

To: RBHS Deans and Directors

From: RBHS Provosts and Vice Chancellor for Diversity and Inclusion

Date: May 25, 2022

Topic: RBHS Support and Oversight of the President’s Faculty Diversity Initiative (which includes postdoc support)

Date: Updated May 20, 2022. Updates to the November 17, 2021 version of this document are highlighted in yellow throughout the document. This memo will be available to download from the RBHS Faculty Affairs website, and will be updated as any revisions take place.

We are excited to provide information as to how RBHS will build on the wonderful opportunity provided by the President’s Faculty Diversity Initiative ([University’s diversity initiative](#)) that was established in 2021. The table below summarizes key RBHS-related details of the four funding categories for the July 1, 2022 to June 30, 2023 or July 1, 2023-June 30, 2024 academic years, and we also include four appendices that include details as provided by the president’s initiative on the university website. Of note, the faculty-related recognitions pertain only to tenure track or tenured faculty (TT/T) as mandated by the president’s initiative. RBHS is planning to provide its own separate program that relates to non-TT/T faculty:

Type (approval criteria)	Eligibility (area of research)	Deadlines (Start date)	# supported	Funding Amounts
Recruitment of individual faculty (only standard RBHS approval is needed)	Tenure track or tenured faculty (TT/T) at all ranks (any biomedical or health related area)	Rolling with no specific deadline until slots are filled. Can start for any offer letters dated Jan 1, 2022 (July 2022 or sooner)	6 faculty positions annually (may be more depending on support of the other categories below)	100% of base salary not covered by grants for three years will be provided to the recruiting unit. Also, each faculty recruit will receive a discretionary \$300,000 aside from their start-up funds (\$60,000/year)
Cluster faculty recruitment (requires RBHS then central approval; once Cluster is approved, only RBHS approval is needed)	TT/TE Only; Cross School/Unit/CLU encouraged (one of three select target areas)**	RBHS deadline for proposals: May 31, 2022. RBHS decision is completed June 10, 2022 (July 2023 or sooner)	1 cluster (up to 3 RBHS faculty may be recruited per Cluster; up to 4 if partnership is within RBHS)	100% of the base salary not covered by grants for three years will be provided to the recruiting unit. In addition, each RBHS faculty will receive \$300,000 start-up top-off (\$60,000/year)
Visiting Fellows (requires RBHS then central approval)	See Appendix 3 (any biomedical or health related area)	Rolling basis with specific deadline for FY24 TBA (July 2023 or later)	Up to 2 visiting faculty who spend 6-8 weeks at RBHS	\$50,000 per visiting faculty. If more funds are necessary, some cost sharing by the host unit is expected
Post-Docs: external and internal recruitment; see extensive details in Appendix 4 (requires RBHS then central approval)	Completed terminal degree no later than June 30 th of appointment year and within three years of start date (one of the three select target areas)**	Deadline for internal process rolling through Aug 31, 2022. External process applications will be accepted between October 1, 2022-October 31, 2022. (see Appendix 4 for more details). (August 31, 2022 or sooner)	4 postdoctoral fellows (may be more depending on support of the other categories summarized above)	\$65,000 and fringe for 2 years, plus \$10,000/year in discretionary research funds. Also, RBHS will provide 50% salary for years 3 and 4 to match PI/Dept salary support.# Should the postdoc become an RBHS tenure track faculty, the recruiting unit will receive one year of 100% base salary and he/she will be provided with the discretionary \$300,000 aside from their start-up funds (\$60,000/year)

#If the postdoctoral scholar is able to secure external funding during years 3 and/or 4, then the scholar will receive salary and benefit differential not covered by the career development award and \$10,000/year for the corresponding externally supported years will be made available to the postdoctoral candidate as research discretionary funds. **The select research areas are: Race, Racism, and Inequality; Health Equity; and Advancing STEM Diversity

The appointments supported through the program are intended to advance Rutgers's goals toward building diversity, equity, and inclusion in our faculty and on our campuses, to meet the needs of our diverse learners, trainees, and patients. The University's definition of diversity includes, but is not limited to, ethnicity, race, gender expression or sexual orientation, socioeconomic status, disability, or other personal or professional characteristics that have led to systematic marginalization from the research and academic mission. Schools and Units are also encouraged to review the NIH's diversity definition which complements and provides additional clarity to the University's definition. The NIH's definition can be found at: <https://diversity.nih.gov/about-us/population-underrepresented>.

