

# In Pursuit of Excellence

## University Equity Audit

*Published September 2020*



**RUTGERS**



Being inclusive and acting with integrity sound nice...but to deliver on these principles requires constant attention and a determined commitment to improve. Frankly, a great university should expect nothing less of its leaders...Wherever those high standards aren't being realized I am committed to doing better, always better.”

| PRESIDENT JONATHAN HOLLOWAY

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**This report is available online at [rutgers.edu/president/diversity-equity-inclusion](https://rutgers.edu/president/diversity-equity-inclusion)**

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# Executive Summary

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## CONTEXT

In his opening day message to the Rutgers University Community, President Jonathan Holloway shared his belief that delivering on the principles of equity and inclusivity requires constant attention and a determined commitment to improve. He commissioned a University Equity Audit that serves as our institutional first step in pursuing excellence by increasing Rutgers' on-the-ground commitment to diversity, equity, and inclusion across the university, starting with its leadership. This three-pronged project included: a central administration self-study, a university leadership perceptions survey, and an equity scorecard.

## OPERATIONAL DEI RATING

### *Central Administration Self-Study Key Findings*

Leaders of the central administration rated their organizational quality in incorporating diversity, equity, and inclusion best practices. The rating scale was from 1 to 4, with a higher score reflecting better organizational quality (1=poor, 2=fair, 3=good, 4=excellent). The results shown below, organized from high to low, represent the average across central administrative units and suggest that the University is performing between fair and good on most indicators. However, there is work to be done to enhance even areas of relative strength, such as valuing of different experiences and perspectives (2.8), since it is not matched by individuals possessing cross-cultural skills (2.19), which are essential to communicating and thriving in a diverse workplace.

- **2.80 RATING** for “different experiences and perspectives of all individuals are welcomed, valued, and respected.”
- **2.64 RATING** for “candidate pools are increased by removing narrow and arbitrary indicators of eligibility.”
- **2.53 RATING** for “ongoing efforts are made to increase diversity, ensure equity, and identify and remove all barriers to inclusion.”
- **2.19 RATING** for “individuals have the cross-cultural skills necessary to engage with others in ways that open dialogue and understanding.”
- **2.18 RATING** for “a commitment to DEI is built into all policies and plans.”

Leaders of the central administration were asked to reflect on the gap between current challenges and their aspirations for inclusive excellence in three priority areas: hiring and promotion, administrative culture, and recognition and rewards. Utilizing statements made by President Holloway describing the administrative culture he wants to cultivate at Rutgers and targeted prompts shown below, leadership teams within the respective central administrative units crafted responses that show the breadth and depth of what requires attention at Rutgers to move us toward an ideal organizational state to achieve inclusive excellence.

**“There is no singular embodiment of excellence...it can be found everywhere.”**

**HIRING AND PROMOTION:** *Leadership teams were asked to reflect on their hiring and promotion practices as well as business processes, supplier diversity, and how they drew on the diversity of talent found in New Jersey.*

Several responses focused on the technical aspects of recruiting and retention, such as where job openings are posted and how job descriptions are written, as well as offering exit interviews to better understand and identify issues related to departure. Others focused on more cultural/structural elements of recruitment, such as purposeful development of internal talent for promotion, training of hiring personnel, and routine audit/assessment of hiring practices and outcomes. A key recommendation was to diversify vendors and consultants, targeting more minority-owned firms for consideration as Rutgers vendors.

**“There is a minimal expectation to be heard authentically and a reasonable expectation to be taken seriously.”**

**ADMINISTRATIVE CULTURE:** *Leadership teams were asked to reflect on their administrative structure, culture, complaint management, and decision-making processes.*

Leaders recognized that diverse teams, and interpersonal relationships between staff members, thrive when issues related to diversity, equity, and inclusion are proactively addressed through continued professional development and speedy resolution of conflict via clearly identified and promoted pathways, such as a designated ombudsperson, and effective formal or anonymous complaint systems. Key recommendations included expansion of diversity, equity, and inclusion training and greater employee engagement to promote understanding of organizational goals as well as vehicles for garnering employee feedback and facilitating input on decision-making.

“Everyone in this beloved community has an important role to play and deserves to be recognized and respected for a job well done. This especially includes the so-called invisible work at the university: assistants of all types, dining hall workers, bus drivers, maintenance crews, etc.”

**RECOGNITION AND REWARDS:** *Leadership teams were asked to reflect on their mechanisms for recognition and rewards of staff at all levels.*

Several responses offered concrete recommendations for developing formalized and robust rewards and recognition systems that are unit-specific, but also university-wide. Most important, leaders recognized that increasing respect, beyond recognition and rewards, requires a cultural shift toward inclusive and compassionate leadership and management, building a culture where everyone is seen, valued, and respected. Achieving this goal requires a shift in leadership away from pure management and supervision toward mentoring, fostering professional growth, and empowering all employees.

## DEFINING ASPIRATIONS

*Central Administration Self-Study Key Findings*

Leaders of the central administration were asked to identify aspirational peers and practices, focusing on what they are doing in relation to diversity, equity, and inclusion organizationally that could be adopted. We briefly highlight the three key areas identified and two recommendations given by the central administrative leadership teams from each.

### **DIVERSITY STRATEGIC PLANNING:**

- Develop a clear vision, guided by strong goals and core values, to signal an investment in a paradigm shift leading to long-term culture change.
- Develop a plan to meaningfully expand DEI community engagement and raise public awareness of purposeful partnership/engagement as a university priority.

### **BUILD CAPACITY TO LEAD AND SUPPORT INSTITUTIONAL CHANGE:**

- Formalize educational opportunities for the faculty and staff, including but not limited to offering a DEI certificate, to promote deeper understanding and engagement related to diversity, equity, and inclusion.
- Encourage voluntary unit-based teams of DEI ambassadors or champions to meet regularly and envision ways to lead institutional change at the local level.

### **BUILD AND RETAIN AN INCLUSIVE WORKFORCE:**

- Introduce affinity groups to help build a pipeline of diverse talent and to better draw on existing talent at the university.
- Examine and update unit-based policies, procedures, and guidelines that may function to undermine DEI initiatives for growing the number and success of scholars from underrepresented groups.

