**REPORT ON DIVERSITY AND INCLUSION INITIATIVES AND MEASURING
PROGRESS
RUTGERS BIOMEDICAL AND HEALTH SCIENCES (RBHS)
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**Sangeeta Lamba, MD, MS HPEd.
Vice Chancellor for Diversity and Inclusion
(on behalf of RBHS)**

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I.   Executive Summary

Rutgers Biomedical and Health Sciences (RBHS) is deeply committed to diversity, equity, and inclusion (DEI), and is actively engaged in a process of institutional transformation to create a culture of belonging for all. As the umbrella organization for eight schools, and multiple centers and institutes, inclusive excellence is core to the RBHS mission.

The Chancellor established an inaugural position for a Vice Chancellor for Diversity and Inclusion (VCDI) and Dr. Sangeeta Lamba, was recruited to this role in October 2019. Her role is to champion, lead, and implement a fully integrated strategy for diversity, equity, and inclusion and enhance initiatives that foster an inclusive culture at RBHS. She established and works closely with a Diversity Leadership Council comprised of diversity leaders from across RBHS to implement multiple initiatives such as an aspirational RBHS DEI Statement, affinity groups to build community and foster deeper dialogue, and launch of the RBHS anti-racism initiative.

Recruitment and retention of underrepresented minority faculty is a high priority. Efforts include enhanced search committee training to mitigate implicit bias and a pilot program for minority faculty advancement through engagement and mentoring (AEM). The Chancellor's Faculty Recruiting Diversity Initiative, modeled after and expanding on the Rutgers University diversity initiative, has successfully funded the recruitment of underrepresented minority faculty over the past 3 years. We have also leveraged significant support for our DEI and Social Justice efforts, with multiple mini-grant projects being funded this year and innovative pilot grants offered to support community-based scholarship to address racial inequities and advance health equity and social justice for our communities.

The 2020 RBHS strategic planning process has begun and "diversity, equity, and inclusion" is a distinct, major pillar of the new plan. The overall framework for the RBHS diversity, equity, and inclusion Action Plan has five proposed goals: 1) Identify, attract, retain, and graduate diverse learners and trainees; 2) Identify, attract, develop, and retain, a diverse faculty and staff, 3) Foster a climate of inclusion and respect, 4) Nurture inclusive education, research, and scholarship, and 5) Ensure accountability to DEI efforts on campus and in serving our communities. These goals will define our path forward, guiding our evaluation of existing activities, and enabling units to do an equity audit. It will be important that each unit identify and implement strategies based on their unique strengths, areas for improvement, and needs.

A process for programmatic evaluation of DEI initiatives assists in quality improvement and iterative planning. The report also describes RBHS plans in progress to assess our climate, track outcomes, and monitor progress. This data framework includes standardized reports (and dashboards) that show our progress and identify areas of high priority. Oversight of these measures will be distributed throughout, especially within schools, and departments, as they are the key drivers of transformation and progress for RBHS. We anticipate synergies across Rutgers and are well aligned with the President's vision of ONE RUTGERS. We look forward to working with the inaugural Senior Vice President of Equity.

II.   Introduction:

Rutgers Biomedical and Health Sciences (RBHS) serves as the umbrella organization for eight schools and several major centers and institutes focused on improving human health. These RBHS schools comprise New Jersey's largest and most influential constellation of academic institutions devoted to the education of the full complement of health care professionals. There are many diversity, equity, and inclusion (DEI) related activities and initiatives across RBHS and these are led at both a central level as well as by each individual school's diversity and inclusion offices, programs, and committees. Most of the health professions schools (for example, the two medical schools), have robust accreditation standards on DEI that require a demonstrated level of commitment and tracking of programs and outcomes.

