

FY 24 UNIT STRATEGIC ACTION PLAN  
New Brunswick

Academic/Administrative Unit: \_\_\_\_\_

STRATEGIC GOALS AND OBJECTIVES	STRATEGIC INITIATIVES	CURRENT STATE	TARGET COMPLETION DATE	KEY PERFORMANCE INDICATORS	AMP PILLAR(S) (Choose all that apply)	STATUS
	List initiatives with a concise description: Current (C) Future (F)	Please choose one: (dropdown) Developing Started Completed	Please choose one: (dropdown) Spring '23 Fall '23 Spring '24 Fall '24	What metrics do you think will convey progress in these areas?	Scholarly Leadership (SL) Innovative Research (IR) Student Success (SS) Community Engagement (CE)	1) Within 0 – 10% of Goal = On Target 2) 11-20% of Goal = Some Work Left Target = "Slightly Off Target" 3) Greater than 20% off periodic target = "Critical"
<b>SCHOLARLY LEADERSHIP PILLAR</b>						
Goal: Elevate the scholarly leadership of intellectual communities that support the diverse populations within Rutgers, New Jersey, the nation, and the world.						
Objective I: Amplify our excellence in the disciplines of science, technology, engineering, and mathematics (STEM) by identifying shared areas of interest that enhance our strengths and enable collaboration.						
Chancellor Challenge & Interdisciplinary Research Collaborative: AI/Cyber security/ data science/ climate						
1.1 Amplifying our excellence in STEM						
1.2 Build connections with and among the humanities, social and behavioral sciences, and the professional fields to address the global challenges of today and those that will come in the future.						
1.3 Build bridges across academic and co-curricular units and reframing perceived overlaps into shared strengths.						
1.4 It also will mean prioritizing collaboration among disparate academic units and identifying and establishing clear pathways among essential areas of convergence						
1.5 Work also should be done to increase coordination and identify academic pathways between Rutgers–New Brunswick and Rutgers Biomedical and Health Sciences—STEM-related pathways in education.						
1.6 Work also should be done to increase coordination and identify academic pathways between Rutgers–New Brunswick and Rutgers Biomedical and Health Sciences—STEM-related pathways in research.						

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Objective II: Lead the nation and world in engaging our community's diversity in our teaching, research, and outreach						
2.1. Rutgers–New Brunswick must develop mechanisms to reinforce existing strategies for enhancing diversity, equity, and inclusion.						
2.2. Rutgers–New Brunswick must develop mechanisms to reinforce existing strategies for enhancing diversity, equity, and inclusion: <i>Recruiting and retaining a diverse faculty body.</i>						
2.3. Rutgers–New Brunswick must develop mechanisms to reinforce existing strategies for enhancing diversity, equity, and inclusion: <i>Promoting inclusive teaching.</i>						
2.4. Rutgers–New Brunswick must develop mechanisms to reinforce existing strategies for enhancing diversity, equity, and inclusion: <i>Expanding university-community partnerships.</i>						
2.5. We also must do more to further develop interdisciplinary undergraduate and graduate programs.						
2.6. Implement strategies to increase cultural fluency across all disciplines						
2.7. Similarly, the principles of civic engagement, access, and equity, are integral to our history as an institution, and more is needed to facilitate enhanced understanding of democratic principles, critical listening skills, and civic discourse.						
2.8. Priority must be given to better connecting our campus to the world through global hubs and programs that support international opportunities, recruitment, and experiences.						
2.9. As we build these new programs and initiatives, we also must spotlight the excellent work our faculty, staff, students, and alumni are already doing in these areas.						
Objective III: Expand our excellence through access to knowledge, opportunities, and infrastructure.						
3.1 Invest in infrastructure to effectively deliver both in-person and virtual instruction.						
3.2. Train our faculty to deliver instruction in a broad range of learning environments, methods, and philosophies; and ensure the learning needs of all students are met.						
3.3. Make digital courseware available to students.						