## UNIVERSITY LEADERSHIP PERCEPTION SURVEY KEY FINDINGS

The university leadership perceptions survey was an opportunity for the central administration to learn what perspectives they share, how they are perceived by others, and what needs to be done to maximize Rutgers' opportunity to attain excellence. The response rate of 84%, 133 participants in a universe of 159, provides confidence that the findings offer a holistic sense of where university leadership stands on values, principles, and sensibilities about inclusion to inform the work needed to move the institution forward. Below we highlight some key takeaways from the results.

### 1. DIVERSITY, EQUITY, AND INCLUSION DOES NOT SHAPE ORGANIZATIONAL LIFE AT RUTGERS.

**32%**

perceive ongoing efforts are made to increase diversity, ensure equity, and identify and remove all barriers to inclusion "to a great extent."

**13%**

perceive a commitment to DEI is built into all policies and plans "to a great extent."

**7%**

perceive individuals have the cross-cultural skills necessary to engage with others in ways that open dialogue and understanding "to a great extent."

### 2. LEADERS PERCEIVE A GREATER COMMITMENT TO INCLUSION AMONG THEIR PEERS THAN OF RUTGERS AS AN INSTITUTION.

**50%**

perceive the people at Rutgers with whom they work most directly as "very committed" to inclusion.

**26%**

perceive Rutgers as an institution as "very committed" to inclusion.

### 3. THERE HAS BEEN A HISTORIC LACK OF ATTENTION TO DIVERSITY, EQUITY, AND INCLUSION IN UNIVERSITY STRATEGIC PLANNING.

**9%**

said diversity, equity, and inclusion goals were clearly specified "to a great extent."

**8%**

said strategic investments were made to advance DEI goals "to a great extent."

**7%**

said metrics were used to gauge progress on university DEI goals "to a great extent."

**4. THE VAST MAJORITY OF LEADERS RECOGNIZE DIVERSITY, EQUITY, AND INCLUSION AS CRITICALLY IMPORTANT NOW.**

**99%**

view inadequate attention to diversity, equity, and inclusion as risky for the university.

**88%**

“strongly agreed” or “agreed” that diversity and equity are institutional priorities.

**86%**

of leaders report that diversity, equity, and inclusion is “very important” to Rutgers’ mission and future success.

**5. THE CENTRAL ADMINISTRATION HAS WORK TO DO TO DEMONSTRATE THEY CAN LEAD INSTITUTIONAL EFFORTS TO ADVANCE DIVERSITY, EQUITY AND INCLUSION.**

**41%**

perceived the central administration’s capacity to lead institutional efforts to advance DEI as “very high” or “high.”

**13%**

perceive central administrative activities (policy, funding, and endorsement) as supporting DEI “most of the time.”

**7%**

perceive central resources that support DEI as leveraged well across Chancellor-led units “to a great extent.”

**6. LEADERS AFFIRM THE VALUE OF UNDERREPRESENTED STUDENTS AND FACULTY MORE THAN STAFF.**

**79%**

“strongly agree” or “agree” that leaders affirm the value of underrepresented students.

**65%**

“strongly agree” or “agree” that leaders affirm the value of underrepresented faculty members.

**50%**

“strongly agree” or “agree” that leaders affirm the value of underrepresented staff members.

**7. INSTITUTIONAL PROCESSES AND FUNDING NEED TO BE REVISITED TO SUPPORT DIVERSITY, EQUITY, AND INCLUSION PRIORITIES.**

**76%**

“strongly disagree” or “disagree” that pre-COVID, there was adequate funding and budgetary resources to advance DEI priorities.

**65%**

“strongly disagree” or “disagree” that the hiring process includes an effective system for the recruitment of applicants from underrepresented populations.



## UNDERSTANDING THE PURPOSE OF THE EQUITY SCORECARD

The equity scorecard tied quantitative metrics to equity priorities for increasing the representation of historically underrepresented groups at Rutgers, enabling us to identify areas where progress is most needed to advance our equity priorities. The most immediate preceding year, fiscal 2020, will serve as the baseline from which we will measure our future progress. We also included a 3-year average of fiscal years 2017, 2018, and 2019 to signal change over time and clearly capture increases (▲), no change (●), and declines (▼). We show the absolute number and percent in the baseline year (FY20) compared to percentage change in the previous three years (FY17-19). In some instances, take undergraduate students at New Brunswick for example, there were increases in the absolute racial/ethnic (Black, Latinx, and/or Native American, not foreign-born) and socioeconomic (Pell-eligible) diversity of students but because of an increase in the total student population their percentages decreased. Since our interest is in equitable access, we want to see both the absolute number and the percentage of students from underrepresented groups grow as the total student population increases.

## WHAT'S NEXT?

The findings from the University Equity Audit will shape the development of a university-wide diversity strategic planning process to be launched this academic year that brings in the voices, ideas, and energy of the diverse stakeholders in our beloved campus and extended community. We will take what we learned from the university equity audit to develop tools and methods that will allow us to look at the Chancellor-led units to see what they need to do to increase their opportunities for attaining inclusive excellence. Both steps are integral to developing a shared vision and strategy that acts on the recommendations outlined here, informed at all times by a clear understanding that diversity, equity, and inclusion lead us to excellence.

## DEFINING DIVERSITY, EQUITY, AND INCLUSION

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

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

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

# Understanding the University Structure

President Jonathan Holloway manages the overall performance and direction of the university informed by the Chancellors of the four divisions (Camden, Newark, New Brunswick, Rutgers Biomedical and Health Sciences), as well as senior administrators within the central administration and clinical units. The central administration, led by Senior and Executive Vice Presidents, supports academic and organizational activities across all of the Chancellor-led units, ensuring the smooth operations of the Rutgers University system. The listing below is segmented by leadership who underwent the self-study and new Senior Vice Presidents appointed in September 2020 to advance the institutional mission.

## **ACADEMIC AFFAIRS - NEW**

*Executive Vice President for Academic Affairs*

Prabhas Moghe

## **EQUITY - NEW**

*Senior Vice President for Equity*

Enobong (Anna) Branch

## **ETHICS AND COMPLIANCE**

*Senior Vice President for Risk Management*

Timothy J. Fournier

## **EXTERNAL AFFAIRS**

*Senior Vice President for External Affairs*

Peter J. McDonough, Jr.