All requests need to be approved by the Provosts (Drs Jeff Carson and Pat Fitzgerald-Bocarsly), the Vice Chancellor for Diversity and Inclusion (Dr. Gita Lamba), and/or the Vice Chancellor for Research (Dr. Kathy Scotto). Please send all requests to the Vice Chancellor for Academic Affairs, Meredith Mullane (mmullane@rbhs.rutgers.edu). In terms of the requests:

- A. Individual Faculty Recruits who qualify:** you would include a short cover letter with the standard appointment paper work; including the faculty applicant's statement on their contributions to equity, diversity, and inclusion (Appendix 5) that enhance the RBHS commitment to inclusive excellence for recruitments initiated after July 1, 2022. These faculty appointments are then approved internally, in the standard fashion, and they all receive the honorific title of: *Rutgers Presidential Faculty Scholar, 2022*
- B. Cluster Faculty Recruits who qualify** (after approval of the Cluster Recruitment proposal by RBHS then centrally; see Appendix B): you would include a short cover letter with the standard appointment paper-work. These are then approved internally once the Cluster proposal is approved centrally. They would receive the honorific title of: *Rutgers Presidential Faculty Scholar, 2022*
- C. Visiting Fellow mini sabbaticals:** please provide the details included in Appendix C. These are then approved internally and would receive the honorific title of: *Rutgers Presidential Visiting Scholar, 2022 (or 2023 depending on the timing of their visit)*
- D. Postdoctoral Fellows:** we will provide the schools and individual potential PIs the information provided to us by the university. After feedback from the schools that includes their assessment and ranking, we will review than send a ranking to the University. We then provide the university with the rank list for their approval (please see additional details included in Appendix D. The selected postdoctoral fellow who accepts the offers to attend Rutgers will receive the honorific title of: *Rutgers Postdoctoral Fellow Scholar, 2022-2026*

The RBHS chancellor's office will facilitate all the required University central review processes (which is expected to be very efficient). We thank Dr. Henry Turner (Vice President for Academic Initiatives) for his assistance in formulating our process in overseeing this important initiative. We will be providing Dr. Turner with updates regularly regarding our progress, in addition to an annual report. The overall goal of the President's initiative is to provide maximal flexibility to the chancellor-led units while ensuring that the overall goals of the initiative are met. The Office of the Executive Vice President for Academic Affairs is very open to making any needed adjustments as this exciting program unfolds.

Enclosure: Appendices 1-5

APPENDIX 1 (note that some of the appendices have identical sections since they are deemed stand-alone)

RBHS Accelerated Recruitment of INDIVIDUAL Faculty

November 2021 (rolling appointments)

(most of the content was provided by the Office of the Executive Vice President for Academic Affairs)

Considerations and Resources:

- 1) Units may wish to consult the NIH's statement on [Populations Underrepresented in the Extramural Scientific Workforce](#). It is important to highlight how will the recruited faculty contribute to the diversification of the department's faculty and curricular offerings.
- 2) There are several resources that are centrally available for successful mentoring and best practices for inclusion and equitable search processes (e.g., [Faculty Diversity Collaborative](#) in the [University Equity and Inclusion Office](#), which provides central coordination of Rutgers's mentoring, advancement, and hiring efforts).

How is diversity being defined?

All appointments funded through the President's Initiative are intended to advance Rutgers's goals toward building diversity, equity, and inclusion in our faculty and on our campuses in order to meet the needs of our diverse learners and trainees. The University's definition includes, but is not limited to, ethnicity, race, gender expression or sexual orientation, socioeconomic status, disability, or other personal or professional characteristics that have led to systematic marginalization from the research and academic mission.

Schools/Units are also encouraged to review the NIH's diversity definition which complements and provides additional clarity to the University's definition. The NIH's definition can be found here:

<https://diversity.nih.gov/about-us/population-underrepresented>.

Why focus on marginalization?

