

Diversity, Equality and Inclusion Goals & Objectives

for the Ecology & Evolution Graduate Program

Rutgers University

May 12, 2022

As accepted by consensus by the Diversity, Equity, and Inclusion (DEI) Committee (Alvin Crespo, Ryan Almeida, Julia Van Etten, Jaelyn Bos, Steen Hoyer, Alexa Fredston, Shaneika Nelson, Myla Aronson, Lena Struwe, and Malin Pinsky [chair]).

1. Recruit, Retain, and Develop a Diverse Community: Increase the diversity of the E&E graduate student community to reflect the diversity of the country.

| Objectives | Strategies / Tactics | Responsible Parties | Metrics for success/material goals | One-time or ongoing? | Timeline |
|---|---|--|---|-----------------------------|--|
| Market individual graduate opportunities to a more diverse audience | Advertise funded PhD positions with MSIs, within Rutgers, and with other targeted listservs and professional societies. | DEI committee (guidance); Individual PIs (advertising) | Faculty use list for advertising Increasing numbers of applicants of diverse backgrounds | Ongoing | DEI Committee develops a suggested distribution list (completed 1 March 2021). Faculty use list to advertise positions (ongoing) |
| Market the E&E graduate program to a more diverse audience | Revise E&E website to more clearly welcome diverse backgrounds and to clarify application processes | EcoGSA & GPD | Website revision done | One-time | Revision 1 (completed 31 December, 2020). Revision 2 (completed July 1, 2021) |
| Recruit a more diverse workforce to the ecology & | Organize, advertise, and host virtual events to | EcoGSA & E&E Program Coordinator and | Event occurs Numbers of participants | Ongoing | Host event (completed April 2021, September |

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| evolution field broadly | encourage applications | faculty | | | 2022, April 2022, and ongoing) |
| Encourage diverse applicants to accept offers to Rutgers | Host an annual invitation-only applicants event. | EcoGSA & E&E faculty & GPD | Event in late January each year | Ongoing | Annually in January |
| Update admissions process to promote diversity, equity, and inclusion | Implement holistic review process w/out GREs | DEI & Admissions committees | Holistic review used for admissions | One-time | Develop holistic admissions rubric (completed February 2021). Update rubric based on feedback from first application (completed May 2021). |

2. Recruit, Retain, and Develop a Diverse Community: Increase the diversity of the E&E faculty and staff

| Objectives | Strategies / Tactics | Responsible Parties | Metrics for success/material goals | One-time or ongoing? | Timeline |
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| Increase diversity in postdoctoral scholars | Advertise postdoc positions with MSIs and other targeted listservs / networks. Promote Presidential Postdoctoral Fellows Program (https://academicaffairs.rutgers.edu/postdoctoral-fellows) | DEI Committee, E&E Faculty | Increasing diversity in postdoc community | Ongoing | DEI Committee develops a suggested distribution list (completed 1 March 2021). Faculty use list to advertise positions (ongoing) |

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| Increase diversity of applicant pool for faculty & staff positions | Develop & implement guidelines for advertising/recruitment best practices | DEI Committee, Faculty & staff search committees E&E faculty DICE? | Increasing faculty & staff diversity (five-year metrics to be collected and evaluated) | Ongoing | DEI Committee develops a suggested distribution list (completed 1 March 2021). Faculty use list to advertise positions (ongoing) |
| Ensure equitable evaluation process for job application | Search committee members take STRIDE training | DEI Committee Faculty search committees E&E faculty DICE? | Increasing faculty & staff diversity (five-year metrics to be collected and evaluated) | Ongoing | Advocate STRIDE training for faculty on search committees (at least two were trained by December 2021) |
| Recruit diverse candidates for faculty & staff positions | Faculty recruitment: all identify and share ideas for recruits | DEI Committee Faculty search committees E&E faculty DICE? | Increasing faculty & staff diversity (five-year metrics to be collected and evaluated) | Ongoing | Ongoing |

3. Promote Inclusive Scholarship and Teaching: Actively create an inclusive, collaborative, and supportive working environment for all members of the E&E community, particularly to foster the participation of underrepresented groups.

| Objectives | Strategies / Tactics | Responsible Parties | Metrics for success/material goals | One-time or ongoing? | Timeline |
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| Identify barriers to inclusion in our community | Conduct a Climate Survey | EcoGSA / DEI Committee | Report to E&E program | Every third spring, starting 2021 | Completed first survey in spring 2021. Next survey scheduled for |

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| | | | | | spring 2024. |
| Work towards equity in service and teaching burdens among all students, staff, and faculty. | Evaluate whether women and POC (faculty, staff, and students) have disproportionate service burdens. If so, work with GPD to redistribute work. | DEI Committee; GPD; Program Coordinator | Action taken to redistribute work if necessary | Every 5th fall, starting 2022 | Evaluate in summer/fall 2022 |
| Provide solutions to economic burdens that inhibit student success | Work with Rutgers and E&E on economic burdens that inhibit student success, e.g., slow reimbursements, food to committees, access to childcare, stipends, travel funding. | DEI Committee; E&E staff | Code of Conduct adopted | One-time | Guidelines included in Code of Conduct (Fall 2021). Improve transparency about travel advances (Summer 2022). Evaluate further needs (Spring 2023). |
| Promote inclusive teaching and curriculum development among the E&E faculty and TAs | Work with DICE, The TA Project, and others to offer training and resources to faculty & TAs. Specifically develop information on best practices and examples as it relates to E&E topics (land, species, biodiversity, heritage, | DEI Committee / faculty | Metrics on attendance at training, reports on changes to curricula, feedback from students | One-time (initially) | |