## **FINANCE AND ADMINISTRATION**

*Executive Vice President and Chief Financial Officer*

J. Michael Gower

## **GENERAL COUNSEL**

*Senior Vice President and General Counsel*

John J. Hoffman

## **INFORMATION TECHNOLOGY**

*Senior Vice President and Chief Information Officer*

Michele Norin

## **INSTITUTIONAL PLANNING AND OPERATIONS**

*Executive Vice President and Chief Operating Officer*

Antonio Calcado

## **INTERCOLLEGIATE ATHLETICS**

*Director of Intercollegiate Athletics*

Patrick Hobbs

## **OFFICE OF THE PRESIDENT - NEW**

*Senior Vice President for Administration and Chief of Staff*

Andrea Conklin Bueschel

## **RESEARCH & ECONOMIC DEVELOPMENT**

*Senior Vice President for Research*

S. David Kimball

## **RUTGERS UNIVERSITY FOUNDATION**

*President, Rutgers University Foundation, Executive Vice President for Development and Alumni Engagement*

Nevin E. Kessler

## **UNIVERSITY STRATEGY - NEW**

*Senior Vice President for Strategy*

Brian Ballentine

## **UNIVERSITY HUMAN RESOURCES**

*Senior Vice President for Human Resources*

Vivian Fernández

# Equity Audit Overview

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Rutgers is in the midst of profound change; it is at a pivotal point, which we can use to define our priorities, move forward, and grow. To seize this strategic opportunity, we needed to ascertain where our current practices matched or deviated from our aspirations of inclusive excellence. The equity audit was a mechanism to accomplish this, beginning with university leadership. Lasting institutional change must start with the central administration and extend out to the Chancellor-led units (Camden, Newark, New Brunswick, and RBHS) to declare values and priorities. We have demonstrated institutional maturity by grappling with where we are, in order to identify our shortcomings as well as our opportunities for growth.

**The purpose of this exercise was not to say “look at how great we are,” but instead “look at how great we can be, if...we embrace diversity as a core institutional value.”**

We recognize that moving Rutgers forward will require us to collectively capitalize on the “ifs,” for these are our opportunities to achieve our shared vision of excellence.

## TIMELINE AND PROCESS

The university equity audit launched on July 29 and was led by Enobong (Anna) Branch, Ph.D., Vice Chancellor, Division of Diversity, Inclusion, and Community Engagement (DICE), Rutgers University–New Brunswick. The survey was in the field for approximately two weeks, from July 29 to August 11. The central administration self-study was conducted over a three-week period until August 18. The quantitative metrics found in the equity scorecard were compiled by the Office of Institutional Research and Academic Planning.

## ACKNOWLEDGEMENTS

This report would not be possible without the dedicated work of the DICE analytical team: Corinne Castro, Ph.D., Senior Director of Faculty Diversity & Inclusion; Joan Collier, Ph.D., Director of Institutional Equity and Strategic Initiatives and Lajeunesse Harris, Special Assistant to the Vice Chancellor. We are also indebted to Jessica Zura, Associate Director of Administration and Planning, who was the administrative lead for the equity audit.

## UNIVERSITY EQUITY AUDIT COMPONENTS

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### CENTRAL ADMINISTRATION SELF-STUDY

Executive and Senior Vice Presidents were asked to conduct an honest appraisal of where things stood at present in their areas of responsibility. The guided self-study contained four parts: 1) compilation of organizational activities that support diversity, equity, and inclusion (DEI); 2) rating of organizational quality in incorporating diversity, equity, and inclusion best practices; 3) reflection on current and ideal state in relation to inclusive excellence priorities related to hiring and promotion, administrative culture, and recognition; and 4) identification of aspirational peers in relation to best practices and inclusive excellence priorities to inform their organizational next steps.

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### UNIVERSITY LEADERSHIP PERCEPTION SURVEY

Senior University Leaders in the central administration (Executive/Senior Vice Presidents) as well as their direct reports and all four Chancellors as well as their respective leadership teams (Executive/Vice Chancellors and Deans) were invited to participate in an anonymous survey to encourage authentic sharing. The university leadership perceptions survey aimed to better understand, through triangulation, where the central administration stood at present on values, principles, and sensibilities about inclusion to inform the work needed to move the institution forward. The survey results offer an opportunity for university leadership to learn what perspectives they share, how they are perceived by others, and what needs to be done to maximize Rutgers' opportunity to attain excellence.

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### EQUITY SCORECARD

We identified equity priorities for increasing the representation of historically underrepresented groups across the Chancellor-led units (Camden, Newark, New Brunswick, and RBHS) and compiled quantitative metrics to provide both a 3-year average (FY17-19) and a baseline FY20 measure of how the university is doing. Higher education has a history of inequitable representation by race and gender. Tracking quantitative metrics is essential to identifying and eliminating barriers to full participation. The scorecard identifies four key dimensions of equity: 1) access to the university; 2) retention in educational and professional pursuits; 3) success in educational pursuits and academic professional progression; and 4) leadership representation, which reflects whether historically underrepresented groups occupy positions of authority. The scorecard identifies where progress is most needed to advance our equity priorities. We recognize the emphasis on race/ethnicity (Black, Latinx, and Native American) and gender (woman/man) does not reflect the breadth of characteristics that we can track to assess inequities. However, available institutional data is a constraint, and following trends by race and gender is consistent with research and higher education best practices.

# Operational DEI Rating Results

## BACKGROUND AND METHOD

Leaders of the central administration were asked to dedicate a meeting of their respective leadership teams to arrive at a rating of their organizational quality in incorporating diversity, equity, and inclusion best practices. The aim of leadership team engagement, and in some cases it was organization wide, was to ensure that the self-study reflects the input of those responsible for co-leading the organization, not simply the perspective of the leader. The rating scale was from 1 to 4, with a higher score reflecting better organizational quality (1=poor, 2=fair, 3=good, 4=excellent). The results presented below reflect an aggregate score across all central administrative units. The description provided below the best practice aims to highlight why attention to this practice in organizational operations is critical to promoting an inclusive work environment.