This report addresses: 1) the current RBHS diversity initiatives, 2) the strategic planning for a RBHS diversity, equity, and inclusion action plan and, 3) the process to quantify and assess the diversity of our workforce, measure the impact of our diversity initiatives, and monitor our progress. Each RBHS school has an Office and/or an assigned leadership role for the Unit's work on diversity, equity, and inclusion. Most schools also have broader engagement through a school diversity committee comprised of diversity champions from each department. In this report we primarily address the efforts of the RBHS Chancellor's Office, specifically the Office of Diversity and Inclusion, with some examples of school-specific activities where relevant for:

A.   RBHS Chancellor's Offices
(including RBHS Office of Faculty Affairs, Senior Vice Chancellor for Academic Affairs and Research, Provosts, Vice Chancellor for Diversity and Inclusion, Vice Chancellor for Faculty Development, and Assistant Vice Chancellor for Academic & Student Affairs)

B.   Rutgers New Jersey Medical School

C.   Rutgers Robert Wood Johnson Medical School

D.   Rutgers School of Nursing

E.   Rutgers School of Health Professions

F.   Rutgers School of Public Health

G.   Ernest Mario School of Pharmacy

H.   Rutgers School of Dental Medicine

I.   Rutgers School of Graduate Studies

For all new DEI programs, there is a plan for programmatic evaluation and assessment to ensure quality improvement and iterative planning (samples included where applicable below). The **Defining Success and Measuring Progress: Data, Metrics, and Dashboard** (section V) describes a plan to assess our climate, track outcomes, and monitor progress on DEI issues.

III. RBHS DIVERSITY AND INCLUSION INITIATIVES & PROGRAMS

1. Creation of a New Office of Diversity and Inclusion and the Appointment of an Inaugural Vice Chancellor for Diversity and Inclusion (VCDI)

A RBHS Committee on Best Practices for the Recruitment and Retention of Minority Faculty in 2017-2018, reviewed many of the Big-10 universities Diversity Initiatives, conducted a thorough literature review and five Focus Group meetings with underrepresented minority (URM) faculty across RBHS Schools. The committee made several recommendations including the creation of the position of a Vice Chancellor for Diversity and Inclusion to carry out recommendations regarding recruitment and retention of URM faculty.

The inaugural VCDI, Dr. Sangeeta Lamba, was recruited for this role in October 2019. Her primary responsibility is to champion, lead, and implement a fully integrated strategy for diversity, inclusion, and health equity initiatives that build a supportive and inclusive culture across RBHS. The VCDI is charged with leading and coordinating RBHS efforts to foster opportunities for diversity and inclusion with emphasis on faculty, learner, and staff advancement. Cataloguing the faculty diversity initiatives across RBHS, assessing the climate, establishing dashboards and metrics to track outcomes, and creating programs for URM faculty, trainee, and staff mentoring and leadership are some of her strategic priorities.

2. Formation of the RBHS Diversity Leadership Council

The VCDI established a Diversity Leadership Council in December 2019. The Council is comprised of diversity champions and leaders from across the health profession schools and institutes. The VCDI works very closely with the Council through monthly meetings (and additional meetings as needed) to strategize and implement diversity equity and inclusion initiatives at RBHS. For example, during the COVID-19 pandemic, the VCDI and Council helped develop and publish a "Fostering Equity and Inclusion during COVID 19" guidance document for RBHS.

3. Establishing a RBHS-Wide Diversity Statement

The VCDI and Diversity Leadership Council reviewed an initial draft aspirational statement produced by a faculty sub-committee, gathered subsequent townhall faculty comments, and reviewed peer institutions and literature to finalize, publish, and disseminate a RBHS Diversity Statement:

"Diversity as a core value of RBHS, embodies inclusiveness, mutual respect, and multiple perspectives and serves as a driver for excellence for achieving equity in health and health care. We embrace and celebrate the multiple dimensions of diversity that each member of

our community offers including but not limited to socioeconomic status, race, ethnicity, language, nationality, sex, gender identity/expression, sexual orientation, religion, geography, disability, and age.

Inclusion is a core activity required for successfully achieving excellence through diversity. Inclusion is achieved by nurturing our climate and culture through inclusive research, professional development, education, policy, practice, and interprofessional teamwork.

We are committed to becoming an inclusive learning community that fosters respect, belonging, and value for all with zero tolerance for bias, racism, and other negative 'isms'. We strive to provide an inclusive academic environment where all members of our community can thrive and achieve their fullest potential. We support community engagement and connections with our local, national, and global communities to advance diversity, equity, and inclusion and eliminate health disparities."

