educational Equity		
Use the Educational Equity Fall Showcase to engage students, undergraduate program directors and associated faculty/staff advisers introducing them to the breadth of programs available in the Educational Equity Group as well as explore ways they can collaborate and get involved.	Associate Vice Chancellor for Educational Equity		



Goal 1; Action Step 2 (Continued)	Responsible Unit(s)	Lead Contact(s)	Mechanisms
Increase institutional support to ensure the success of all students, such as those from under-resourced or nontraditional backgrounds, and those facing other academic or social challenges.	Division of Enrollment Management; Office of the Provost; Division of Diversity, Inclusion, and Community Engagement; Division of Student Affairs	Vice Chancellor for Enrollment Management; Senior Vice Provost and Vice Chancellor for Undergraduate Education; Associate Vice Chancellor for Educational Equity; Senior Vice Chancellor for the Student Experience	Student Success Committee; Undergraduate Education Council; Committee on Transfer Practices and Policies
Activity	Responsible Lead(s)		
Provide comprehensive support for Cohort Programs (Posse and Cooperman Scholars) that ensures cohort success from onboarding through on-time graduation in keeping with Posse and Cooperman Foundation requirements for mentorship, bi-weekly check-ins, comprehensive financial aid, etc.	Associate Vice Chancellor for Educational Equity		
Expand federal funding (e.g., S-STEM programs) to enhance pre-college outreach and support students from under-resourced backgrounds in partnership with School of Engineering.	Associate Vice Chancellor for Educational Equity		
Partner with Division of Undergraduate Education, the Center for Adult Autism Services, and Disability Services to increase support and awareness of the needs of neurodiverse students.	Associate Vice Chancellor for Educational Equity		
Partner with the School of Graduate Studies to expand support for underrepresented graduate students, leveraging national efforts as well as providing Dissertation Awards to participate in the Southern Regional Education Board Institute for Teaching and Mentoring.	Associate Vice Chancellor for Educational Equity		
Leverage <i>ScarletWell</i> as a public health and prevention-focused approach to mental health and wellness to support and advance the well-being of Rutgers–New Brunswick students.	Senior Vice Chancellor for the Student Experience		
Work to ensure that basic needs are met for all Rutgers students by increasing fundraising to expand on-campus resources.	Senior Vice Chancellor for the Student Experience		

Goal 1; Action Step 3	Responsible Unit(s)	Lead Contact(s)	Mechanisms
Reduce equity gaps, such as time to degree disparities and metrics of post-baccalaureate success for low-income, first-generation, and Black, Latinx, and Native American students.	Division of Enrollment Management; Office of the Provost; Division of Diversity, Inclusion, and Community Engagement	Vice Chancellor for Enrollment Management; Senior Vice Provost and Vice Chancellor for Undergraduate Education; Associate Vice Chancellor for Educational Equity	American Talent Initiative Working Group
Activity		Responsible Lead(s)	
Continue utilizing a holistic review in the admissions process to provide access to low income students, and continue to refine admissions criteria with General Counsel to assure compliance with the recent Supreme Court ruling.		Vice Chancellor for Enrollment Management	
Continue use of data analytics to better understand where low-income, first-generation, and Black, Latinx, and Native American students struggle to better support their continued success to graduation.		Vice Chancellor for Enrollment Management	
Create a STEM pathways program for middle school students to expose and later recruit students to STEM fields at Rutgers-New Brunswick. Partner with other American Talent Initiative (ATI) institutions to sponsor students to visit their campuses.		Vice Chancellor for Enrollment Management	
Collaborate with the Office of the Chancellor, Office of the Provost, and Division of Student Affairs to promote students registering and completing 15+ credits to ensure on-track time to degree and continued financial aid eligibility.		Vice Chancellor for Enrollment Management	
Questions related to the inclusiveness of the learning environment and instructional practices will continue to be included in all relevant program surveys.		Senior Vice Provost and Vice Chancellor for Undergraduate Education	
Retention data (DFW) rates in Learning Assistant-supported courses will continue to be stratified by demographics to indicate the differential impacts of integrated academic supports on different populations of students.		Senior Vice Provost and Vice Chancellor for Undergraduate Education	
Incorporate measures of inclusivity in program evaluations as a standard measure of practice. Including demographic data in the Annual Report and program evaluations is standard practice and goals related to the outcomes of those reports are revisited annually.		Senior Vice Provost and Vice Chancellor for Undergraduate Education	
Collaborate with the Undergraduate Research Council on intentional access and outreach strategies for URM to engage in research, planning for the inaugural Undergraduate Research Day in Fall 2023.		Senior Vice Provost and Vice Chancellor for Undergraduate Education	

Goal 1; Action Step 3 (Continued)	Responsible Unit(s)	Lead Contact(s)	Mechanisms
Reduce equity gaps, such as time to degree disparities and metrics of post-baccalaureate success for low-income, first-generation, and Black, Latinx, and Native American students.	Division of Enrollment Management; Office of the Provost; Division of Diversity, Inclusion, and Community Engagement	Vice Chancellor for Enrollment Management; Senior Vice Provost and Vice Chancellor for Undergraduate Education; Associate Vice Chancellor for Educational Equity	American Talent Initiative Working Group
Activity		Responsible Lead(s)	
New Graduate Research Assistant position for ongoing, direct student service and peer mentoring training for Academic Year and Summer Institute (additional program support for Aresty Summer Science Program) institutional support mitigating non-allowable NSF costs associated with sponsored-projects for URM engagement.		Senior Vice Provost and Vice Chancellor for Undergraduate Education — Access and Academic Strategy  Office of Transfer and Non-Traditional Students (OTNTS) Louis Stokes Alliance for Minority Participation (LSAMP)	
Conduct more targeted outreach to recruit more diverse applicant pools for competitive fellowships.		Senior Vice Provost and Vice Chancellor for Undergraduate Education	
Sustain an annual “Rising Scholars” program and event to build awareness of fellowships, encourage fellowship exploration, and ultimately increase fellowship application participation by students from underrepresented backgrounds.		Senior Vice Provost and Vice Chancellor for Undergraduate Education	
Increase diversity amongst tutors engaged by the Academic Support Services for Student Athletes to more closely align with our student population.		Senior Vice Provost and Vice Chancellor for Undergraduate Education	
Increase minority student athletes’ participation in activities and events that will better prepare them in their job search and future careers.		Senior Vice Provost and Vice Chancellor for Undergraduate Education	
Sustain Bridge to the Doctorate a mechanism that explores the pathways to obtaining a doctoral degree. The goal is to cultivate interest, encourage exploration of the PhD, and introduce students to the McNair Scholars program.		Associate Vice Chancellor for Educational Equity	
Utilize the American Talent Initiative as a place to identify promising practices to support educational equity aims, identifying institutional gaps and people who can work together on issues.		Vice Chancellor for Enrollment Management; Associate Vice Chancellor for Educational Equity	
Develop Bridge to the Future, a mechanism to connect underrepresented alumni with underrepresented students to explore paths to postbaccalaureate success. The goal is to cultivate interest and exploration of graduate degrees, while introducing students to institutional supports for graduate school.		Associate Vice Chancellor for Educational Equity	