## RESULTS



### 2.80 DIFFERENT EXPERIENCES AND PERSPECTIVES OF ALL INDIVIDUALS ARE WELCOMED, VALUED, AND RESPECTED

Inclusive work environments are marked by mutual respect, productive engagement, and constructive dialogue. Compositional diversity alone is insufficient, if conformity is valued over an appreciation of diversity of minds, ideas, and approaches.



### 2.64 CANDIDATE POOLS ARE INCREASED BY REMOVING NARROW AND ARBITRARY INDICATORS OF ELIGIBILITY

Arbitrary signposts of excellence, such as an inordinate focus on institutional affiliation, serve exclusivity, not inclusion and equity. Removing unnecessarily restrictive eligibility requirements from position descriptions and job postings will allow for a broader applicant pool, and potentially, a broader candidate pool. The key is to ensure that minimum qualifications (demonstrated skills and experience, etc.) are directly related to job responsibilities.



### 2.53 ONGOING EFFORTS ARE MADE TO INCREASE DIVERSITY, ENSURE EQUITY, AND IDENTIFY AND REMOVE ALL BARRIERS TO INCLUSION

An inclusive work environment is not a product of happenstance, it requires ongoing and intentional efforts, such as regular audits, performance reviews, self-studies, and adoption of metrics that shed light on areas of excellence and opportunities for growth.



### 2.19 INDIVIDUALS HAVE THE CROSS-CULTURAL SKILLS NECESSARY TO ENGAGE WITH OTHERS IN WAYS THAT OPEN DIALOGUE AND UNDERSTANDING

Respect is the cultural common denominator but what signals respect and facilitates understanding can vary widely. Purposeful cross-cultural skill building, in which people from different cultural backgrounds learn to adjust and modify behavior to improve communication with one another, is essential to building an inclusive work environment.



### 2.18 A COMMITMENT TO DEI IS BUILT INTO ALL POLICIES AND PLANS

The absence of policies and plans can lead to reliance on discretion and past practice, which can be exclusionary or preferential to some over others depending on who knows what. Clarity in policies and plans is a mechanism for ensuring equity as opposed to relying on common/shared knowledge that is not documented and therefore subject to interpretation.

# Moving Toward Inclusive Excellence

## BACKGROUND AND METHOD

Leaders of the central administration were asked to reflect on the gap between current challenges and their aspirations for inclusive excellence in three priority areas: hiring and promotion, administrative culture, and recognition and rewards. Statements made by President Holloway describing the administrative culture he wants to cultivate at Rutgers as well as a short prompt were given to promote reflection and discussion among their respective leadership teams. The aim of leadership team engagement was to ensure the findings reflect the input of those responsible for co-leading the organization and not simply the perspective of the leader. The results presented below include an overarching summary of the ideal organizational state across the central administration, followed by selected recommendations to move Rutgers toward inclusive excellence.

# INCLUSIVE EXCELLENCE PRIORITY 1:

## Hiring and Promotion

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**“THERE IS NO SINGULAR EMBODIMENT OF EXCELLENCE...IT CAN BE FOUND EVERYWHERE.”**

President Jonathan Holloway

### OVERARCHING SUMMARY

Central administrative unit leadership teams were asked to reflect on their hiring and promotion practices in three dimensions: 1) business process, 2) supplier diversity, and 3) drawing on the diversity of talent found in New Jersey. The self-study responses across the central administration addressed multiple elements important for hiring and promotion. Several comments focused on the technical aspects of recruiting and retention, such as where job openings are posted, how job descriptions are written, and offering exit interviews to better understand and identify issues related to departure. Others focused on more cultural/structural elements of recruitment, such as purposeful development of internal talent for promotion, training of hiring personnel, and routine audit/assessment of hiring practices and outcomes. Some teams indicated a need for more substantial shifts in policies, practices, and perspectives on hiring and promotion, such as reassessing UHR's role in recruiting/hiring, revising hiring criteria to elevate diversity, expanding support for employees who are caregivers, and overhauling salary scales with attention to equity. Additional recommendations for significant institutional change given by the central administrative leadership teams are included below.

### RECOMMENDATIONS

- Diversify vendors and consultants, approve more minority-owned firms as potential Rutgers vendors.
- Develop a focused mentorship program offering skills training and professional development opportunities toward the goal of increasing retention.
- Conduct routine exit interviews and follow up on any issues related to departures.
- Create an accessible toolkit for hiring practices with specific suggestions, access to informational videos, and training and coaching.
- Provide diversity, equity, and inclusion training for all job creators and selection committees on a continuing basis.
- Ensure skilled recruiting personnel are available to assist hiring authorities in each business unit as well as build central diversity, equity, and inclusion expertise and experience in strategic HR.
- Work toward faster turnaround time in the posting/hiring process.
- Create accountability systems for managers to recruit diverse talent.
- Provide greater support for employees with parenting challenges via flex scheduling, remote work, on-site day care, etc.
- Conduct a review of all policies and procedures with a focus on diversity, equity, and inclusion principles.
- Evaluate the Rutgers request for proposals (RFP) process to identify unintentional or underlying bias in the RFP submission process.
- Eliminate differences between legacy-UMDNJ & legacy-RU positions.
- Create greater flexibility around salary promotion caps in certain situations (e.g., in trying to achieve pay equity) where exceptions are warranted.
- Conduct salary equity analysis to ensure comparable jobs are compensated equitably.
- Promote regular conversations around diversity, equity, and inclusion as part of goal setting, staff meetings, and evaluation metrics.