Disrupting marginalization is essential to [building an inclusive academy](#). It is an acknowledgement that not all people and voices have been included in the academy historically. Our investment in faculty diversity now is part of a purposeful push to center the work of equity and inclusion so that Rutgers can better serve our students and retain the diverse faculty we recruit.

APPENDIX 2

RBHS Faculty CLUSTER Recruitment (updated May 2022)

(most of the content was provided by the Office of the Executive Vice President for Academic Affairs)

Program Scope: Since creating and retaining a thriving culture of inclusive excellence often depends on thoughtful collaboration within and across units in areas that are of strategic value to the university, the Executive Vice President for Academic Affairs invites proposals for faculty cluster hires that fit within one of three areas of strength and emerging promise across all the Chancellor-led units at Rutgers: **Race, Racism, and Inequality; Health Equity; and Advancing STEM Diversity.**

- **Race, Racism, and Inequality** clusters will support scholars at any rank conducting research into the structural, systemic, institutional, and individual effects of racism and discrimination, both historically and today, in all domains of the humanities, social sciences, and professional schools, including but not limited to area studies, business, criminal justice and the carceral state, families, education, environmental and climate justice, labor, law, media, public policy, urban planning, or other related fields.
- **Health Equity** clusters will support scholars at any rank conducting basic, clinical, translational, community-engaged, and population-based research in the biomedical sciences, social sciences, behavioral, psychological sciences and related fields that addresses health inequalities, including but not limited to research on pathogenesis, chronic disease, mental health, disease prevention and treatment, access to healthcare, and public health.
- **Advancing STEM Diversity** clusters will support scholars at any rank conducting research in any area of the physical, biological or biomedical sciences, earth sciences, computer sciences, engineering, mathematics, or in areas of convergence among multiple fields that define an emergent domain of research (e.g. AI and the data sciences, computational biology, interdisciplinary climate science, etc.).

Requirements and recommendations: Successful clusters may take many forms, but they must fit clearly within one or more of the three priority areas described above. As teams assemble cluster proposals, they should bear in mind the following parameters:

- Clusters may originate in any department or school at Rutgers, but proposals that involve collaboration across multiple departments, schools, or Chancellor units will receive priority for funding. Collaboration might include (but is not limited to) recruiting in complementary fields around a convergent area of research and teaching; the development of new academic programs, certificates, or pathways; coordinated research projects through sustained through collaborative field work, seminars, or seed funding; coordinated teaching, supervision, or training of student cohorts; association with an interdisciplinary center or institute that catalyzes intellectual work and community across schools or Chancellor units.
- Cluster search committees must have a designated Chair or Co-Chairs who has/have expertise in the area of the proposed cluster. Search committees should include a variety of disciplinary specialists relevant to the cluster to ensure diversity of representation and wide reach into relevant fields and subfields.
- Proposed recruitments into clusters may include faculty at any rank, but they must be anchored around at least one senior faculty member working in the area of the cluster (who may be an existing colleague or a proposed hire).

- Clusters may be assembled over several hiring cycles, through searches for multiple faculty in a single year or through searches for individual faculty who will form part of an existing or proposed cluster. Full clusters should have a minimum of four faculty members and should aim to be fully constituted within three years.
- All Cluster recruitment proposals should designate one or more **Cluster Champions**: a tenured faculty member with expertise in the area of the proposal cluster who will coordinate the recruitment process and act as an intellectual leader for the ongoing academic work associated with the cluster. Cluster Champions typically play a central role in the development of cluster proposals and act as a communication partner between Deans, Chairs, Provosts, and the EVPAA, once the cluster has been approved.
- All Cluster hiring proposals should include a clear **implementation plan** that provides an estimated timeline for searches over a three-year period and indicates how the hiring will be coordinated across departments. This coordination process might be led by a separate Cluster Coordinating Committee, with membership drawn from multiple departments; as departments constitute local hiring committees for positions, Cluster Champions and select Coordinating Committee members serve on those departmental committees and pledge to attend all campus talks, presentations, visits, and other related activities. Regardless of the implementation process, it should be clear and should include a variety of disciplinary specialists relevant to the cluster to ensure diversity of representation and wide reach into relevant fields and subfields.
- Each Cluster will be reviewed for progress at the end of the second year; clusters that have been unable to recruit successfully after two years may not receive funding in future cycles.