Goal 1; Action Step 4	Responsible Unit(s)	Lead Contact(s)	Mechanisms
Establish mechanisms to facilitate collaborations between staff and faculty using evidence-based practices to promote student success and reduce equity gaps.	Office of the Chancellor; Office of the Provost; Division of Diversity, Inclusion, and Community Engagement; Division of Student Affairs	Senior Vice Provost and Vice Chancellor for Undergraduate Education, Senior Vice Chancellor for the Student Experience, Associate Vice Chancellor for Educational Equity	Educational Equity Council; Student Success Committee; Undergraduate Education Council
Activity	Responsible Lead(s)		
Provost's Teaching Fellows: Collaboration with Office of Teaching Evaluation and Assessment Research (OTEAR) to support faculty in adopting evidence-based pedagogical practices.	Senior Vice Provost and Vice Chancellor for Undergraduate Education		
Collaborations will continue with several Rutgers campus partners to offer training on supporting diverse student populations each semester, including multilingual students, students with Autism Spectrum Disorder, and students who are neuro-diverse or have a physical or learning disability.	Senior Vice Provost and Vice Chancellor for Undergraduate Education		
Continue new REU-Research Experiences for Undergraduates pipeline partnerships and opportunities, including Big Ten (Purdue) and cross-divisional (SEBS Dept of Marine and Coastal Sciences and RU Global) for expanding URM STEM engagement and faculty mentorship.	Senior Vice Provost and Vice Chancellor for Undergraduate Education — Access and Academic Strategy  Office of Transfer and Non-Traditional Students (OTNTS) Louis Stokes Alliance for Minority Participation (LSAMP)		
Develop training to improve faculty mentor perceptions and relationships with undergraduate students from underrepresented populations at all levels of engagement in research at the Aresty Research Center.	Senior Vice Provost and Vice Chancellor for Undergraduate Education		
Execute collaborative research projects on campus climate (including sexual and interpersonal dating violence) and basic needs securities (food, housing, and homelessness).	Senior Vice Chancellor for the Student Experience		
Offer Living-Learning Communities and co-curricular experiences that leverage partnerships between Residence Life, academic departments and additional units within Student Affairs (e.g., Cultural Centers, Health Education).	Senior Vice Chancellor for the Student Experience		
Develop data-driven interventions that support student persistence through Discovery Advantage.	Senior Vice Chancellor for the Student Experience; Chair of Discovery Advantage		
Partner with EOF to expand support for underserved students.	Senior Vice Chancellor for the Student Experience		

<b>Goal 1; Action Step 4 (Continued)</b>		<b>Responsible Unit(s)</b>	<b>Lead Contact(s)</b>	<b>Mechanisms</b>
Establish mechanisms to facilitate collaborations between staff and faculty using evidence-based practices to promote student success and reduce equity gaps.		Office of the Chancellor; Office of the Provost; Division of Diversity, Inclusion, and Community Engagement; Division of Student Affairs	Senior Vice Provost and Vice Chancellor for Undergraduate Education, Senior Vice Chancellor for the Student Experience, Associate Vice Chancellor for Educational Equity	Educational Equity Council; Student Success Committee; Undergraduate Education Council
<b>Activity</b>		<b>Responsible Lead(s)</b>		
Educational Equity Council engage practitioners and partner programs (folks who work full-time with students from first-generation, limited income, and underrepresented or underserved backgrounds) to discuss pressing needs and strategize on how to maximize the impact in removing barriers for students.		Associate Vice Chancellor for Educational Equity		
Annual Access Week Programs build awareness across the university on the needs of underrepresented students and highlight the role of faculty, staff, and peers in supporting their success; cultivating an equity mindset.		Associate Vice Chancellor for Educational Equity		
Offer Equity Mindset workshop throughout the academic year to promote ongoing learning for faculty and staff, will provide on-demand whole-department workshops as requested to support culture change.		Associate Vice Chancellor for Educational Equity		
Host Equity Data Walk in collaboration with Enrollment Management (Marco Dinovelli) so that faculty and staff can better understand the trends and equity data in student outcomes.		Associate Vice Chancellor for Educational Equity; Senior Vice Provost and Vice Chancellor for Undergraduate Education; Vice Chancellor for Enrollment Management		

<b>Goal 1; Action Step 5</b>	<b>Responsible Unit(s)</b>	<b>Lead Contact(s)</b>
Build a coordinated strategy for cultivating new alliances and enhancing existing partnerships with minority-serving institutions to promote diversity in graduate student enrollment.	Office of the Chancellor; Division of Enrollment Management	Provost and Executive Vice Chancellor for Academic Affairs
<b>Activity</b>	<b>Responsible Lead(s)</b>	
New Brunswick CLU is actively involved in a collaborative coalition of PBPIs and predominantly white land grant public research institutions (PWIs) to increase the numbers of Black American PhDs (Wellsprings Coalition).	Provost and Executive Vice Chancellor for Academic Affairs	
Refine the collaboration and secure funding to support pathways for underrepresented students to attend graduate school and obtain graduate degrees.	Provost and Executive Vice Chancellor for Academic Affairs	

<b>Goal 1; Action Step 6</b>	<b>Responsible Unit(s)</b>	<b>Lead Contact(s)</b>	<b>Mechanisms</b>
Formalize processes to recruit, hire, develop, evaluate, recognize, and retain staff and administrators that promote access and equity.	Office of the Chancellor; Office of the Provost; University Human Resources	Senior Vice President for Human Resources	UHR Talent Acquisition

<b>Goal 1; Action Step 7</b>	<b>Responsible Unit(s)</b>	<b>Lead Contact(s)</b>	<b>Mechanisms</b>
Create mechanisms to enable purposeful professional growth of all staff and develop support structures to identify and promote diversity in staff leadership.	Office of the Chancellor; Office of the Provost; University Human Resources	Senior Vice President for Human Resources	UHR Office of Organizational and Talent Development



Goal 1; Action Step 8		Responsible Unit(s)	Lead Contact(s)	Mechanisms
Ensure our faculty search and hiring processes employ evidence-based practices to promote equity, inclusion, and diversity in hiring outcomes.		Office of the Chancellor; Division of Diversity, Inclusion, and Community Engagement; University Human Resources	Chancellor, Vice Provost for Faculty Affairs; Senior Director for Faculty Diversity and Inclusion	STRIDE Faculty Committee; Equity Advisors
Activity		Responsible Lead(s)		
Ensure that school deans (current and incoming) are provided with best practices information for faculty recruitment and hiring. Make schools aware of inclusive hiring search committee workshops (STRIDE).		Vice Provost for Faculty Affairs		
Review and approve all requests for Target of Opportunity hiring and other requests for accelerated job posting process.		Vice Provost for Faculty Affairs		
Share NB best practices information and continue to coordinate with EVPAA/OGC to create a University-wide faculty recruitment and hiring manual.		Vice Provost for Faculty Affairs		
Require STRIDE training for all faculty search committees prior to searches beginning.		Senior Director for Faculty Diversity and Inclusion		
Recruit and sustain faculty-led STRIDE Committee to deliver and refine STRIDE faculty recruitment workshops.		Senior Director for Faculty Diversity and Inclusion		
Utilize school-based Equity Advisors as an additional oversight mechanism to promote equity, inclusion, and diversity in hiring outcomes.		Senior Director for Faculty Diversity and Inclusion		
Develop Faculty Candidate Meeting program so underrepresented faculty candidates can meet underrepresented faculty at Rutgers, allowing candidates to ask informal, candid questions about working at RU and living in New Jersey, etc. modeled after BU Arrows Women in STEM program.		Senior Director for Faculty Diversity and Inclusion		

Goal 1; Action Step 9	Responsible Unit(s)	Lead Contact(s)	Mechanisms
Develop targeted supports to recruit and retain a diverse faculty and engage in purposeful efforts to develop future faculty.	Office of the Chancellor; Division of Diversity, Inclusion, and Community Engagement; Faculty Diversity Collaborative	Senior Director for Faculty Diversity & Inclusion; Vice Provost for Faculty Affairs	Equity Advisors; Faculty Diversity Collaborative
Activity		Responsible Lead(s)	
Leverage Presidential Faculty Diversity Initiative to support inclusive hiring within New Brunswick schools.		Vice Provost for Faculty Affairs	
Promote awareness of institutional resources that support faculty development, including underrepresented faculty, through New Faculty Orientation and related programs.		Vice Provost for Faculty Affairs	
Leverage Faculty Diversity Collaborative (FDC) Programs for the benefit of NB faculty supporting enrollment and ongoing engagement to meet campus goals: Early Career and Racial Equity Program; Program for Early Career Excellence (PECE); Inclusive Mentorship Network; Rutgers Connection Network; OASIS Women's Leadership; etc.		Senior Director for Faculty Diversity and Inclusion	
Host annual welcome back dinner for underrepresented faculty in September at the start of the Fall semester to connect new and returning faculty to one another.		Senior Director for Faculty Diversity and Inclusion	
Host Faculty Soul-saving socials, both virtual and in-person, as a vehicle to support community building and enable peer support of underrepresented faculty.		Senior Director for Faculty Diversity and Inclusion	
Support outreach and engagement of incoming faculty to meet Faculty Diversity Collaborative (FDC) effective onboarding goals, connecting them to programs and resources.		Senior Director for Faculty Diversity and Inclusion	
Utilize the Faculty Diversity Collaborative (FDC) Peer Network to connect underrepresented and allied faculty to one another.		Senior Director for Faculty Diversity and Inclusion	