## INCLUSIVE EXCELLENCE PRIORITY 2:

# Administrative Culture

**“THERE IS A MINIMAL EXPECTATION TO BE HEARD AUTHENTICALLY AND A REASONABLE EXPECTATION TO BE TAKEN SERIOUSLY.”** - President Jonathan Holloway

### OVERARCHING SUMMARY

Central administrative unit leadership teams were asked to reflect on their administrative structure, culture, and process for complaint management. Self-study responses across the central administration addressed multiple elements important for an inclusive administrative culture. Inclusive work environments were characterized as having staff, particularly managers and leaders, who are equipped with the skills and knowledge needed to navigate and advance diversity, inclusion, and equity in their role, responsibilities, and sphere of influence. Decision-making is understood as a shared and transparent endeavor that includes input from staff across multiple levels within the organization. Staff members are provided numerous opportunities to engage in the life of the organization in meaningful and constructive ways, such as regular all-unit meetings, retreats for deeper engagement, clear vehicles for providing input, and regular feedback and evaluation outside of performance management. Leaders recognize that diverse teams, and interpersonal relationships between staff members, thrive when issues related to diversity, equity, and inclusion are proactively addressed through continued professional development. Finally, conflict is understood as inevitable, so emphasis is placed on speedy resolution via clearly identified and promoted pathways, such as a designated ombudsperson, and effective formal or anonymous complaint systems. Additional recommendations given by the central administrative leadership teams to support institutional change are included below.

### RECOMMENDATIONS

- Commit to the highest standards for DEI and hold leadership accountable for openly and proactively seeking to understand where they fail to achieve diversity, equity, and inclusion objectives.
- Provide ongoing and routine diversity and inclusion training, both individually and organization-wide.
- Expand access to the established leadership curriculum for managers, making it mandatory for all leaders. Existing courses that are a part of the curriculum include unconscious bias, multiculturalism, communication skills, critical thinking skills, soft skills, and time management skills.
- Encourage and support intra-unit interaction and engagement, building the capacity for a genuine and grassroots-developed infrastructure that will enhance a culture of inclusion across the organization.
- Hold quarterly retreats to promote engagement and understanding of organizational long-term operations, answering questions such as: What are our goals? How are we doing in achieving them? How do individual work roles support achievement of these goals? In what ways have staff members' jobs informally changed to work toward these goals and support our short-term aims?
- Conduct routine self-evaluations to determine employee sentiment on the efficacy of efforts and get feedback on innovations attempted by management.
- Hold leadership and team members accountable each year and at all times for achieving goals in performance evaluations, in day-to-day interactions, and in decision-making.
- Create actionable DEI goals at the organizational level, and integrate with business plans and individual performance plans (particularly those of managers).
- Restructure the goal-setting process so aligned and non-aligned employees go through the same goal-setting process with the same incentives for positive/negative end-of-year evaluations.



# INCLUSIVE EXCELLENCE PRIORITY 3:

## Recognition and Rewards

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**“EVERYONE IN THIS BELOVED COMMUNITY HAS AN IMPORTANT ROLE TO PLAY AND DESERVES TO BE RECOGNIZED AND RESPECTED FOR A JOB WELL DONE. THIS ESPECIALLY INCLUDES THE SO-CALLED INVISIBLE WORK AT THE UNIVERSITY: ASSISTANTS OF ALL TYPES, DINING HALL WORKERS, BUS DRIVERS, MAINTENANCE CREWS, ETC.”** - President Jonathan Holloway

### OVERARCHING SUMMARY

Central administrative unit leadership teams were asked to reflect on their mechanisms for recognizing and rewarding staff at all levels. Self-study responses across the central administration addressed multiple elements important for developing formalized and robust rewards and recognition systems that are unit-specific, but also university-wide. To be effective, leaders suggested that reward systems must be well publicized, come with concrete awards, and be connected to performance reviews. Reviews must be focused on meeting or exceeding diversity, equity, and inclusion competencies and goals on the individual level and/or team/unit level. Rewards can be monetary, such as salary increases, one-time bonuses, or gifts, or more symbolic or ceremonial, such as awards, recognition banquets or luncheons, online/public recognition, temporary parking perks, or comp time. Leaders recognized that increasing respect, beyond recognition and rewards, requires a cultural shift toward inclusive and compassionate leadership and management, building a culture where everyone is seen, valued, and respected, and where vehicles for recognition and appreciation are a routine part of daily operations. Most important, achieving this goal requires a shift in leadership away from pure management and supervision toward mentoring, fostering professional growth, and empowering all employees. Additional recommendations given by the central administrative leadership teams to support institutional change are included below.

### RECOMMENDATIONS

- Create a robust merit program to acknowledge full-time staff accomplishments at various organizational levels.
- Ensure additional programs and mechanisms for the acknowledgement of staff are created, financially supported, and integrated from the university level down to individual operating units, such as annual awards recognizing individual and team achievement.
- Institute years-of-service awards to acknowledge staff commitment and dedication. This also underscores staff retention.
- Ensure raises and small spot bonuses are available for use where warranted, without having to be tied to additional responsibilities, salary structures, or a bell curve.
- Routinely recognize and reward DEI contributions and individuals who exemplify strong DEI values in their actions and behaviors, especially those who act beyond the confines of their position to improve organizational diversity, equity, and inclusion outcomes.
- Recognize and celebrate individuals who devote their personal time and resources to serve both the university and the broader community.
- Ensure units have equity reviews and encourage level-setting across the institution.
- Institute a plan to support the professional growth of staff, ultimately linking this growth to their performance, growing competencies, and attending to how both of these factors contribute to the success of the unit.
- Integrate diversity, equity, and inclusion into all aspects of our institutional life, including but not limited to the way Rutgers recruits, hires, trains, rewards, socializes, promotes, disciplines, and envisions and articulates our mission and values.

# Defining Aspirations

## BACKGROUND AND METHOD

Leaders of the central administration were asked to identify aspirational peers and practices, focusing on what they are doing in relation to diversity, equity, and inclusion organizationally that could be adopted. The results presented below highlight the collective aspirations of the central administration, identifying what needs to happen to make diversity a core institutional value.