Materials: Teams wishing to propose a cluster should consult with their Dean to ensure that proposed clusters are reasonably feasible as well as intellectually desirable. Teams should use the fillable form on the [EVPAA website](#) for their final proposals. This form should be submitted to Meredith Mullane (Meredith.mullane@rutgers.edu) **no later than May 31, 2022** for review by the Provosts and the Vice Chancellor for Diversity and Inclusion. The following items are required:

1. The priority area in which the cluster is being proposed: (1) **Race, Racism, and Inequality**, (2) **Health Equity**, or (3) **Advancing STEM Diversity**
2. A specific description of the field or subfields advanced by the cluster and how they relate to the overall priority area
3. A description of the departments, schools, and programs involved in the cluster and a clear statement of the goals that units aim to achieve through the cluster hiring process
4. A description of the projected rank, field expertise, and tenure-home department / unit for each proposed member of the cluster.
5. The names, field expertise, and department / unit home of any existing faculty who will form part of the cluster.
6. The name of faculty who will serve as Cluster Champion(s), with affiliated department / program.
7. A brief but clear implementation plan for cluster that indicates a projected timeline for hiring over three years, per participating unit (a simple table may be helpful), how hiring will be coordinated across departments, and how the cluster will integrate a diversity of disciplinary specialists into the search and recruitment process
8. An endorsement by the Chairs of Departments involved in the cluster proposal indicating how they will collaborate with other units in the cluster and what resources, processes, and programs will help sustain cluster activity so that it grows to become an established area of strength (e.g. existing or new postdoctoral positions, graduate fellowships, leadership commitments and mentoring structures, start-up funds, coordinated release time, Center or Institute appointments / involvement).
9. An endorsement by the Dean(s) of the School(s) involved in the cluster proposal indicating what mechanisms or resources will coordinate the cluster hiring process and ensure best practices in

advertising and outreach, search committee process, and campus recruitment. Endorsements should also indicate any additional commitments will help sustain the cluster (e.g. existing or new hires, postdoctoral positions, graduate fellowships, leadership commitments and mentoring structures, start-up funds, coordinated release time).

10. When done thoughtfully, cluster hiring has been demonstrated to improve faculty retention by creating an active intellectual and social community across campus. Proposals should include a clear and specific statement about how faculty mentoring and advancement resources at the departmental, school, campus, and / or central levels will be employed to sustain new hires and integrate any existing faculty into the cluster. Resources for successful mentoring plans and best practices for inclusion and equitable search processes are available through the [Faculty Diversity Collaborative](#) in the [University Equity and Inclusion Office](#), which provides central coordination of Rutgers's mentoring, advancement, and hiring efforts.

APPENDIX 3

RBHS Visiting Faculty Fellows (mini-sabbatical) Program November 2021 (updated May 2022)

(most of the content was provided by the Office of the Executive Vice President for Academic Affairs)

Program Scope: To attract leading scholars and practitioners to Rutgers and promote distinction in all fields, the EVPAA invites Provosts to submit nominations for Presidential Visiting Faculty Fellows, who will join the Rutgers faculty community for up to one year. Specific time periods may be less than one year and are defined by the chancellor led units based on what is most relevant for them. Fellows should be persons of distinction and accomplishment, at any rank and in any field, and should advance Rutgers's goals toward building diversity, equity, and inclusion in our faculty and on our campuses. Fellows may also be scholar-practitioners (i.e., people without a conventional PhD, such as artists or those holding law/JD degrees). Where necessary or desirable, fellows may be appointed for a period of less than a year.

Approval Process and Deadlines: Deans wishing to nominate a Fellow should submit the materials below to their campus Provost and/or Chancellor's Office for Fellows with start dates from July 1, 2023 through May 1, 2024. Applications will be reviewed on a rolling basis with a specific deadline for FY24 to be announced.

Materials: Nominations for Presidential Visiting Faculty Fellows must include the following:

1. Name and CV of candidate
2. Host Department and School
3. Description of the candidate's field of expertise, accomplishments, and how the candidate will advance Rutgers' goals toward diversity, equity, and inclusive excellence
4. An explanation of how the Fellow will be supported by existing campus and university-wide mentoring and advancement programs, when applicable, and integrated into the intellectual life of the department and the campus. Resources for successful mentoring plans are available through the [Faculty Diversity Collaborative](#) in the [University Equity and Inclusion Office](#), which provides central coordination of Rutgers's mentoring, advancement, and hiring efforts.