Goal 1; Action Step 10		Responsible Unit(s)	Lead Contact(s)	Mechanisms
Formalize mechanisms to enhance effective faculty mentoring to support all faculty members in the promotion, tenure, and advancement process, as well as develop support mechanisms to enable progression into academic leadership.		Office of the Chancellor; Office of the Provost; Division of Diversity, Inclusion, and Community Engagement; Office of the Executive Vice President for Academic Affairs	Vice Provost for Faculty Affairs	Center for Faculty Success; Faculty Diversity Collaborative Community of Practice
Activity			Responsible Lead(s)	
Increase support for progression to full professor through the Rutgers Associate Professor Project.			Vice Provost for Faculty Affairs	
Invest in new faculty success through extended orientation via regular meetings throughout the first year.			Vice Provost for Faculty Affairs	
Meet the development needs of department chairs through the Department Leaders Program (offered with the Center for Organizational Leadership).			Vice Provost for Faculty Affairs	
Develop a program for emeriti faculty to provide mentoring support in departments, including for senior faculty who may be thinking about retirement.			Vice Provost for Faculty Affairs	
Partner with the Faculty Diversity Collaborative (FDC) Community of Practice (all FDC campus liaisons and Provosts/Vice Provosts) to align our efforts to address the larger action step, and identify synergies where we can advance the institutional goal of retaining a diverse faculty.			Senior Director for Faculty Diversity and Inclusion	

## Goal 2: Build Capacity to Engage and Lead

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### OBJECTIVE

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

### ACTION STEPS:

- Articulate diversity, equity, and inclusion competencies for students, staff, and faculty members, as well as mechanisms to enable and incentivize growth.
- Develop and expand opportunities for students, faculty, and staff to engage in ongoing diversity, equity, and inclusion education to promote cultural humility and competency.
- Create and expand conflict resolution and conflict mediation pathways for faculty, staff, and students.
- Equip leaders to develop and sustain academic and workplace cultures that center respect, address instances of inequity, and encourage belonging by promoting an environment where all students, faculty, and staff feel welcome and valued.
- Create clearly defined and transparent inclusive leadership expectations and competencies as well as mechanisms for ongoing self-reflection and incentives for growth.
- Utilize performance management to recognize inclusive leadership as a necessary competency of supervisors at all levels and champion professional growth related to cultural humility.



Goal 2; Action Step 11	Responsible Unit(s)	Lead Contact(s)	Mechanisms
Articulate diversity, equity, and inclusion competencies for students, staff and faculty members, as well as mechanisms to enable and incentivize growth.	Division of Diversity, Inclusion, and Community Engagement; Division of Student Affairs	Senior Vice Chancellor for the Student Experience; Senior Director of the Tyler Clementi Center for Diversity Education and Bias Prevention	Tyler Clementi Center for Diversity Education and Bias Prevention
Activity		Responsible Lead(s)	
Develop and commit to a DEI philosophy for the Division of Student Affairs (DSA) that cascades to each department/unit within the DSA and provide training/education for all divisional staff that promotes inclusion and challenges systemic inequities.		Senior Vice Chancellor for the Student Experience	
Reinstate the Student Affairs DEI Council with a broader purview of DEI goals and specific deliverables.		Senior Vice Chancellor for the Student Experience	
Socialize partners to the DEI Capacity-Building framework, sharing the strategy of how the Tyler Clementi Center (TCC) grounds capacity building initiatives, and creating alignment where possible.		Senior Director of the Tyler Clementi Center for Diversity Education and Bias Prevention	
Offer micro-credentials (e.g., digital badges) for demonstrated DEI capacity-building .		Senior Director of the Tyler Clementi Center for Diversity Education and Bias Prevention	

Goal 2; Action Step 12	Responsible Unit(s)	Lead Contact(s)	Mechanisms
Develop and expand opportunities for students, faculty, and staff to engage in ongoing diversity, equity, and inclusion education to promote cultural humility and competency.	Division of Diversity, Inclusion, and Community Engagement; Division of Student Affairs	Senior Vice Chancellor for the Student Experience; Senior Director of Tyler Clementi Center	Tyler Clementi Center for Diversity Education and Bias Prevention; Bias Education and Prevention Committee, Cultural Collaborative (Center for Social Justice Education and LGBT Communities, Center for Latino Arts and Culture, Asian American Cultural Center, Paul Robeson Cultural Center), Diversity Peer Educators, Interfaith Initiatives
Activity	Responsible Lead(s)		
Leverage the Cultural Collaborative, Diversity Peer Educators, and Interfaith initiatives to grow resident assistants, student leaders, and student employees' understanding of diversity, equity, inclusion and social justice concepts.	Senior Vice Chancellor for the Student Experience		
Identify consistent trainings and workshops on free speech, how to engage in critical dialogue, and conflict resolution for both students and staff.	Senior Vice Chancellor for the Student Experience		
Offer consistent capacity-building workshops, programming, and trainings for faculty and staff that grow their understanding and ability to engage respectfully across difference.	Senior Director of Tyler Clementi Center for Diversity Education and Bias Prevention		
Leverage Diversity Education Network partner programs based in NB to support capacity building for students, staff, and faculty (e.g., Safer Space Faith Zone, Diversity Peer Educators, etc.).	Senior Director of Tyler Clementi Center for Diversity Education and Bias Prevention		
Convene NB Diversity Partners Network to enable the sharing of promising practices and capacity building resources across staff and faculty in academic and administrative areas.	Senior Director of Tyler Clementi Center for Diversity Education and Bias Prevention		
Leverage Diversity Education certificates, assessment tools, and other resources available through University Equity and Inclusion to incentivize ongoing DEI learning.	Senior Director of Tyler Clementi Center for Diversity Education and Bias Prevention		
Develop and execute Interfaith Strategic Plan, building co-curricular spaces where students engage their world view identities while also learning about other worldviews.	Senior Vice Chancellor for the Student Experience		

<b>Goal 2; Action Step 12 (Continued)</b>	<b>Responsible Unit(s)</b>	<b>Lead Contact(s)</b>	<b>Mechanisms</b>
Develop and expand opportunities for students, faculty, and staff to engage in ongoing diversity, equity, and inclusion education to promote cultural humility and competency.	Division of Diversity, Inclusion, and Community Engagement; Division of Student Affairs	Senior Vice Chancellor for the Student Experience; Senior Director of Tyler Clementi Center	Tyler Clementi Center for Diversity Education and Bias Prevention; Bias Education and Prevention Committee, Cultural Collaborative (Center for Social Justice Education and LGBT Communities, Center for Latino Arts and Culture, Asian American Cultural Center, Paul Robeson Cultural Center), Diversity Peer Educators, Interfaith Initiatives
<b>Activity</b>		<b>Responsible Lead(s)</b>	
Develop Chancellor Lecture Series: Faculty, Students and staff workshops series in collaboration with Deans and VP/VCs to promote cultural humility and competency, conflict resolution and conflict mediation pathways, leadership conflict resolution competencies.		Office of the Chancellor; Office of the Provost	

<b>Goal 2; Action Step 13</b>	<b>Responsible Unit(s)</b>	<b>Lead Contact(s)</b>	<b>Mechanisms</b>
Create and expand conflict resolution and conflict mediation pathways for faculty, staff, and students.	Division of Student Affairs; University Human Resources	Senior Vice President for Human Resources; Senior Vice Chancellor for the Student Experience	Dean of Students Restorative Justice Working Group; Office of Workplace Culture
<b>Activity</b>		<b>Responsible Lead(s)</b>	
Offer bystander intervention training (offered by the Office for Violence Prevention and Victim Assistance) as a prevention strategy that challenges acts that harm community.		Senior Vice Chancellor for the Student Experience	
The Offices of the Dean of Students (Office of Student Conduct and Compliance & Title IX) offers restorative justice practices, trainings and workshops to address and repair harm in the community, restore wellness, and promote communication, engagement, and cooperation.		Senior Vice Chancellor for the Student Experience	
Explore ways to integrate more restorative justice-based approaches into student and support staff development.		Senior Vice Chancellor for the Student Experience	