4. **Enhancing Funding Support for Diversity, Equity, Inclusion, and Social Justice**

   a. *RBHS-IDEA (Inclusion, Diversity, Equity, and Access) Mini- Grant program*
   The mission of the RBHS-IDEA innovation grants is to support action-oriented projects that promote an inclusive, diverse, and cohesive culture at RBHS and that show meaningful and measurable results. As we invest in broader institutional efforts to advance an inclusive culture, the RBHS-IDEA grants offer a way for innovative grassroots efforts to join in our larger strategy. We invited projects that encourage conversations and connections across our differences to create opportunities for belonging and to strengthen a sense of community. Overall goals are to promote the development of initiatives and programs that foster an inclusive and welcoming environment for the success of the larger RBHS community.

   Thirteen grant proposals were funded ($59,000 total) in July 2020. A symposium will be held in Spring 2021 (and then annually) to foster collaborations and assess progress. Additional funds may be provided to those RBHS -IDEA grant recipients with significant progress but in need of additional seed funding. The next annual call for funding support will be in Spring of 2021.

   b. *Advancing Health Equity and Social Justice Pilot Grants*
   These pilot grants, supported by the RBHS Chancellor's Office, will foster efforts for community-engaged scholarship to address racial inequities and advance health equity and social justice in New Jersey. We are currently seeking proposals for projects and activities that move the RBHS community values from ideals to actions with emphasis on vulnerable and marginalized populations, particularly underserved groups with racial inequities. The pilot applications are due August 31, 2020, with funding to begin in October, 2020.

5. **Building Community and Deeper Dialogue through Safe Spaces**

   a. **Virtual Cafes with the Vice Chancellor for Diversity and Inclusion:**
      Three affinity groups (women faculty, faculty of color, and staff administrators) have been meeting monthly on Wednesdays, since May 2020. The Café chats allow for informal voicing of concerns and sharing of solutions, and permit diversity leadership to hear of burning issues and emerging concerns. Feelings of uncertainty, isolation, loss of control, being "overwhelmed," shared grief of loss for the pre-COVID-19 usual way of life, and fear of the unknown have been predominant in these past few weeks. This forum has allowed us to engage in a robust dialogue on many topics, most recently dominated by discussions on microaggressions and systemic racism along with seeking ways to bridge differences and build resilience.

   b. **"We-MEET" hours with senior leadership (We-MEET: WebEx, Meeting Everyone, Exchanging Topics).** Concerns brought by diverse faculty are discussed and with solutions being offered by leadership via web meetings with any needed additional information provided to the faculty within 24 hours. On average, we have 1-3 faculty participants per We-MEET call, allowing time for more in-depth discussion, mentoring, and exchange of experiences among the participants.

   Program evaluation:
   Monthly surveys are collected from the We-MEET and Virtual Café participants. *Sample:* Of the 76 attendees by end of June 2020 (33 for We-MEET and 43 for the Virtual Café), 52 (68%) completed the survey. A vast majority of respondents agree or strongly agree that the virtual sessions met their expectations (96% We-MEET; 86% Virtual Café). All (100%) We-MEET respondents agree/strongly agree that the session provided an opportunity to stay connected, assist or learn from others, and they would recommend the session to their colleagues; 92% also report that the information received would be immediately useful for their academic or personal development (mean rating of 4.5; 1=strongly disagree to 5=strongly agree). The majority (86%) of Virtual Café respondents agree/strongly agree that the session helped build a sense of community (mean 4.5) and would recommend the Café to a colleague (mean rating 4.4).

6. **Underrepresented Minority Faculty Recruitment and Retention initiatives**

   a. **RBHS Chancellor's Diversity Initiative for recruitment**

Modeled after the Rutgers University diversity initiative, the RBHS Chancellor's Diversity Initiative provides additional funds to support up to 50 percent of the faculty salary of three new diverse faculty members per year. Faculty from all tracks and RBHS schools are eligible for the Chancellor's Diversity funds. Since the 2017-2018 academic year, funds have been awarded for

a total of nine faculty.   https://facultyaffairs.rbhs.rutgers.edu/diversity-inclusion/rbhs-faculty-funded-through-chancellors-and-presidents-diversity-initiative/

b.   RBHS Search Committee training to mitigate implicit bias

We held an initial train-the trainer program in Fall 2019 for all RBHS Schools and Institutes. It included leadership (Chairs, Deans, etc.) and key Faculty Affairs administrators across RBHS. The workshop also served as a train-the trainer program for an additional cohort so that training could then be offered to each department and reach all RBHS faculty. This process has already begun and the implicit bias search committee training covers five core topics:

1. Search Readiness: Self-Assessment
2. Before the Search: The Recruitment Plan
3. During the Search: Candidate Screening
4. During the Search: Interviewing & Campus Visits
5. After the Search: Retention

In Spring of 2020, RBHS implemented a process to review the recruitment plans for all new faculty searches prior to the commencement of the search, updated the search completion plan to include more questions to inquire about efforts made to recruit a diverse pool, and created an appointment manual to guide schools, centers and institutes through the recruitment process. In Fall 2020, RBHS will begin trainings of all new search committees on the search process and to increase awareness of implicit bias in hiring decisions.

c.   Mentoring, professional, and leadership development

Several mentoring and faculty development initiatives with the Vice Chancellor for Faculty Development have a DEI focus (began in academic year 2018). Topics covered included Women's Leadership Forums (with networking) and Women's Leadership Workshops on negotiations, burnout, and resilience. There is an RBHS-wide process to ensure that all faculty have appropriate mentorship on hire.

We are currently recruiting an inaugural URM faculty cohort for our pilot "Advancement, Engagement, and Mentoring" (AEM) program, in partnership with the Rutgers Connections Network program. The pilot group (n=12) of faculty will engage in a series of workshops to network, build leadership skills, and receive 1:1 support and guidance on advancement and faculty vitality. This pilot cohort will inform curriculum and activities for the AEM program for minority faculty and the Diversity Scholar's program expected to launch in Fall 2021.

7. RBHS Anti-Racism Initiative and its Related Taskforce

RBHS launched an anti-racism initiative in August 2020. An anti-racism taskforce is being populated with engagement of faculty, staff, students, and trainees from across all RBHS schools and institutes. This initiative has a distinct pillar on evaluations, with several workgroups dedicated to metrics, dashboards, and climate survey/assessment as well as

focus groups that address the needs of all stakeholders. Our goal is to act on the initial results and hold regular checks in order to monitor our progress. The goals, tasks, and initial workgroups for this RBHS anti-racism taskforce are described in the following two figures:

ANTI-RACISM INITIATIVE

Goal: Ensure that we are actively anti-racist in all our institutional practices and people-related interactions, in our classrooms, research, clinical settings, and throughout our workplace.

Engage	Examine	Educate	Empower	Evaluate
• In deeper listening and dialogue through safe spaces across RBHS (faculty, staff, students, and trainees)	• RBHS climate, institutional policies, and stakeholder needs in order to inform and prioritize next steps	• With enhanced curricula that develop skills for racial literacy, and address structural racism, health equity, and social justice	• Everyone to recognize bias and respond as allies to mitigate bias for a culture of racial equity, respect, and belonging	• Our anti-racism efforts regularly
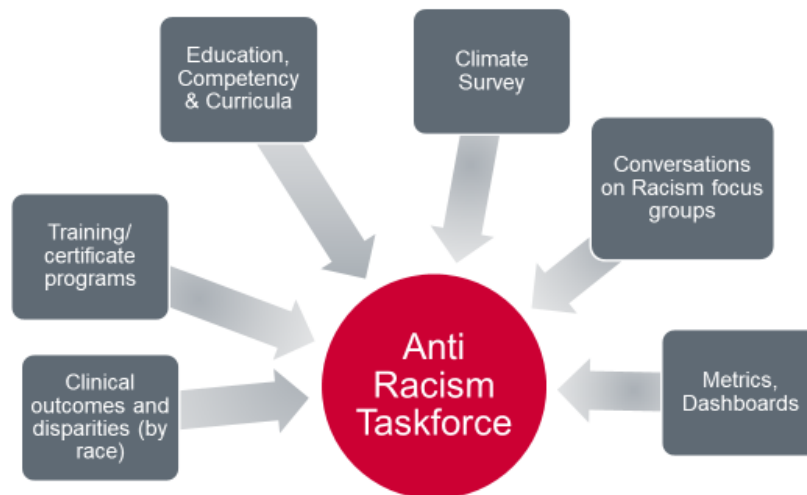
Anti-Racism Taskforce with initial Workgroups to be led by members of the Diversity Leadership Council. Workgroups comprised of RBHS faculty, staff, students, trainees