How is diversity being defined?

All appointments funded through the program are intended to advance Rutgers's goals toward building diversity, equity, and inclusion in our faculty and on our campuses in order to meet the needs of our diverse learners and trainees. The University's definition includes, but is not limited to, ethnicity, race, gender expression or sexual orientation, socioeconomic status, disability, or other personal or professional characteristics that have led to systematic marginalization from the research and academic mission. Schools/Units are also encouraged to review the NIH's diversity definition which complements and provides additional clarity to the University's definition. The NIH's definition can be found here: <https://diversity.nih.gov/about-us/population-underrepresented>.

APPENDIX 4

RBHS Presidential Postdoctoral Fellows Program November 2021 (updated May 2022)

(most of the content was provided by the Office of the Executive Vice President for Academic Affairs)

There are two pathways for the postdoctoral fellow program: (A) EXTERNALLY RECRUITED CANDIDATES, and (B) INTERNALLY RECRUITED CANDIDATES:

(A) EXTERNALLY RECRUITED CANDIDATES

The Rutgers Presidential Postdoctoral Fellows Program will be open to applicants nationwide via a portal that can be accessed from the EVPAA's program page:

[\[https://rutgers.infoready4.com/#competitionDetail/1855077\]](https://rutgers.infoready4.com/#competitionDetail/1855077). Applicants from any discipline are eligible to apply but must be conducting work in one of the three priority areas: **Race, Racism, and Inequality, Health Equity, or in any subject area that advances diversity in the STEM disciplines**. Applicants must be U.S. citizens or permanent residents and must have completed all requirements toward their terminal degree (Ph.D., MFA, D.F.A., M.D. J.D. or other appropriate degree) completed, defended, and submitted to the degree-granting institution) no later than June 30th in the year of appointment at Rutgers. Preference will be given to candidates who have received their degrees within three years of the start date of appointment at Rutgers (for example, a postdoctoral fellow appointed at Rutgers in July 2023 must have completed their terminal degree between June 30, 2020 and June 30, 2023). Candidates with a terminal degree within five years (i.e. no earlier than June 30, 2018) will be considered on a case-by-case basis.

Internal postdoctoral fellows or graduate students applying for a postdoctoral fellowship with an RBHS mentor may also apply through this portal provided they meet the above criteria. Applicants may request to be affiliated with a particular campus across the Rutgers corridor, although all placements will be determined in consultation with departmental and school leadership. Fellows are expected to participate in annual cohort meetings and events, attend departmental events, and participate in mentoring activities associated with the Fellowship. The University will be placing ads in major journals during the second half of November.

A1. Required materials (all to be completed by candidate on the central Rutgers portal):

- A cover letter describing the applicant's education, research areas, fields of interest
- A description of academic or professional experiences that would contribute to diversifying the Rutgers community
- Curriculum vitae, including publications, awards, honors, current and pending funding (if any)
- Three letters of reference, one of which should be from the applicant's dissertation, thesis or postdoctoral advisor
- A Proposed Research Plan that describes what the applicant aims to achieve during the term of his /her/their appointment. Applicants should use this plan to inform any requests for specific placements at Rutgers and to explain why such a placement would be beneficial. Plans should be no longer than 3 pages, single-spaced, with one-inch margins, in 11-point Arial font.
- A writing sample of no more than 25 pages (e.g., prior publication print pdf) or a sample of prior research

A2. Deadlines for Review and Nomination Process

- 1. October 1, 2022:** Central EVPAA portal opens to receive applications, supported by an informational website and brochure.
- 2. October 31, 2022:** Central application portal closes.

3. Nov-Dec 2022: The Office for Postdoctoral Affairs will screen the pool for any ineligible or incomplete applications and forward all applications that are ready for review to the chancellor led units (CLU) selected by the applicants.