<b>Goal 2; Action Step 13 (Continued)</b>	<b>Responsible Unit(s)</b>	<b>Lead Contact(s)</b>	<b>Mechanisms</b>
Create and expand conflict resolution and conflict mediation pathways for faculty, staff, and students.	Division of Student Affairs; University Human Resources	Senior Vice President for Human Resources; Senior Vice Chancellor for the Student Experience	Dean of Students Restorative Justice Working Group; Office of Workplace Culture
<b>Activity</b>		<b>Responsible Lead(s)</b>	
Develop and convene restorative justice facilitators who can provide restorative justice circles and trainings to students, staff and faculty.		Senior Vice Chancellor for the Student Experience	
Socialize academic and administrative units to restorative justice principles, including community building and repairing harm.		Senior Vice Chancellor for the Student Experience	
Integrate restorative justice principles into workshops and trainings.		Senior Vice Chancellor for the Student Experience; Senior Director for the Tyler Clementi Center for Diversity Education and Bias Prevention	
Socialize faculty, staff, and students to the “CLARA method of communication” as a tool for navigating contentious conversations through workshops and classroom resources.		Senior Director of Tyler Clementi Center for Diversity Education and Bias Prevention	

<b>Goal 2; Action Step 14</b>	<b>Responsible Unit(s)</b>	<b>Lead Contact(s)</b>	<b>Mechanisms</b>
Equip leaders to develop and sustain academic and workplace cultures that center respect, address instances of inequity, and encourage belonging by creating an environment where all students, faculty, and staff feel welcome and valued.	University Human Resources; University Equity and Inclusion	Senior Vice President for Human Resources; Director of Organizational & Talent Development; Assistant Vice President for Equity & Inclusion	Inclusive Leadership Network
<b>Activity</b>		<b>Responsible Lead(s)</b>	
Create mechanisms like the Inclusive Leadership Network that foster collaboration between organizational units to expand inclusive leadership development opportunities available to academic and administrative leaders responsible for hiring, retaining, promoting, and advancing leadership.		Assistant Vice President for Equity and Inclusion	



<b>Goal 2; Action Step 15</b>	<b>Responsible Unit(s)</b>	<b>Lead Contact(s)</b>	<b>Mechanisms</b>
Create clearly defined and transparent inclusive leadership expectations and competencies as well as mechanisms for ongoing self-reflection and incentives for growth.	University Equity, and Inclusion; University Human Resources	Senior Vice President for Human Resources; Director of Organizational & Talent Development	Inclusive Leadership Competency
<b>Activity</b>		<b>Responsible Lead(s)</b>	
Inclusive leadership workshops/training for Deans and include competencies in performance management goals and metrics for success.		Office of the Chancellor	

<b>Goal 2; Action Step 16</b>	<b>Responsible Unit(s)</b>	<b>Lead Contact(s)</b>
Utilize performance management to recognize inclusive leadership as a necessary competency of supervisors at all levels and champion professional growth to advance equity.	Office of the Chancellor; University Human Resources	Chancellor; Senior Vice President for Human Resources

## Goal 3: Promote Inclusive Teaching and Scholarship



### OBJECTIVE

Promote inclusive teaching practices and engagement with diversity, equity, inclusion, and justice in the curriculum, as well as in scholarship, research/creative works and public engagement.

### ACTION STEPS:

- Increase support and resources for instructors to advance equity in the classroom, as well as recognition of those that are leading the way.
- Review, amend, and expand curricular offerings to promote understanding of and obstacles to diversity, equity and justice; ensure visibility of existing offerings.
- Develop incentives and pathways to promote inclusive teaching, such as incorporating universal design and other culturally responsive practices.
- Encourage visiting appointments of scholars who advance institutional diversity goals in the classroom, through their research, and/or through public engagement.
- Build intellectual community through mechanisms that foster research focused on diversity, equity, inclusion, and justice.

Goal 3; Action Step 17	Responsible Unit(s)	Lead Contact(s)	Mechanisms
Increase support and resources for instructors to advance equity in the classroom, as well as recognition of those that are leading the way.	Office of the Chancellor; Office of the Provost; Office of Teaching Evaluation and Assessment Research (OTEAR)	Senior Vice Provost and Vice Chancellor for Undergraduate Education; Provost and Executive Vice Chancellor for Academic Affairs	Inclusive Classroom Series
Activity	Responsible Lead(s)		
Provost's Teaching Fellows: Collaboration with Office of Teaching Evaluation and Assessment Research (OTEAR) to support faculty in adopting evidence-based pedagogical practices.	Senior Vice Provost and Vice Chancellor for Undergraduate Education		
Peer Leader Training Program will continue to include workshops and training modules on inclusive instructional strategies, differentiated instruction, universal design for learning, accessibility, and diversity in education.	Senior Vice Provost and Vice Chancellor for Undergraduate Education		
Learning Assistants in the Introduction to Computer Science and Data Structures participate in a two-part workshop series during the academic year focusing on anti-bias practices in the computer science field (and in academia at large).	Senior Vice Provost and Vice Chancellor for Undergraduate Education		
Collaborations with several Rutgers campus partners to offer trainings on supporting diverse student populations each semester, including multilingual students, students with Autism Spectrum Disorder, students who are neurodiverse or have a physical or learning disability.	Senior Vice Provost and Vice Chancellor for Undergraduate Education		
Dr. Nicole Houser, Director of Rutgers English Language Institute (RELI) will continue to lead "Teaching in a Multilingual Space" workshops about supporting multilingual students in a learning environment.	Senior Vice Provost and Vice Chancellor for Undergraduate Education		
Dr. Chris Drue and Christina Bifulco from Office of Teaching Evaluation and Assessment Research (OTEAR) will continue to lead "Classroom Inclusivity through Self-Awareness" workshops. This training, originally for faculty, was adapted for graduate and undergraduate peer leaders to understand and implement inclusivity in and out of the classroom.	Senior Vice Provost and Vice Chancellor for Undergraduate Education		
College Support Program (CSP) peer mentors will continue to lead "Supporting Students with Autism Spectrum Disorder" workshops to teach learning and studying strategies that best help students who identify or have been diagnosed with autism spectrum disorder.	Senior Vice Provost and Vice Chancellor for Undergraduate Education		
Academic Coach trainings to work with students on the autism spectrum in collaboration with the College Support Program (CSP).	Senior Vice Provost and Vice Chancellor for Undergraduate Education		

<b>Goal 3; Action Step 17 (Continued)</b>		<b>Responsible Unit(s)</b>	<b>Lead Contact(s)</b>	<b>Mechanisms</b>
Increase support and resources for instructors to advance equity in the classroom, as well as recognition of those that are leading the way.		Office of the Chancellor; Office of the Provost; Office of Teaching Evaluation and Assessment Research (OTEAR)	Senior Vice Provost and Vice Chancellor for Undergraduate Education; Provost and Executive Vice Chancellor for Academic Affairs	Inclusive Classroom Series
<b>Activity</b>			<b>Responsible Lead(s)</b>	
The Office of Disability Services will continue to lead the “Supporting Students with Disabilities” workshops about best practices for working with students who are neurodiverse or have a physical or learning disability.			Senior Vice Provost and Vice Chancellor for Undergraduate Education	
Sustain partnerships with SAS Voices of Diversity Series in collaboration with SAS Office of Undergraduate Education, to design workshops to increase student sharing of their experiences and identities with faculty, and increase faculty understanding of students’ diverse perspectives and experiences.			Senior Vice Provost and Vice Chancellor for Undergraduate Education — Access and Academic Strategy  Office of Transfer and Non-Traditional Students (OTNTS)	
Connecting available resources and supports to assist faculty with teaching excellence.			Provost and Executive Vice Chancellor for Academic Affairs	
Creating a consortium to support innovative teaching and inclusive pedagogy.			Provost and Executive Vice Chancellor for Academic Affairs	

<b>Goal 3; Action Step 18</b>		<b>Responsible Unit(s)</b>	<b>Lead Contact(s)</b>
Review, amend, and expand curricular offerings to promote understanding of and obstacles to diversity, equity, and justice; ensure visibility of existing offerings.		Office of the Chancellor; Office of the Provost	Senior Vice Provost and Vice Chancellor for Undergraduate Education; Provost and Executive Vice Chancellor for Academic Affairs
<b>Activity</b>		<b>Responsible Lead(s)</b>	
Working with campus partners to develop a Disability Studies minor.		Senior Vice Provost and Vice Chancellor for Undergraduate Education (Office of Disability Services)	
For the 2022-23 and 2023-24 academic years, the focus of faculty recruitment efforts for the Byrne First-Year Seminars is on teaching award winners, underrepresented departments, and seminar topics that address diversity and social justice issues.		Senior Vice Provost and Vice Chancellor for Undergraduate Education (Byrne Seminars)	