## DIVERSITY STRATEGIC PLANNING

- Develop a clear vision, guided by strong goals and core values to signal an investment in long-term culture change, such as:
  - Create and maintain a welcoming, inclusive and equitable campus climate.
  - Recruit underrepresented student groups and enhance their retention.
  - Recruit underrepresented faculty and staff and enhance their retention.
  - Promote diversity education, scholarship and culturally responsive teaching.
  - Foster a culture of community engagement.
  - Transform the institutional culture by executing on our commitments and building a culture of accountability.
- Develop unit-specific diversity and inclusion statements.
- Conduct a climate survey of students, faculty, and staff and promote review of results specific to schools and programs to identify areas in need of change.
- Implement a large-scale diversity, equity, and inclusion educational program across the university.
- Develop a diversity dashboard that is easy to understand, presenting statistics in an engaged way, such as graphs and pie charts.
- Create a Diversity Council that advises the President and University Diversity Officer to ensure that diversity, expressed in various forms, remains integral to excellence.
- Host an annual DEI summit following the launch of the DEI strategic plan to maintain engagement and facilitate ongoing development of the university community.
- Expand meaningful engagement of alumni and donors of color.
- Develop a plan to meaningfully expand DEI community engagement and raise public awareness of purposeful partnership/engagement as a university priority.
- Develop a university-wide media presence (social and web) that addresses DEI, serving as a clearinghouse for diversity pieces from Student Affairs to Chancellor-led units.
- Support multiple vehicles to ensure diverse voices within the campus community inform the path forward.

## BUILD CAPACITY TO LEAD AND SUPPORT INSTITUTIONAL CHANGE

- Widely adopt the REEL (Retain Equip Engage Lead) model as a road map for institutional change to support diversity and inclusion at Rutgers. Having a shared framework would enable more meaningful engagement and strategic partnerships to accomplish goals.
- Design a program to understand linguistic diversity in order to break down barriers within diverse and global faculty, staff, and student communities.
- Host virtual forums/summits to encourage discussion of diversity, equity, and inclusion with invited inspirational speakers on such wide-ranging topics as variations of Blackness, mental health awareness, and the celebration of womxn.
- Encourage voluntary unit-based teams of DEI ambassadors or champions to meet regularly and envision ways to lead institutional change at the local level.

- Generate small-group opportunities throughout the year to discuss, share, and learn about contemporary issues related to diversity and inclusion.
- Develop an inclusion portal, or digital resource network, to enable staff, faculty, and students to share promising practices, find collaborators, and generate new opportunities to further enhance diversity, equity, and inclusion.
- Create a central library of diversity, equity, and inclusion training and education tools that support Rutgers' vision for institutional change.
- Design a self-guided course for university stakeholders on anti-racism as well as an email subscription cohort with recommended learning activities and opportunities for networking.
- Formalize educational opportunities for the faculty and staff, such as offering a DEI certificate, to promote deeper understanding and engagement related to diversity, equity, and inclusion.
- Train faculty and staff as social justice mediators to be able to facilitate difficult conversations and quickly provide outlets and mechanisms for feedback to move an impacted community forward.

## **BUILD AND RETAIN AN INCLUSIVE WORKFORCE**

- Disseminate best practices around recruitment and retention, and foster ongoing development of leadership to support institutional change.
- Examine and update unit-based policies, procedures, and guidelines that may function to undermine DEI initiatives for growing the number and success of scholars from underrepresented groups.
- Mandate implicit/unconscious bias training before serving on search committees.
- Ensure equitable access to opportunities for promotion and internal career progression.
- Encourage units to conduct an internal review of intern hiring, division of labor, and hiring needs reflecting on diversity, equity, and inclusion practices to inform planning in these areas.
- Develop a belonging initiative at Rutgers as part of a purposeful inclusion strategy.
- Introduce affinity groups to help build a pipeline of diverse talent and to better draw on existing talent at the university.
- Create a Women's Leadership Program for staff development at Rutgers to foster an affirming culture for women and prepare them to be leaders.
- Develop strategies to enhance retention of diverse populations, such as training and development opportunities, coaching, mentoring, and leadership development programs, and opportunities for promotion and internal career progression.
- Actively source minority- and women-owned vendors.
- Adopt the athletics "Russell Rule" requiring a member of a traditionally underrepresented community to be included in the pool of final candidates.
- Promote a culture that encourages staff at all levels to engage, bring issues for resolution, and inform decision making
- Adopt creative ways to get input, such as communication cards to share ideas.
- Develop a structured internship program within the organization for staff to cross-train and develop their skills.
- Use visual boards to foster open communication and encourage transparency.
- Adopt corporate DEI policies and practices, which tend to be much more specific, such as annual training for all staff on DEI, cultural events to celebrate cultural diversity, and awareness weeks for specific diversity values, e.g., Black awareness month, LGBTQ+ walk, and Asian festival.
- Encourage employees to take part in wellness events, team-building activities such as rock climbing and group painting, and charity or other local events that are not work-related but improve employee satisfaction and engagement.
- Facilitate staff committing time to be good neighbors within the community, seeing them as contributors to the university's community engagement activities.
- Develop a mechanism for reporting experiences of discrimination or bias related to DEI to foster a safer space for talking about issues or seeking assistance regarding issues.

# Highlighting Ongoing Commitment

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Leaders of the central administration recognize there is much work to do but offered many examples of existing activities that highlight their ongoing commitment. A brief highlight is offered below.

## **COURAGEOUS LEADERS:**

In partnership with University Human Resources, a Courageous Leaders Summit was developed for the President's Senior Leadership Team to foster difficult conversations and awareness. It was later expanded to include all of their direct reports as well. The session focused on highlighting and exposing unconscious biases, white male privilege, and misogyny, and challenged long-held discriminatory practices directed at minorities and women.

## **OneRED SOCIAL JUSTICE GROUP:**

A subset group of the OneRED Leadership group, we have open discussions about equal rights, equal opportunity, and equal treatments across all genders, colors, races, religions, etc. How our own personal beliefs can create social blind spots/biases. Bringing lessons learned back to our university groups for further discussion, exploration, awareness and change.

## **RACIAL JUSTICE WORKING GROUP:**

In June 2020, Rutgers Athletics formed the Racial Justice Working Group to create a safe space for conversation, education, and engagement for both our staff and our student-athletes. The working group is comprised of head coaches, assistant coaches, student-athletes, administrators and staff. A charge of this group is to operationalize our goals to be a more inclusive department. Out of that charge, three sub-groups have been formed to develop plans and action items. 1) Education - focused on programming for our staff and student-athletes 2) Diversity - workplace environment and hiring/promotion best practices 3) Community Engagement - voter registration, education and civic involvement.

## **IP&O PORTRAIT PROJECT:**

This initiative was implemented in the Summer of 2019 to recognize the important and dignified work that our University Facilities staff members do. We wanted to highlight the backbone of the university, the staff, who help make learning, teaching, and research possible.