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3.4. Expand infrastructure to enable more efficient cross-modality instruction from in-person to online.						
3.5. Investments in deferred maintenance, smart classrooms, teaching laboratories and studios, and experience-based learning spaces on campus that are needed to sustain and increase our in-person educational opportunities.						
3.6. Advances in areas that will allow our students to pursue novel career paths and engage with external partners and industries that could develop into new forms of training, certificates, and degree-granting programs.						
3.7. Multi-modal delivery also will help expand opportunities for sharing knowledge and engaging with the public, increase Rutgers' impact and visibility, and foster relationships with communities beyond campus.						
3.8. Prioritize and incentivize faculty and instructors to be more innovative and inclusive in their teaching and curriculum design.						
3.9. Develop a more robust infrastructure to help coordinate instructor and staff training across academic programs and implement best practices.						
3.10 Continue to explore and foster inclusive, evidence-based teaching practices to ensure all students feel equally included and valued in Rutgers' learning environments.						
<b>INNOVATIVE RESEARCH</b>						
Goal: Strengthen Rutgers–New Brunswick’s capacity to solve grand challenges in our community, state, country, and the world to reflect our commitment to the public good.						
Objective I: Increase the impact of Rutgers–New Brunswick research excellence, including enhancing interdisciplinary and community-engaged scholarship.						
1.1. Foster an environment that facilitates teams of collaborators, expands the frontiers of knowledge, and commits the necessary university resources to accomplish this goal.						
1.2. To strengthen our research by seeding interdisciplinary, collaborative research efforts with the long-horizon goal of expanding our portfolio of externally funded research.						
1.3. Finally, Rutgers–New Brunswick has outstanding scholars who have changed the boundaries and methodologies of long-standing disciplines. We must not forget to celebrate the excellence that occurs within disciplines and the national and international reputation of many of our departments and programs.						

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1.4. Expand our efforts to recruit diverse and talented faculty across a wide range of forward-looking fields, reflecting the diversity of our community, state, and students.						
1.5. Continued professional development of diverse and talented faculty.						
1.6. Engage with residents, communities, and industries to shape our research, identify dynamically evolving problems, and support economic benefit to the state.						
1.7. Encourage and enhance partnership with the state and sustain publicly engaged scholarship, community-based participatory research, and extension practice as a way to effect lasting change and impact.						
Objective II: Enhance equitable representation of all communities in the research process.						
2.1. Expand our efforts to recruit diverse and talented faculty across a wide range of forward-looking fields, reflecting the diversity of our community, state, and students.						
2.2. Continued professional development of diverse and talented faculty.						
2.3. Engage with residents, communities, and industries to shape our research, identify dynamically evolving problems, and support economic benefit to the state.						
2.4. Encourage and enhance partnership with the state and sustain publicly engaged scholarship, community-based participatory research, and extension practice as a way to effect lasting change and impact.						
Objective III: Enhance opportunities for student research.						
3.1. To expand our portfolio of research activities available to students so they have immersive research experiences that challenge them to put theory into practice and have a role in creating knowledge—expand the university’s collection of semester-long and summer research experiences for students.						
3.2. Ensure all students are aware of and have the opportunity to engage in research.						
3.3. Establish graduate fellowships to further engage graduate students in research allowing us to differentiate ourselves among other programs in the country.						
3.4. Prioritize research training and mentoring opportunities for all students, including those who may not have traditionally participated in research by						