<b>Goal 3; Action Step 18 (Continued)</b>		<b>Responsible Unit(s)</b>	<b>Lead Contact(s)</b>
Review, amend, and expand curricular offerings to promote understanding of and obstacles to diversity, equity, and justice; ensure visibility of existing offerings.		Office of the Chancellor; Office of the Provost	Senior Vice Provost and Vice Chancellor for Undergraduate Education; Provost and Executive Vice Chancellor for Academic Affairs
Byrne will continue a pilot scholarship program in partnership with Rutgers Global. Beginning in the summer of 2023, this program will provide scholarships to seven first-generation students who completed a Byrne Seminar for summer service-learning programs in Benin, Senegal, Romania, and Thailand.			Senior Vice Provost and Vice Chancellor for Undergraduate Education (Byrne Seminars)
Working with EOF to utilize RU1ST Seminar to expand RU-NB first-gen success cross-divisional linkage with the Honors College, SEBS, and Residence Life to target non-aligned first-gen students in Year 1 transitions (FYE).			Senior Vice Provost and Vice Chancellor for Undergraduate Education — Access and Academic Strategy  RU1st
Our 2023-2024 seminars offer students a more diverse range of topics and departments, including new selections from Dance, Music, SMLR, Genetics, Otolaryngology, and Public Health.			Senior Vice Provost and Vice Chancellor for Undergraduate Education (Byrne Seminars)
Developed policies and procedures for systematic unit (program, department, school) reviews.			Provost and Executive Vice Chancellor for Academic Affairs
Develop a schedule for Academic Unit reviews.			Provost and Executive Vice Chancellor for Academic Affairs

<b>Goal 3; Action Step 19</b>		<b>Responsible Unit(s)</b>	<b>Lead Contact(s)</b>	<b>Mechanisms</b>
Develop incentives and pathways to promote inclusive teaching, such as incorporating universal design and other culturally responsive practices.		Office of the Chancellor; Office of the Provost; Office of Teaching Evaluation and Assessment Research (OTEAR)	Provost and Executive Vice Chancellor for Academic Affairs	Center for Teaching, Learning, and Inclusive Pedagogy
<b>Activity</b>		<b>Responsible Lead(s)</b>		
Identify supports to promote inclusive and innovative teaching.		Provost and Executive Vice Chancellor for Academic Affairs		
Organize these support services on website under a Center for Innovative Teaching and Community Engagement.		Provost and Executive Vice Chancellor for Academic Affairs		

<b>Goal 3; Action Step 20</b>	<b>Responsible Unit(s)</b>	<b>Lead Contact(s)</b>
Encourage visiting appointments of scholars who advance institutional diversity goals in the classroom, through their research, and/or through public engagement.	Office of the Chancellor; Office of the Provost; Office of the Executive Vice President for Academic Affairs	Chancellor; Vice Provost for Faculty Affairs; Executive Vice President for Academic Affairs

<b>Goal 3; Action Step 21</b>	<b>Responsible Unit(s)</b>	<b>Lead Contact(s)</b>	<b>Mechanisms</b>
Build intellectual community through mechanisms that foster research focused on diversity, equity, inclusion, and justice.	Office of the Chancellor; Office of the Provost; Division of Diversity, Inclusion, and Community Engagement; Office of the Executive Vice President for Academic Affairs	Senior Director of Tyler Clementi Center; Senior Vice Provost for Research	Research2Practice

<b>Activity</b>	<b>Responsible Lead(s)</b>
Assessing Research Institute Goals and Objectives in JEDI (justice, equity, diversity, and inclusion).	Senior Vice Provost for Research
Identify and implement next steps with specific targets for all Chancellor-reporting research institutes.	Senior Vice Provost for Research
Create a culture of inclusivity as portrayed in our research websites.	Senior Vice Provost for Research
Increase transparency around research ideation and funding opportunities that includes all disciplines.	Senior Vice Provost for Research
Implement new grant funding workshops that include all disciplines and encourage diverse participation.	Senior Vice Provost for Research
Develop new metrics for academic promotion that include all forms of research scholarship.	Senior Vice Provost for Research
Support early career faculty of color in academic mentoring with leaders from minoritized backgrounds.	Senior Vice Provost for Research
Implement the Research2Practice Program as a mechanism for cultivating a JEDI (justice, equity, diversity, and inclusion) scholarly community and curate JEDI scholarship made accessible online.	Senior Director of Tyler Clementi Center for Diversity Education and Bias Prevention

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

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## OBJECTIVE

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

## ACTION STEPS:

- Adopt a definition of community engagement, in which reciprocity serves as a guiding principle.
- Strengthen relationships with the New Brunswick and Piscataway communities, engaging in the purposeful work of repair and relationship building to facilitate long-term mutually beneficial collaborations and establishing mechanisms to facilitate information and resource sharing.
- Develop community roundtables and other avenues to ensure that the voice of the community is heard and that its stated needs are prioritized as we seek to expand university-community partnerships.
- Leverage Rutgers' educational mission, extending our reach throughout the state of New Jersey, the nation, and the world through intentional partnerships.
- Increase civic engagement/service-learning course offerings, ensuring they are identifiable in course management software.
- Foster collaborations among curricular and co-curricular community engagement efforts.
- Expand opportunities for co-curricular community engagement, extending the notion of the beloved community beyond the university walls.
- Facilitate the centralized tracking of community engagement research and service projects to better coordinate and actively steward university-community relationships.

Goal 4; Action Step 22		Responsible Unit(s)	Lead Contact(s)	Mechanisms
Adopt a definition of community engagement, in which reciprocity serves as a guiding principle.		Office of the Chancellor; Office of the Provost; Division of Diversity, Inclusion, and Community Engagement	Provost and Executive Vice Chancellor for Academic Affairs; Executive Director of the Collaborative Center for Community Engagement	Carnegie Classification for Community Engagement
Activity			Responsible Lead(s)	
Adopt a definition of community engagement, in which reciprocity serves as a guiding principle.			Provost and Executive Vice Chancellor for Academic Affairs; Executive Director of the Collaborative Center Collaborative Center for Community Engagement	

Goal 4; Action Step 23		Responsible Unit(s)	Lead Contact(s)
Strengthen relationships with the New Brunswick and Piscataway communities, engaging in the purposeful work of repair and relationship building to facilitate long-term mutually beneficial collaborations and establishing mechanisms to facilitate information and resource sharing.		Office of the Chancellor; Office of the Provost; Division of Diversity, Inclusion, and Community Engagement; Division of Student Affairs	Office of Chancellor-Provost Designee; Executive Director of Collaborative Center for Community Engagement; Office of Off-Campus Living and Community Partnerships (Student Affairs); Office of Community Affairs (R-Comm), RUPD-Community Service Officers
Activity			Responsible Lead(s)
Maintain and build relationships with community organizations that work to address food insecurity (mechanism: Feeding New Brunswick Network).			Senior Vice Chancellor for the Student Experience
Incorporate intentional messaging around the “art of neighboring” to help students understand their role as New Brunswick community members.			Senior Vice Chancellor for the Student Experience
On a monthly basis utilize Campus & Community monthly e-newsletter to promote both community and university events, offerings, and programs available to the public and the university community.			Vice Chancellor for Marketing and Communications
Partner with the City of New Brunswick and Departments of Public Works and Inspections to reduce carbon footprint and municipal violations when students move out (e.g., Project Move Out).			Senior Vice Chancellor for the Student Experience