The CLUs will work with their schools, departments and mentors to provide a rank list of nominees to the RBHS provosts who in turn will provide a final ranking to Dr. Henry Turner (Vice President for Academic Initiatives in the Office of the Executive Vice President for Academic Affairs). Internal candidates who did not apply through the portal may be included with this list. Importantly, the postdoctoral candidates should be interviewed by the requested mentors during the evaluation process to avoid delays.

4. February 1, 2023: Acceptance letters are distributed to the postdoc candidates by the EVPAA office offering appointment as a *Rutgers Postdoctoral Fellow Scholar, 2023-2027* upon joining Rutgers University.

(B) INTERNALLY RECRUITED CANDIDATES.

Eligibility criteria are identical those for externally recruited candidates (as detailed above). For this calendar years, qualified postdoctoral candidates can be nominated on a rolling basis from June 1, 2022 through August 31, 2022. The application should be submitted to the Vice Chancellor for Research and Research Training, Dr. Kathleen Scotto (please cc her administrative assistant, Ms. Nancy Frazier: frazienm@rbhs.rutgers.edu). The application should include:

- A cover letter from the sponsoring mentor(s) describing the applicant, their research qualifications and education, a brief overview of the proposed project (see requirement below for details of the proposed project), and the mentoring plan (3-page limit, one-inch margins, single space, Arial font-11). The cover letter should include contact information for the mentor(s) and postdoctoral candidate.
- A description of the academic or professional experiences of the postdoctoral candidate that would contribute to diversifying the Rutgers community (1 page limit, one inch margin, Arial font-11, written by the postdoctoral candidate)
- Curriculum vitae of the postdoctoral candidate, including publications, awards, honors, current and pending funding (if any)
- Two additional letters of reference [sent directly to Nancy Frazer (frazienm@rbhs.rutgers.edu) addressed to Dr. Kathleen Scotto], one of which should be from the applicant's thesis advisor
- A Proposed Research Plan (written by the postdoctoral candidate and approved by the research mentor(s)) that describes what the applicant aims to achieve during the term of their appointment. The plan may be up to 2 pages, single-spaced, with one-inch margins, in 11-point Arial font (including references)
- NIH Biosketch of the research mentor

The entire application (excluding the external letters) should be submitted as a single PDF. Applications submitted May-Sept will be evaluated on a rolling basis and those selected by RBHS will be forwarded to Dr. Henry Turner's office for further consideration and potential formal approval. We anticipate that the entire evaluation process will require less than four weeks from the time the application and external letters are received, after which the postdoctoral candidate and mentor(s) will promptly be notified of the decision.

For internal candidates proposed after August 31, 2022, applicants would need to apply through the university portal in the Fall. The Chancellor's Office will appraise its faculty before March 1, 2023 if additional 'rolling type' positions are open during 2023 for consideration by Dr. Scotto and the provosts. Qualifications for consideration and selection for this internal group will be identical to those required for the externally recruited candidates.

APPENDIX 5

FOR SEARCH COMMITTEE PACKET

Contributions to Equity, Diversity, and Inclusion Statement

The recommendation is that this contribution statement be requested of all faculty candidates invited for an interview. The candidate will not be asked to submit such a statement unless and until the candidate is invited for an interview.

Rutgers University and Rutgers Biomedical and Health Sciences (RBHS) are committed to inclusive excellence and seek to build a “[beloved community](#)” that is defined by a commitment to work together to embody, reflect, and respect the complexities of all of our parts. We embrace our differences and are committed to fostering a sense of community and belonging that offers respect in words and actions.

If invited for an interview, candidates submit a statement on their past, present, and/or future contributions to promoting equity and inclusion in their professional careers, once invited for an interview. This statement may include the candidate’s *awareness of* the inequities faced by the communities we serve, *past contributions* to diversity, equity, and inclusion, and/or *future plans* for initiating or continuing these efforts as faculty members. This is part of our ongoing efforts to recruit faculty who are committed to diversity, equity, and inclusion.

The purpose of the statement is to ascertain the faculty candidate’s comprehensive experiences, and/or efforts towards equity and inclusion as well as their willingness to engage in activities that would enhance RBHS efforts towards inclusive excellence. These statements may also foster productive discussion on how faculty, both current and prospective, can shape and enhance the overall learning and working environment and deepen engagement with these values in all aspects of their work.