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preparing faculty for stepping into these mentorship roles by providing training opportunities to meet the students' needs.						
3.5. Finally, it is vitally important to recognize the importance of supporting and connecting Rutgers–New Brunswick students to government, industry, and associated research opportunities. However, we must acknowledge that in some cases, providing access and ongoing support of technology resources will be necessary and should be an ongoing commitment for the university.						
STUDENT SUCCESS						
Goal: Transform the student experience.						
Objective I: Create a welcoming, equitable, and supportive learning environment for all students.						
1.1. Create learning opportunities and programming focused on global and intellectual competencies.						
1.2. We must facilitate everyday interactions, as well as develop signature experiences that will bring students together across areas of difference to engage in cross-cultural exchange, critical dialogue, diversity, inclusion, and equity education both inside and outside the classroom.						
1.3. Finally, we must pay ongoing attention to students' mental health. Priority must be given to cultivating a campus environment that promotes well-being, advocates for health equity, and prioritizes mental health resources.						
Objective II: Prioritize on-time graduation with minimal debt for all students.						
2.1 Rutgers–New Brunswick is committed to ensuring students graduate with minimal debt, and we recognize the correlation of such efforts with on-time graduation. To this end, undergraduate students must be given the tools and resources needed to understand degree requirements early in their academic careers, and we should look critically at policies and practices that may create bottlenecks and barriers that can delay graduation.						
2.2 We also must illuminate clearly defined and transparent pathways to success so that all students can easily navigate the university, graduate on time, and transition to their career and advanced degree opportunities.						
2.3 Transfer students and adult learners need support to address their needs while also integrating them into the broader Rutgers–New Brunswick community. And we need to enhance policies to facilitate greater access for						

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students with past educational experiences and strengthen relationships with community colleges.						
2.4 Once here, we are committed to student success demonstrated through opportunity to explore broad areas of interdisciplinary study before committing to an academic field without increasing their time to graduation.						
2.5 Students exploring research opportunities and graduate education should be mentored by faculty to create development plans that similarly achieve on-time graduation and recognize students' broad aspirations in professional interests, needs, and challenges.						
2.6 Attention to graduate education must be paid, as well. This includes reimagining how we better integrate graduate students among programmatically aligned areas, coordinate the services we offer them, and continue to review programs to determine where resources are most needed.						
2.7 We also must provide adequate financial support for graduate students through fellowships and teaching assistantships as ways to ensure timely degree completion.						
2.8 Finally, all students should be well equipped to succeed at Rutgers–New Brunswick, regardless of their academic pursuits. The university should promote collaboration across academic, student support, enrollment management, course planning, and student life units. Faculty and staff across campus must come together to develop a set of learning and programmatic outcomes that will define Rutgers' commitment to student success and foster an interdisciplinary approach to academic advising and coaching.						
Objective III: Expand high-impact learning opportunities to best prepare students for future success.						
3.1. Rutgers–New Brunswick must take a thoughtful, deliberate, and proactive approach in expanding high-impact learning opportunities for students (internships, externships, cooperative education, research with faculty, leadership development, and service learning).						
3.2. We must create and coordinate opportunities for students to partner on new initiatives, including those forged with innovation, start-ups, civic, and industry partners.						

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3.3. We should focus on new ways to integrate and engage students in our cities and state and bring their developing skills and education to benefit our communities.						
COMMUNITY ENGAGEMENT						
Goal: Build on Rutgers–New Brunswick’s strong foundation of community engagement						
Objective I: Integrate community engagement into the curricular and co-curricular student experience.						
1.1. High-impact learning opportunities in the context of community-engaged partnerships must become a core component of a Rutgers–New Brunswick education to prepare both graduate and undergraduate students to be respectful and effective community partners. To this end, the campus should prioritize a community-engaged experience for all students.						
1.2. A central repository of existing and developing programs can be recorded as part of the broader university initiative.						
1.3. Faculty support for curriculum development, best practices for engaging students, and ensuring high-impact experiences are necessary for future success.						
Objective II: Incentivize and reward faculty committed to civic engagement and scholarship						
2.1. Specifically, we must provide mechanisms that support faculty in developing and implementing public scholarship and reward them for this work.						
2.2. Academic policies that encourage and support faculty to integrate community engagement into their teaching and research allow for this work’s recognition in promotion, tenure, and faculty recognition.						
Objective III: Develop infrastructure for civic engagement initiatives to better partner across the institution and serve the state.						
3.1. Cataloging and coordinating faculty, staff, and student programs that serve both common and unique agendas within the context of larger goals.						
3.2. Establish a centralized framework, creating a shared understanding of the reciprocity in our engagement, and developing a campuswide commitment to an understanding of community engagement.						
3.3. Enable us to leverage our educational mission and extend our reach throughout the state of New Jersey, the nation, and the world.						