## **DIRTY JOB VIDEOS:**

This series aims to promote and highlight IP&O employees tasked with some of the most unpleasant and difficult jobs, which are often performed behind the scenes. To date, they have produced three videos: Livingston Sewage, Maintenance work at Werblin Rec Center, and Summer Dorm Clean Out.

## **SUPPLIER DIVERSITY PROCUREMENT:**

Rutgers' Supplier Diversity Program, managed by Procurement, seeks to build business relationships between qualified minority-owned, woman-owned, and veteran-owned business enterprises and the University. IP&O is a significant purveyor of services and materials and follows all Supplier Diversity Program criteria for all procurement activities.

## **IT ACCESSIBILITY INITIATIVE:**

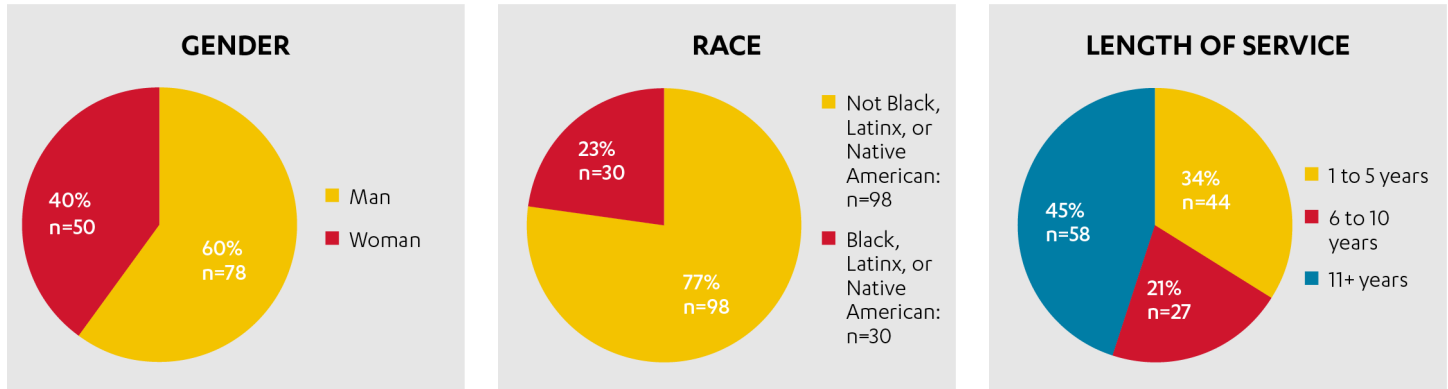
This initiative provides policies and resources for the Rutgers community (students, faculty, and staff) to improve the accessibility of websites, courses, online instruction, and other materials, ensuring equal access to information, programs, and activities.

# University Leadership Perceptions Survey

## BACKGROUND AND METHOD

The university leadership perceptions survey was developed to understand the challenges and supports needed to cultivate a culture of inclusive leadership at Rutgers. The emphasis was on perceptions, recognizing that positionality relative to the central administration shapes reality. The survey respondents were members of the Senior Leadership Team (SLT) – Senior/Executive Vice Presidents, direct reports to a member of the SLT, Chancellors (Camden, Newark, New Brunswick, RBHS), and direct reports to a Chancellor, including Deans. The aim of triangulation, asking this diverse set of leaders the same set of questions recognizing their different vantage points, was to enable the central administration to learn better what perspectives they share, how they are perceived by others, and what needs to be done to maximize our opportunity to attain excellence. Since the survey was conducted by a team internal to Rutgers, anonymity was essential to encouraging authentic sharing. Participants received an invitation email that served as a key enabling them to take the survey only once and allowing Qualtrics to send reminders, but once the participant began the survey their identifying information linked to their email address was no longer attached.

The response rate of 84%, 133 participants in a universe of 159, provides confidence that the findings offer a holistic sense of where the central administration stands on values, principles, and sensibilities about inclusion to inform the work needed to move the institution forward. We asked 3 voluntary demographic questions: gender identity (woman, man, genderqueer, another gender identity), race/ethnicity (Black, Latinx, or Native American), and years employed at Rutgers (1 to 5, 6 to 10, 11+ years) to be able to compositionally describe the survey population. The vast majority of respondents chose to provide this information, 128 of 133.



The survey contained 17 Likert scale questions, which measured positive or negative responses to a statement, such as: to a great extent, to some extent, to no extent or strongly agree, agree, disagree, strongly disagree. We purposefully did not offer a neutral option. A few participants took issue with this approach, noting that these are nuanced issues and a neutral option such as somewhat agree/disagree, would have been better for them. One participant wrote, “Forcing an answer into agree/disagree (strongly is a superfluous adverb for anyone with firm opinions) does not allow for a nuanced response, and potentially lessens the value of/skews the data obtained.” However, opinions, especially about leadership, are rarely neutral. To best inform the path forward, we made the survey design decision to force participants to express an opinion. This was a perception survey after all and unlike interviews or focus groups where there can be follow up to get at nuances in meaning, in a survey neutral answers cannot be unpacked. Another participant’s reflection on completing the survey affirmed this choice, “The significance of our gaps was impressed on me by reflecting on how to answer, especially when there was no intermediate choice, just ‘agree’ or ‘disagree’”.

The range of questions asked sought to prompt reflection on three themes: 1) the extent to which diversity, equity, and inclusion (DEI) inform organizational life at Rutgers, 2) the central administration’s organizational approach to diversity, equity, and inclusion, and 3) evidence of the integration of DEI organizational best practices in the way Rutgers operates at present.