Our proposed evaluations for the anti-racism initiative will include:

a. *Climate survey* for an environmental scan across RBHS for all stakeholders. A recent workgroup has been convened to select and adapt the survey items to fit our needs with a plan for the climate self-assessment in Winter 2020.

b. Analysis of themes generated and needs identified from the focus groups that include students, junior faculty, senior faculty, residents, and staff.

c. Curricular maps for structural racism content in each School.

d. Participation and completion rates by Unit of the "See bias Block bias" series of trainings that include racial literacy, microaggressions, othering, and implicit bias etc.

e. Learning environment scans with bias reporting and mistreatment questions are routinely gathered as part of the learning environment assessment for some of our health profession schools. Analysis of this data and implementing similar processes in schools that do not currently do so will be an upcoming focus.

IV.   DEVELOPING THE RBHS DIVERSITY, EQUITY, AND INCLUSION STRATEGIC PLAN

A RBHS Strategic Planning Steering Committee was convened in February 2020, to update the RBHS strategic plan, now approaching the end of its five year span (https://academichealth.rutgers.edu/strategic-plan). Though the process was placed on temporary hold as we grappled with the COVID 19 crisis, the sub-committees have been populated and work was reinitiated in July 2020. Diversity, equity, and inclusion is an explicitly identified major pillar for the RBHS strategic planning process. Strategic planning offers an opportunity to assess and align efforts in service of goals. Developing shared objectives, benchmarks for achievement, and structural mechanisms for accountability will be a part of the strategic plan process. RBHS wide engagement in the diversity strategic planning process will not only help inform the creation of overarching RBHS strategies but will support the fulfillment of Unit goals and guide our collective work for years to come.

A team consisting of the VCDI and two members of the Diversity Leadership Council joined the AAMC's Healthcare Executive Diversity and Inclusion Certificate Program (HEDIC) (https://www.aamc.org/professional-development/leadership-development/hedic) to develop an overall framework for a RBHS Diversity Action Plan with proposed goals, objectives, and metrics. We have defined five strategic goals with objectives that will be further refined and revised with stakeholder input through the overall RBHS strategic planning process:

1. Identify, attract, retain, and graduate diverse learners/trainees.
2. Identify, recruit, develop, and retain, a diverse faculty and staff
3. Foster a climate of inclusion and respect
4. Nurture inclusive education, research, and scholarship
5. Ensure accountability to diversity equity and inclusion efforts on campus and in serving our communities

The plan is for these goals to define our path forward for the next five years and possibly more, guiding our evaluation of existing activities, and enabling units to do an equity audit and self-

study. As we seek to implement the DEI strategic plan across RBHS schools and departments, it will be important that each unit identify and implement strategies that are shared as well as those that are unique, based on their strengths, areas for improvement, and needs.

As other Rutgers Chancellor Units engage in DEI strategic plans, we anticipate synergies across Rutgers so we are well aligned with the President's overall vision and mission for DEI as ONE RUTGERS. We also look forward to working with the soon-to-be appointed Senior Vice President for Equity.

V.   DEFINING SUCCESS AND MEASURING PROGRESS: RBHS DATA, METRICS, and DASHBOARD

As part of the overall Diversity, Equity, and Inclusion Strategic/Action Plan, a key task will be to identify a set of simple, clear metrics to know if RBHS is making progress on the diversity and inclusion goals. Oversight of these measures will be distributed throughout the structure of RBHS, especially within schools and departments, as they are the key drivers of transformation and progress for RBHS. In developing a data framework for diversity, equity, and inclusion, we also recognize the need to create a set of standardized reports (or dashboards) that show our progress and identify areas of high priority.