Goal 4; Action Step 23 (Continued)	Responsible Unit(s)	Lead Contact(s)
Strengthen relationships with the New Brunswick and Piscataway communities, engaging in the purposeful work of repair and relationship building to facilitate long-term mutually beneficial collaborations and establishing mechanisms to facilitate information and resource sharing.	Office of the Chancellor; Office of the Provost; Division of Diversity, Inclusion, and Community Engagement; Division of Student Affairs	Office of Chancellor-Provost Designee; Executive Director of Collaborative Center for Community Engagement; Office of Off-Campus Living and Community Partnerships (Student Affairs); Office of Community Affairs (R-Comm), RUPD-Community Service Officers
Activity	Responsible Lead(s)	
Utilize Rutgers Day, an annual event on the last Saturday in April with 80,000+ attendees, to provide an opportunity for the community to connect with the university. Rutgers Day offers more than 500 programs that demonstrate how Rutgers enhances the quality of life in its home communities and across the world.	Vice Chancellor for Marketing and Communications	
Plan and execute strategic events for internal and external constituents. Examples include Old Queens bell ringing ceremonies, ribbon cuttings, town halls. Provide ongoing guidance and expertise to both internal and external entities.	Vice Chancellor for Marketing and Communications	
Liaise and participate on local boards and committees including the New Brunswick City Center Town-Gown Committee and Middlesex County Regional Chamber of Commerce.	Vice Chancellor for Marketing and Communications	
Process requests from K-12 and community organizations for donations of branded university merchandise on an ongoing basis.	Vice Chancellor for Marketing and Communications	
Explore pathways to garner external funding and formalize partnerships and programs with Piscataway and New Brunswick Public Schools.	Associate Vice Chancellor for Educational Equity	
Sustain college student mentorship and tutoring programs supporting educational pathways to increase the number of underrepresented students in and around New Brunswick and Piscataway who apply, enroll, and successfully complete post-secondary education, alongside educational outreach efforts, such as Upward Bound.	Senior Director for Pre-College Initiatives and College Success	
Partner with Rutgers Future Scholars — New Brunswick/Piscataway to engage the critical resources of the university to create academically enriching and rigorous programming for students in grades K-12.	Senior Director for Pre-College Initiatives and College Success	
Introduce a NB Educational Outreach showcase to increase visibility of the range of programs and initiatives across the university that aim to support student development in New Brunswick and the surrounding community.	Associate Vice Chancellor for Educational Equity	

Goal 4; Action Step 24	Responsible Unit(s)	Lead Contact(s)
Develop community roundtables and other avenues to ensure that the voice of the community is heard and that its stated needs are prioritized as we seek to expand university-community partnerships.	Office of the Chancellor; Office of the Provost; Division of Diversity, Inclusion, and Community Engagement; Division of Student Affairs	Office of Chancellor-Provost Designee; Executive Director of Collaborative Center for Community Engagement; Office of Off-Campus Living and Community Partnerships (Student Affairs); Office of Community Affairs (R-Comm)
Activity		Responsible Lead(s)
Host annual town hall meetings with local property owners, residents, and businesses.		Senior Vice Chancellor for the Student Experience
Host community roundtables with off-campus students living in the 5th and 6th wards to discuss the art of neighboring, parking, safety and other off-campus community concerns.		Senior Vice Chancellor for the Student Experience
Maintain signature relationships with community partner such as: Elijah's Promise, New Brunswick Community Arts Council, NJ Civic Leadership Committee, Middlesex College Action Committee, Feeding Middlesex County, New Brunswick Tomorrow, and more.		Executive Director of the Collaborative Center for Community Engagement
Organize a biannual Community Breakfast as a way to connect, share ideas and thank our community partners and promote relationship building.		Executive Director of the Collaborative Center for Community Engagement
Develop educational outreach community roundtables and other avenues to ensure that the voice of the community is heard and that its stated needs are prioritized as we seek to expand university-community partnerships.		Executive Director of the Collaborative Center for Community Engagement

Goal 4; Action Step 25	Responsible Unit(s)	Lead Contact(s)
Leverage Rutgers' educational mission, extending our reach throughout the state of New Jersey, the nation, and the world through intentional partnerships.	Office of the Chancellor; Office of the Provost; Division of Diversity, Inclusion, and Community Engagement; Division of Enrollment Management; R-Comm	Senior Vice Provost and Vice Chancellor for Undergraduate Education; Vice Chancellor for Enrollment Management; Vice Chancellor for Marketing and Communications
Activity		Responsible Lead(s)
Continue partnerships with NJ high schools to build relationships with guidance counselors to improve knowledge of Rutgers-New Brunswick policies and procedures.		Vice Chancellor for Enrollment Management

<b>Goal 4; Action Step 25 (Continued)</b>		<b>Responsible Unit(s)</b>	<b>Lead Contact(s)</b>
Leverage Rutgers' educational mission, extending our reach throughout the state of New Jersey, the nation, and the world through intentional partnerships.		Office of the Chancellor; Office of the Provost; Division of Diversity, Inclusion, and Community Engagement; Division of Enrollment Management; R-Comm	Senior Vice Provost and Vice Chancellor for Undergraduate Education; Vice Chancellor for Enrollment Management; Vice Chancellor for Marketing and Communications
<b>Activity</b>		<b>Responsible Lead(s)</b>	
Continue to increase the number of community-based organizations we work with as part of undergraduate student recruiting.		Vice Chancellor for Enrollment Management	
Collaborate with the academic units to partner with community colleges to improve the transfer student experience.		Vice Chancellor for Enrollment Management	
Continue to form partnerships with organizations such as the Port Authority of New York and New Jersey to offer scholarships to low-income, first-generation, and Black, Latinx, and Native American students in STEM fields.		Vice Chancellor for Enrollment Management	
Form partnerships with local minority serving non-profit organizations to offer programming to increase awareness of the general college admission process, financial aid planning, and awareness of academic programs and student resources at Rutgers.		Vice Chancellor for Enrollment Management	
Peer Leader Training Program provides tutor training to local area high school.		Senior Vice Provost and Vice Chancellor for Undergraduate Education	
Academic coaches continue to provide workshops for specific high school Rutgers-affiliated programs including, but not limited to: Upward Bound Math Science, Rutgers Summer Health Professions Education Program (SHPEP)		Senior Vice Provost and Vice Chancellor for Undergraduate Education	
Continue administering the Senior Citizen Audit Program, allowing New Jersey residents, age 62 or older, to attend undergraduate classes on a space-available, noncredit basis at no cost as required by the bylaws of Rutgers' Board of Governors and Board of Trustees.		Vice Chancellor for Marketing and Communications	
Continue to promote, support, and execute Speakers Bureau, connecting faculty members and university experts with professional, community, and civic organizations requesting a Rutgers speaker either in person or virtually.		Vice Chancellor for Marketing and Communications	

<b>Goal 4; Action Step 26</b>	<b>Responsible Unit(s)</b>	<b>Lead Contact(s)</b>
Increase civic engagement/service-learning course offerings, ensuring they are identifiable in course management software.	Office of the Chancellor; Office of the Provost; Division of Diversity, Inclusion, and Community Engagement	Senior Vice Provost for Academic & Faculty Affairs; Senior Vice Provost and Vice Chancellor for Undergraduate Education; Executive Director of Collaborative Center for Community Engagement
<b>Activity</b>		<b>Responsible Lead(s)</b>
Identify opportunities for experiential learning and service learning for undergraduate and graduate students.		Provost and Executive Vice Chancellor for Academic Affairs
Integrate experiential learning into existing degree programs at the undergraduate and graduate levels. Make opportunities available to all Rutgers, New Brunswick students.		Provost and Executive Vice Chancellor for Academic Affairs
Partner with the Chancellor-Provost to sustain Carnegie Community-Engagement Classification, develop civic engagement curricular focus (transition out of Civic Engagement and Service Education Partnership (CESEP) framework) that has a designation in course management software.		Executive Director of the Collaborative Center for Community Engagement

<b>Goal 4; Action Step 27</b>	<b>Responsible Unit(s)</b>	<b>Lead Contact(s)</b>
Foster collaborations among curricular and co-curricular community engagement efforts.	Office of the Chancellor; Office of the Provost; Division of Diversity, Inclusion, and Community Engagement; Division of Student Affairs	Senior Vice Provost and Vice Chancellor for Undergraduate Education; Associate Vice Chancellor for Educational Equity; Senior Vice Chancellor for the Student Experience; Executive Director of Collaborative Center for Community Engagement
<b>Activity</b>		<b>Responsible Lead(s)</b>
Offer multiple service learning and community service projects through alternative breaks, Scarlet Day of Service, community service hours for Greek organizations, Dance Marathon fundraiser.		Senior Vice Chancellor for the Student Experience
Foster relationships with community partners to develop opportunities for student community engagement.		Senior Vice Chancellor for the Student Experience
Define what community service can look like throughout the life cycle of the student experience and outline expectations for meaningful community service engagement.		Senior Vice Chancellor for the Student Experience