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| | ethnobiology) | | | | |
| Clear guidance on how to respond to any form of discrimination or harassment. | Revise E&E procedures and information resources | DEI Committee | Number of reported harassment incidents in surveys or reports. | One-time (revision) and ongoing (education) | Reporting flow chart on website and sent to E&E (Fall 2021). |
| Build community and belonging. | Organize frequent and varied social events, at different hours, involving different activities, including without alcohol | EcoGSA | Maintained high or increased sense of belonging and community as per survey results | Ongoing | Friday student seminars, Halloween party, and Lunch matrix (ongoing) |
| Provide ongoing opportunities for self-education among community members interested in race, gender, and DEI, mentoring, and other topics. | Organize a reading group and workshops, including during faculty meetings | Faculty and graduate(+ students?) to organize courses and workshops | Reading group and workshops organized and metrics on attendance. | Ongoing | Advanced Evolution Journal Club started Fall 2020 with focus on DEI, will continue each Fall; workshops on Equity Fundamentals (DICE; October 2021) Disabilities (ODS; spring 2022) |
| Promote diverse speakers as part of E&E Seminar Series and Special events, especially POC, women, and | Invite and if possible pay honoraria to women and POC speakers. | E&E Seminar Coordinator / E&E Program Coordinator | Proportion of POC, female, and non-academic-institution speakers each at ~25%, female at >40%; | Ongoing | HHMI honoraria to underrepresented speakers (started Fall 2021) |

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| non-academic careers. | | | annual metrics collected. | | |
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4. Develop an Institutional Infrastructure to Drive Change

| Objectives | Strategies / Tactics | Responsible Parties | Metrics for success/material goals | One-time or ongoing? | Timeline |
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| Check in regularly with DICE about what programs and initiatives may be relevant to us. | Create a DICE Liaison role on the DEI Committee. | DEI Committee / DICE Liaison | Liaison appointed, reports regularly back to DEI Committee with information and action items. | Ongoing | Alvin Crespo appointed unofficial DICE liaison from DEI committee appointed (fall 2020); Brooke Maslo appointed SEBS DICE officer appointed (fall 2021); Malin Pinsky nominated as DICE Advocate (spring 2022). |
| Check in regularly with the Office of Disability Services. | Create an ODS Liaison role on the DEI Committee. | DEI Committee / ODS Liaison | Liaison appointed, reports regularly back to DEI Committee with information and action items. | Ongoing | Alexa Fredston appointed ODS liaison (winter 2022). |
| Evaluate progress towards a more diverse graduate | Compile ethnic and racial diversity for applicants, offers, | GPD and AA | Statistics reported to DEI Committee and E&E program | Ongoing | Statistics compiled (September 2020, 2021, and ongoing) |

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| student body | and accepted offers | | | | |
| Provide a way for community members to provide open-ended feedback on their experiences without fear of retaliation. | Publicize flow chart of reporting options for diversity of concerns | EcoGSA / DEI Committee | Surveys repeated annually, summarized and shared | | Reporting flowchart posted on E&E website (fall 2021) |

5. Define Sustainable and Substantive Community Engagement: Work to increase engagement and appreciation of ecology and evolution among historically marginalized groups in the E&E field. This will primarily be focused at K-12 in surrounding communities and undergraduate students.

| Objectives | Strategies / Tactics | Responsible Parties | Metrics for success | One-time or ongoing? | Timeline |
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| Engage K-12 students and teachers in topics and careers related to E&E | Make a list of existing programs and opportunities for collaboration | Faculty / staff / grad students / EcoGSA collaboration. Jaelyn Bos coordinating updates. | Number of engagements/ events with K-12 educators and students, numbers of students involved | Ongoing. | Opportunities compiled and shared with program by email (Spring 2022) |
| Engage K-12 teachers in topics and careers related to E&E | Highlight and invite teachers to annual Personal Bioblitz | Faculty / EcoGSA / Staff; Personal Bioblitz and Botany Depot run by Lena Struwe | Number of events/schools attended | Ongoing | Personal Bioblitz is each year March-May, invite in Jan-Feb (done 2022, ongoing) |

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| Engage K-12 students (and teachers) in topics and careers related to E&E | Collaborate with existing RU outreach programs (example: Science Bus, Project SEED, etc.) | Faculty / EcoGSA / Graduate Students | Number of programs collaborated with and event participation. (metrics collection not yet developed) | Ongoing | E&E members volunteer for Science Bus, Skye a Scientist, and Rutgers Day outreach (2021, 2022, and ongoing) |
| Engage K-12 students and teachers in STEAM (Science Technology Engineering Arts and Math) and SMART (Science Medicine and Related Topics) themes and careers related to E&E | Conduct outreach through school or university events, virtual or in-person show and tell, recorded virtual tours or demos. | E&E Faculty / EcoGSA / Student Clubs | Collect annual metrics on events and participation. (metrics collection not yet developed) | Ongoing | Spring 2023? |
| Increase the number of underrepresented undergraduates students active in research within E&E | Promote RISE & Aresty by spreading information to E&E faculty about opportunities and funding | DEI Committee / GPD/ E&E Faculty | Collect annual metrics on RISE marketing, show increased numbers of underrepresented groups. (metrics collection not yet developed) | Ongoing | RISE students hosted in E&E (2021, 2022, ongoing) |