A few general principles help guide our approach to data
1. Engagement of stakeholders, and when feasible, deeper conversations to understand ourselves and stakeholder needs (for example, workgroups to inform survey items for the climate survey and "conversations on racism" focus groups with students, trainees, faculty, and staff)
2. Self-assessment of climate to understand areas of priority and identify needs of all of RBHS; students, trainees, faculty, and staff
3. Assess trends over time, where feasible (for example, review of faculty, staff, and learner data over the years by gender, race, ethnicity, and climate re-assessments at a defined interval)
4. Benchmark to peers, where feasible
5. Disaggregate demographic data, where feasible, to better identify populations in need
6. Identify areas for improvement in data collection
7. Make diversity and inclusion reporting more actionable through presentations and reporting frequency (for example, annual dashboard report by Unit).

Some of the current and planned processes for data, reports, and dashboards are:

Climate self-assessment and survey

A climate self-assessment for RBHS will include a climate survey and several focus groups planned for Winter 2020- Spring 2021. This climate survey will gather data from all stakeholders at RBHS. A climate survey workgroup has been established (comprised of

students, trainees, faculty, and staff) to help finalize the final survey with items that best fit our needs. Once the climate survey is implemented, the workgroup will also help analyze results and establish priorities and next steps guided by our results. Our plan is to carry out similar climate assessments at regular intervals, e.g., every two -three years, so we can review trends and progress made, and identify any new and emerging issues.

In Spring 2019, the Rutgers Center on Violence Against Women & Children (VAWC) administered a climate survey to students at the New Jersey Medical School (NJMS) and School of Public Health (SPH) at RBHS to assess students' experiences of sexual misconduct, including sexual harassment; students' perception of their peers and the university's response to sexual misconduct; and awareness of campus resources. RBHS established an Advisory Board to address the results and develop an action plan for how each school will respond. The key findings and a list of actionable goals as determined by the Advisory Board is listed in. We are currently using the same survey for students across the remaining RBHS schools. Results will be collated and reviewed in Fall 2020 and a similar process will be followed to develop an action plan based on findings.

Faculty recruitment and retention data (by gender, race, and ethnicity):

In Spring 2020 we began the process of identifying and analyzing key faculty data across RBHS. We plan to analyze and review this data on an annual basis. Data include:

1. Faculty compositional data by gender, race, and ethnicity
2. Faculty data for promotion and tenure (e.g., time to tenure, years in rank)
3. Faculty data on separations by gender, race, and ethnicity
4. Faculty data for historical trends (since 2009 by gender, race, ethnicity)
5. Benchmark data, where feasible, especially compared to national peers.

The data are reviewed with RBHS leadership and next steps include reviewing this information with leadership across schools and developing individualized action plans by Unit.

Data Inventory and Status reports on Diversity, Equity, and Inclusion initiatives by RBHS Unit

As highlighted, the health profession schools have robust accreditation standards on diversity and inclusion that include an attention to metrics and outcomes related to DEI initiatives. This includes outcomes for the pathways/pipeline programs, admissions committee processes to mitigate implicit bias, student demographic data, graduation rates, as well as faculty program data that are integral to the DEI mission. As part of the RBHS strategic planning process and as part of the Anti-racism Taskforce work, this audit and self-study, by Unit, will therefore be an important initial task.

We also collate data/reports based on queries and needs identified by the VCDI, Diversity Leadership Council, or identified areas of emerging concern. For example, in Spring 2020 we

collated a list of faculty DEI activities across schools and a status report of implicit bias trainings by school. Action plans are generated based on presentation of this data to the Diversity Leadership Council. For example, a recent ombudsperson status report has identified variability in processes across schools as well as some best practices that are currently being considered for action.

Leadership accountability and performance metrics

It is important that diversity and inclusion is realized as core to our overall missions and tied to our leadership efforts and accountability. Therefore, for FY 2021, the RBHS Chancellor has implemented an overarching performance goal on diversity and inclusion for all of the RBHS leadership.

RBHS Diversity, Equity, and Inclusion Dashboard

The VCDI and Diversity Leadership Council have proposed a dashboard by Unit to facilitate gathering of data and reporting annually. This dashboard (see below) is presently in draft form and serves to help jump start our process while we also expect further input and revision of key data elements through the overall RBHS strategic planning process.