<b>Goal 4; Action Step 27 (Continued)</b>	<b>Responsible Unit(s)</b>	<b>Lead Contact(s)</b>
Foster collaborations among curricular and co-curricular community engagement efforts.	Office of the Chancellor; Office of the Provost; Division of Diversity, Inclusion, and Community Engagement; Division of Student Affairs	Senior Vice Provost and Vice Chancellor for Undergraduate Education; Associate Vice Chancellor for Educational Equity; Senior Vice Chancellor for the Student Experience; Executive Director of Collaborative Center for Community Engagement
<b>Activity</b>		<b>Responsible Lead(s)</b>
Adapt the Advancing Community Development internship to provide an ongoing formal mechanism for student placement with community partners to do intensive community outreach work (supported by Johnson & Johnson).		Executive Director of the Collaborative Center for Community Engagement
Devise a mechanism to enable the co-curricular/internship component of coursework for community engaged learning.		Executive Director of the Collaborative Center for Community Engagement
Continue to manage the Rutgers Internship and Co-op Course, which provides three-to-six academic credits for students in approved internships or co-ops.		Senior Vice Provost and Vice Chancellor for Undergraduate Education — Career Exploration and Success
Partner with the Chancellor's Office to track Community Engaged Research Projects, attending to issues that emerge from the partner perspective.		Executive Director of the Collaborative Center for Community Engagement
Provide student/faculty community orientation workshop to prepare them to work in the community in productive ways and to make sure they understand issues of confidentiality, liability and program requirements and that they are part of a bigger entity.		Executive Director of the Collaborative Center for Community Engagement

<b>Goal 4; Action Step 28</b>	<b>Responsible Unit(s)</b>	<b>Lead Contact(s)</b>
Expand opportunities for co-curricular community engagement, extending the notion of the beloved community beyond the university walls.	Division of Diversity, Inclusion, and Community Engagement; Division of Student Affairs	Executive Director of Collaborative Center for Community Engagement; Senior Vice Chancellor for the Student Experience
<b>Activity</b>		<b>Responsible Lead(s)</b>
Expand the Scarlet Day of Service program to extend beyond one day and move towards a series-model with intentional community partnerships.		Senior Vice Chancellor for the Student Experience

Goal 4; Action Step 28 (Continued)	Responsible Unit(s)	Lead Contact(s)
Expand opportunities for co-curricular community engagement, extending the notion of the beloved community beyond the university walls.	Division of Diversity, Inclusion, and Community Engagement; Division of Student Affairs	Executive Director of Collaborative Center for Community Engagement; Senior Vice Chancellor for the Student Experience
Activity	Responsible Lead(s)	
Sustain the NB Artists Mentoring Against Racism, Drugs, and Violence (AMARDV) summer arts program to engage students and community members in art-making activities at our partner sites.	Executive Director of the Collaborative Center for Community Engagement	
Strengthen the Bonner Student Leadership program clarifying the framework and student expectations, highlighting and expanding local community development, outreach, and programming, such as the Bonner MLK day activity and the Flags for Peace.	Executive Director of the Collaborative Center for Community Engagement	
Collaborative Center — DO NO HARM Workshop/Training for doing equitable service in conjunction with community partners for students, faculty and staff audiences.	Executive Director of the Collaborative Center for Community Engagement	
Sustain the Conversation Tree program (in partnership with GSE and NB Public Library) as a mechanism for students to support adult learners in developing English language literacy.	Executive Director of the Collaborative Center for Community Engagement	
Develop community tours and/or a pre-recorded walking guide to orient faculty, students, and staff to the surrounding New Brunswick community.	Executive Director of the Collaborative Center for Community Engagement	

Goal 4; Action Step 29	Responsible Unit(s)	Lead Contact(s)	Mechanisms
Facilitate the centralized tracking of community engagement research and service projects to better coordinate and actively steward university-community relationships.	Division of Diversity, Inclusion, and Community Engagement; Division of Student Affairs	Executive Director of Collaborative Center for Community Engagement; Senior Vice Chancellor for the Student Experience; Senior Vice Provost for Research	RCommunity Platform
Activity		Responsible Lead(s)	
Participate in University-Wide leadership on Community Based Participatory Research (CBPR) (i.e., serve on Executive Board of the REACH program) in order to connect NB faculty to opportunities for teaching and learning CBPR approaches.		Senior Vice Provost for Research	
Develop new guidance on Implementation of University policy on Publicly Engaged Scholarship for Appointment and Promotion (with Provost and Executive Vice Chancellor for Academic Affairs Tomlinson-Clarke).		Senior Vice Provost for Research	
Currently utilizing the “Get Involved” app for mobile event check-in.		Senior Vice Chancellor for the Student Experience	
Develop a centralized resource webpage for students to learn about and connect to community service initiatives both on and off-campus.		Senior Vice Chancellor for the Student Experience	
Utilize software to facilitate the centralized tracking of community engagement research and service projects to better coordinate and actively steward university-community relationships.		Executive Director of the Collaborative Center for Community Engagement	

# Goal 5: Refine Systems, Policies, and Procedures

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## OBJECTIVE

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

## ACTION STEPS:

- Audit institutional policies and practices for alignment with diversity strategic priorities.
- Establish information-sharing mechanisms to facilitate transparency and data-informed decision making to support goal achievement, such as dashboards to report and track applicant pools for students, faculty, and staff.
- Strategically align efforts and organizational resources to facilitate collaboration on goals and designate responsibility for oversight to enable accountability.
- Develop and implement a strategic communications plan for diversity and inclusion that facilitates ongoing updates on how the university is working towards achieving the diversity strategic priorities and enables coordination and consistency across units in meeting this objective.
- Adopt consistent hiring, promotion, and advancement committee policies and practices across the university to further equitable outcomes.
- Identify, coordinate, and expand existing comprehensive studies that measure campus climate and engagement for students, staff, and faculty in a scholarly and rigorous manner that allows for an assessment of longitudinal changes.
- Formalize robust mechanisms for recognition and rewards (e.g., unit-specific, Chancellor-led, etc.) that promotes progress toward inclusive excellence for organizational units.
- Provide an annual comprehensive update on progress made toward goals stated in the institutional diversity and inclusion plan.

<b>Goal 5; Action Step 30</b>	<b>Responsible Unit(s)</b>	<b>Lead Contact(s)</b>
Audit institutional policies and practices for alignment with diversity strategic priorities.	Office of the President; Office of the Chancellor; University Equity and Inclusion; Office of the General Counsel	Provost and Executive Vice Chancellor for Academic Affairs; Chancellor
<b>Activity</b>	<b>Responsible Lead(s)</b>	
Develop academic policies and procedures.	Provost and Executive Vice Chancellor for Academic Affairs	
Post current academic policies and procedures on the New Brunswick Chancellor website.	Provost and Executive Vice Chancellor for Academic Affairs	
Maintain records of practices.	Provost and Executive Vice Chancellor for Academic Affairs	
Review existing policies and procedures for alignment with diversity strategic priorities.	Chancellor	
Develop administrative policies and procedures, where necessary, that align with diversity strategic priorities.	Chancellor	
Post revised and new administrative policies on the New Brunswick Chancellor website.	Chancellor	

<b>Goal 5; Action Step 31</b>	<b>Responsible Unit(s)</b>	<b>Lead Contact(s)</b>	<b>Mechanisms</b>
Establish metrics and information-sharing mechanisms to facilitate transparency and data-informed decision making to support goal achievement, such as dashboards to report and track applicant pools for students, faculty, and staff.	Office of the Chancellor; University Equity and Inclusion; University Human Resources; Office of Institutional Research & Academic Planning	Provost and Executive Vice Chancellor for Academic Affairs; Chancellor; NB IT Lead	Progress Inventory Dashboard
<b>Activity</b>	<b>Responsible Lead(s)</b>		
Collaborate with Office of Institutional Research in gathering data needed for decision-making based on operationalizing the New Brunswick Academic Master Plan (AMP).	Provost and Executive Vice Chancellor for Academic Affairs		
Issue periodic reports based on the priorities developed from and guided by the New Brunswick Academic Master Plan (AMP).	Provost and Executive Vice Chancellor for Academic Affairs		
Assess data needs of the Office of the Chancellor, while keeping in mind diversity strategic priorities.	Chancellor		