These past, present, or proposed contributions to diversity and inclusion will be considered as one part of the overall comprehensive recruitment process and application file.

Click [here](#) for two examples of Contributions to Diversity and Inclusion statements. We recognize that some faculty candidates may not have substantial past activities. If that is the case, we recommend focusing on future plans in the statement provided by the faculty candidate.

A more developed and substantial plan is however expected from candidates seeking major leadership roles. Further details on how to compile a comprehensive Contribution to Diversity and Inclusion statement are included [here](#).

The following Rutgers and RBHS campus resources may help identify ways for faculty to contribute to equity, diversity and inclusion while becoming a part of the beloved community at Rutgers.

[RBHS Faculty Affairs/Diversity and Inclusion](#)

Rutgers University Equity and Inclusion

Additional resources include search committee guidance and sample rubric (<https://facultyaffairs.rbhs.rutgers.edu/wp-content/uploads/rbhs-rubric-to-assess-contribution-to-ed-statement.pdf>) that may be adapted to assess a candidate's contributions to diversity, equity, and inclusion, as appropriate, given departmental or disciplinary expertise.

Guidance to faculty applicants for drafting a RBHS Contributions to Equity, Diversity, and Inclusion Statement ([here](#))

This statement should describe your past experience, activities and future plans to advance diversity, equity and inclusion, in alignment with the RBHS mission to meet the educational, clinical, and research needs of the diverse populations we serve. Some faculty candidates may not have substantial past activities. If that is the case, we recommend focusing on future plans in your statement. A more developed and substantial plan is expected for candidates seeking major leadership roles.

Past Experience/Activities:

Describe your awareness of inequities and challenges faced by those historically disadvantaged and marginalized from the research and academic mission, as informed by your past experiences or background, if applicable.

- **Mentoring:** If you mentored students, post-docs, trainees, staff or faculty from diverse backgrounds, describe the specific context and objectives. Include details that may be relevant, including the number of people, duration, and outcomes (i.e., success and progress of diverse mentees during and after mentoring, including employment, advancement, etc.). Note: The University's definition of diversity includes, but is not limited to, ethnicity, race, gender expression or sexual orientation, socioeconomic status, disability, or other personal or professional characteristics that have led to systematic marginalization from the research and academic mission. Schools/Units are also encouraged to review the NIH's diversity definition which complements and provides additional clarity to the University's definition. The NIH's definition can be found at: <https://diversity.nih.gov/about-us/population-underrepresented>.
- **Committee(s):** If you served on a committee that focused on diversity, equity, inclusion, describe the committee's and your role. Include your position and some relevant details.
- **Research:** If any of your past research effort specifically addressed health disparities, or contributed to diversity, equity and inclusion efforts, describe the work and any impact it has had on the university or broader community.
- **Clinical:** If your clinical work contributed to promoting health equity and improving the health of marginalized or vulnerable populations, describe the work.
- **Other Activities (e.g. recruitment/retention/teaching/community):** Describe the activity, your role, as well as its context and impact.

Planned Activities:

Provide information on activities you would like to pursue or continue to pursue while at RBHS and how they might fit into your work or interests. For each proposed activity, describe the role you envision and what you would like to accomplish in the next two to five years. Be as specific as possible, but realistic in terms of your effort and time commitment. Contributions to diversity, equity and inclusion activities can take a variety of forms, including:

- Efforts to advance equitable access to education and mentoring and outreach for diverse individuals at all levels (e.g., pathway programs that train individuals from health disparity populations in the biomedical sciences)
- Public service that addresses the needs of diverse populations such as: presentations, partnerships with community-based organizations/groups with a goal of improving health;
- Research in a scholar's area of expertise that: discovers, documents and seeks to understand health disparities and improve the health of marginalized or vulnerable populations;
- Teaching: incorporating inclusive teaching skills, health disparity issues, and development or use of pedagogies that address different learning styles and/or abilities;
- Clinical care: contributing to promoting health equity, reducing health disparities and improving the health of marginalized, underserved, or vulnerable populations;
- Service: Participating in programs that include a focus on diversity and inclusion and/or addressing health disparities
- Administration: Developing and utilizing resources and tools that encourage the recruitment and retention of diverse individuals, diversity and inclusion training of learners, faculty and staff.