DRAFT RBHS Equity Scorecard/Dashboard				
Diversity, Equity, Inclusion Goals	**Sample Unit Programs**	**Metrics ***	**Data source**	**Review Timeline**
Identify, attract, retain, and graduate diverse learners and trainees.	Outreach, pathways programs, pipeline programs from high schools, colleges, etc., funding and resource support for such programs. Services and resources to support the needs of enrolled diverse students (e.g., academic and career advising).	• Demographic composition of learners per school, including but not limited to race, gender and ethnicity. • Number of outreach programs for attracting diverse learners. • Number of learners that participated in outreach, pathway/pipeline programs. • Number of leaners enrolled in your program from your pathway/pipeline programs. • Number of non-graduating learners by race, gender and ethnicity.	Each RBHS School Office of institutional research and assessment	Annual

Identify, attract, and retain, a diverse faculty and staff	Data on faculty and promotions, tenure status, separations. Historical trends over time, national benchmarking.	• Compositional data for faculty by rank, tenure status, race, gender and ethnicity. • Promotion data for faculty by rank, tenure status, race, gender and ethnicity. • Separation data for faculty by rank, tenure status, race, gender and ethnicity. • Search and hiring data for faculty by rank, tenure status, race, gender and ethnicity. • Number of diverse faculty (underrepresented minority URM), Underrepresented groups (URG), and women) participating in leadership and advancement programs. • Number of programs for mentoring and advancement of staff (specifically for URM, URG, and women staff). • Number of staff (by gender race/ethnicity) participating in leadership and advancement programs.	RBHS Office of Faculty Affairs Each RBHS School Office of institutional research and assessment	Annual
Foster a climate of inclusion and respect	Campus climate surveys. Training and programs e.g., how to recognize bias and respond as an ally, to mitigate bias. Harassment and zero tolerance statements. Processes to report and address bias.	• Climate survey data analysis with relevant metrics identified for action. • Number of professional development opportunities offered by Unit (e.g., department/school) per year that foster an inclusive climate and/or promote diversity, equity and inclusion. • Number of participants in professional and educational opportunities to build an inclusive culture. (example, implicit bias, active bystander trainings).	Each RBHS School RBHS Office of Diversity and Inclusion	Climate data (2020-21) with frequency determined by anti-racism taskforce. Annual data on unit activities for an inclusive climate
Nurture inclusive education, research, and scholarship	Faculty initiatives that prepare educators for anti-oppressive practices in classrooms and build racial literacy skills.	• Number of academic and research programs and initiatives that foster a culture of health equity and racial equity. • Number of courses or sessions that address competency in cultural humility, racial literacy,	Each RBHS School RBHS Chancellor's Office of research and academic affairs,	Annual

	Mapping course content that addresses health equity, for example, structural racism and social justice.	health equity, and social justice. • Structured processes and/or policies that identify issues with and address bias in the learning environment.	student affairs, faculty affairs, and diversity and inclusion	
Ensure accountability to diversity equity and inclusion efforts on campus and in serving neighboring communities	Leadership compositional data. Leadership engagement and commitment to DEI work. Community engagement and service funding and efforts.	• Number of community engagement and service programs (including service learning) and activities. • Initiatives that build leadership capacity for DEI work. • Annual report on the status of diversity and inclusion efforts by the dean or by designee. • Number of faculty from underrepresented groups (URM and women) in key leadership positions e.g., Chairs, Deans.	Each RBHS School/unit Chancellor's office	Annual
*RBHS will also seek to intentionally align equity scorecards and dashboard data with Rutgers University, whenever feasible, to enable University wide assessments and strategies				

Next Steps and Conclusion:

RBHS is deeply committed to the pursuit of inclusive excellence and is actively engaged in a process of institutional transformation. We are currently in the midst of our "visioning" process, and the important work of implementation is yet to come. Our strategies and action plans will be prioritized, translated, and/or adapted into Unit specific activities that are relevant and consequential. We recognize that broad engagement of all our stakeholders is critical to success and incremental change will be an essential component for lasting and meaningful change. A set of goals, activities, and clear metrics will allow us to track outcomes and help us make deliberate, intentional progress towards inclusive excellence. We also anticipate more collaborative synergies across Rutgers University and are excited about working with the inaugural Senior Vice President for Equity towards the President's overall vision and mission for diversity, equity, and inclusion as ONE RUTGERS.