<b>Goal 5; Action Step 31 (Continued)</b>	<b>Responsible Unit(s)</b>	<b>Lead Contact(s)</b>	<b>Mechanisms</b>
Establish metrics and information-sharing mechanisms to facilitate transparency and data-informed decision making to support goal achievement, such as dashboards to report and track applicant pools for students, faculty, and staff.	Office of the Chancellor; University Equity and Inclusion; University Human Resources; Office of Institutional Research & Academic Planning	Provost and Executive Vice Chancellor for Academic Affairs; Chancellor; NB IT Lead	Progress Inventory Dashboard

<b>Activity</b>	<b>Responsible Lead(s)</b>
Collaborate with Office of Institutional Research in gathering data needed for decision-making based on operationalizing the New Brunswick Academic Master Plan (AMP).	Chancellor
Address data needs of the Office of the Chancellor by delineating data collection and evaluation responsibilities within the Office of Chancellor.	Chancellor
Issue periodic reports based on the priorities developed from and guided by the New Brunswick Academic Master Plan (AMP).	Chancellor

<b>Goal 5; Action Step 32</b>	<b>Responsible Unit(s)</b>	<b>Lead Contact(s)</b>
Strategically align efforts and organizational resources to facilitate collaboration on goals and designate responsibility for oversight to enable accountability.	Office of the President; Office of the Chancellor	President; Chancellor

<b>Goal 5; Action Step 33</b>	<b>Responsible Unit(s)</b>	<b>Lead Contact(s)</b>
Develop and implement a strategic communications plan for diversity and inclusion that facilitates ongoing updates on how the university is working towards achieving the diversity strategic priorities and enables coordination and consistency across units in meeting this objective.	Office of the Chancellor; Office of the Provost; University Communications & Marketing; New Brunswick Communications	Senior Vice President for Equity; Vice Chancellor for Marketing and Communications

<b>Activity</b>	<b>Responsible Lead(s)</b>
Leverage social media, the NB diversity website, and other digital forums to highlight institutional efforts.	Vice Chancellor for Marketing and Communications; Director of Administration and Planning

<b>Goal 5; Action Step 33 (Continued)</b>		<b>Responsible Unit(s)</b>	<b>Lead Contact(s)</b>
Develop and implement a strategic communications plan for diversity and inclusion that facilitates ongoing updates on how the university is working towards achieving the diversity strategic priorities and enables coordination and consistency across units in meeting this objective.		Office of the Chancellor; Office of the Provost; University Communications & Marketing; New Brunswick Communications	Senior Vice President for Equity; Vice Chancellor for Marketing and Communications
<b>Activity</b>		<b>Responsible Lead(s)</b>	
Utilize the R-Comm Annual Communications Plan submission to identify efforts across New Brunswick which support the achievement of the campus diversity goals. In addition, create a plan to provide ongoing highlights and updates and utilize a toolbox kit of resources and assets to aid in this effort.		Vice Chancellor for Marketing and Communications; Director of Administration and Planning	
Utilize survey data to develop a plan in collaboration with University Equity and Inclusion to promote awareness of efforts and campus signature investments and events.		Vice Chancellor for Marketing and Communications; Senior Executive Associate/Chief of Staff	
Partner with R-Comm to develop a plan and utilize best practices for highlighting campus diversity efforts and priorities.		Vice Chancellor for Marketing and Communications; Assistant Vice President for Equity and Inclusion	
Generate content such as program summaries and stories that fully captures the breadth and work happening across strategic objectives.		Senior Vice President for Equity	

<b>Goal 5; Action Step 34</b>	<b>Responsible Unit(s)</b>	<b>Lead Contact(s)</b>	<b>Mechanisms</b>
Identify, coordinate, and expand existing comprehensive studies that measure multiple dimensions of campus climate and engagement for students, staff, and faculty in a scholarly and rigorous manner that allows for an assessment of longitudinal changes.	Office of the Chancellor; Office of the Provost; University Equity and Inclusion; Office of the Executive Vice President for Academic Affairs	Special Advisor for Campus Climate; Senior Director of Tyler Clementi Center for Diversity Education and Bias Prevention	NB Sexual Harassment Climate Survey Working Group, VOCA Steering Committee
<b>Activity</b>		<b>Responsible Lead(s)</b>	
Serve on the working group that supports the coordination Sexual Harassment climate study conducted by Center for Research on Ending Violence as well as next steps to address findings.		Senior Director Tyler Clementi Center for Diversity Education and Prevention	
Collaborate with University Equity and Inclusion to implement university-wide DEI campus climate survey supporting participant outreach, climate data sharing, and coordination of climate improvement initiatives.		Special Advisor for Campus Climate; Senior Director Tyler Clementi Center for Diversity Education and Prevention	

<b>Goal 5; Action Step 34 (Continued)</b>	<b>Responsible Unit(s)</b>	<b>Lead Contact(s)</b>	<b>Mechanisms</b>
Identify, coordinate, and expand existing comprehensive studies that measure multiple dimensions of campus climate and engagement for students, staff, and faculty in a scholarly and rigorous manner that allows for an assessment of longitudinal changes.	Office of the Chancellor; Office of the Provost; University Equity and Inclusion; Office of the Executive Vice President for Academic Affairs	Special Advisor for Campus Climate; Senior Director of Tyler Clementi Center for Diversity Education and Bias Prevention	NB Sexual Harassment Climate Survey Working Group, VOCA Steering Committee

<b>Activity</b>	<b>Responsible Lead(s)</b>
Partner with Student Affairs to gain insight into student experiences and perceptions of campus climate from available data sources such as the National Survey of Student Engagement (NSSE) and the Diverse Learning Environment Survey (DLE).	Senior Director Tyler Clementi Center for Diversity Education and Prevention

<b>Goal 5; Action Step 35</b>	<b>Responsible Unit(s)</b>	<b>Lead Contact(s)</b>
Formalize robust mechanisms for recognition and rewards (e.g., unit-specific, chancellor-led, etc.) that promote progress toward inclusive excellence for organizational units.	Office of the Chancellor; Division of Diversity, Inclusion, and Community Engagement	Chancellor; Senior Vice President for Human Resources; Associate Vice Chancellor for Educational Equity

<b>Activity</b>	<b>Responsible Lead(s)</b>
Partner with Office of the Chancellor; Office of the Provost to develop an educational equity/diversity awards component of the Chancellor's Excellence Awards.	Associate Vice Chancellor for Educational Equity

<b>Goal 5; Action Step 36</b>	<b>Responsible Unit(s)</b>	<b>Lead Contact(s)</b>	<b>Mechanisms</b>
Provide an annual comprehensive update on progress made toward goals stated in the institutional diversity and inclusion plan.	Office of the Chancellor; University Equity and Inclusion; University Communications & Marketing	Senior Vice President for Equity; Vice Chancellor for Marketing and Communications	NB DSP Phase 2 Launch

<b>Activity</b>	<b>Responsible Lead(s)</b>
Develop a comprehensive and concrete timeline to showcase the work happening across the campus community. Leveraging work across the community, provide an outlook on progress made towards each goal.	Chancellor

# What Does Success Look Like?

*New Brunswick DSP Working Group High-Level Reflections*

**1**

## **TRANSPARENCY, TRANSFORMATION & DEMONSTRATING CHANGE**

Demonstrate change and show improvements. There should be a good capturing of where we are now. Showing transformation and demonstrating change would be a marker of success.

**2**

## **BARRIERS & SILOES**

Ask people leading change: What have they done? What have they not been able to do? What are the barriers? How can they confront and attack those barriers? We do not want this to be fluffy. We must understand it as a movement and direction and that the process has highs and lows. There are real struggles; naming them is also part of the process. We are here to discuss progress, but let's also discuss the barriers.

**3**

## **ENGAGEMENT & EVENTS**

When thinking about engagement, we need to do something that isn't typically done. In the context of competing priorities and burnout getting engagement in the ways we have done in the past may be difficult.

**4**

## **ARTICULATE THE VALUE & PROVIDE INCENTIVES**

There should be incentivization of this work at every level. How do you reward people for doing this work in such a large and diverse place?

**5**

## **ACCOUNTABILITY & METRICS**

Go back to the school plans and ask for an update or report card. We should be able to articulate high-level data points that point back to the goals and can be visualized.