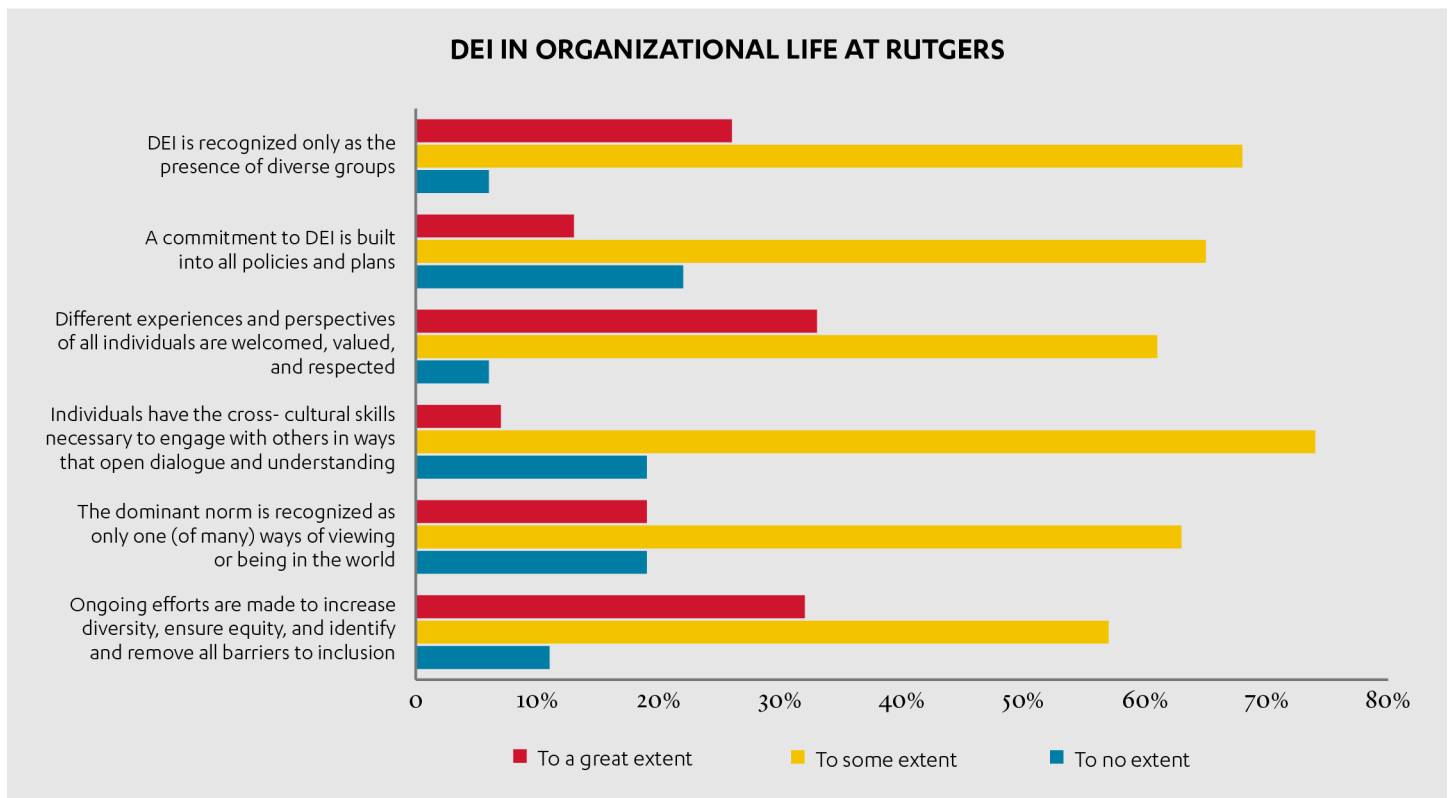
The survey contained 5 open-ended questions that offered respondents a chance to reflect, beyond the limitations of a multiple-choice scale, on diversity, equity, and inclusion at Rutgers, sharing any information they wanted to inform the path forward. The question prompts were as follows:

1. Did your meaning, understanding, and/or implications of DEI change over the course of the survey? Why or why not?
2. What supports are needed for Rutgers to fully integrate DEI foundationally into how the university operates?
3. What may get in the way of Rutgers fully integrating DEI foundationally into how the university operates?
4. From your perspective, what specific things need to change to make Rutgers a leader in institutional equity?
5. Please share any additional information you would like us to know that is not captured above.

Many respondents spent time and gave a good deal of thought to the open-ended responses. The results presented below reflect the coding of responses by the DICE analytical team. After an initial reading of the responses, the team individually created themes, codes, and notes that they reconciled to create the themes and sub-themes shown below. Three overarching threads emerged: 1) challenges to/with senior leadership, 2) university culture, and 3) infrastructure. The interconnectedness of these threads suggests that there are multiple points of action, not a singular one. In sum, the university leadership perception survey tapped into different dimensions of the present thinking regarding diversity, equity, and inclusion among university leadership, identifying the challenges and possibilities that lie ahead.

**DEI IN ORGANIZATIONAL LIFE AT RUTGERS**

The first set of questions aimed to gauge participants’ sensibilities on the extent to which diversity, equity, and inclusion shaped organizational life at Rutgers. Across a range of measures, the modal response was “to some extent,” by a large margin.



**INCLUSION IS THE OPPORTUNITY FOR ALL INDIVIDUALS TO JOIN AND PARTICIPATE FULLY WITHIN THE COMMUNITY.**

Similarly, when asked from their perspective, how committed to inclusion was Rutgers as an institution, 26% said “very committed” and 53% said “somewhat committed.” However, the perception of commitment increases dramatically when respondents are asked about the commitment to inclusion among people with whom they work most directly. Fifty percent said “very committed” and 38% said “somewhat committed.” This disconnect is explained in part by reflections in the open-ended responses as individuals reflect on their immediate work environment/peers and clarify what would signal commitment to inclusion as well as present gaps at the senior leadership level.

“To its credit, Rutgers always had individuals and individual programs or initiatives that have had a lasting positive impact...But there never has been the central leadership necessary to create a comprehensive vision based on a common set of ideas and aspirations that leads to the design of a comprehensive DEI framework for the institution; a design that is capable of identifying what we have already, identifying what we need but don't have, building out what we don't have, and integrating with what we do have in a coherent, step-by-step fashion.”

“The absence of clarity as to exactly what we mean by DEI, how it should be enacted, what evidence we should look for that progress is being made, establish a meaningful measurement system, provide meaningful accountability and recognition for appropriate outcomes.”

“I find that those I work with value the principles of DEI, what they lack is the ability to operationalize it.”

“We have had a very strong commitment to diversity and inclusion and equity in our unit for a number of years. We talk the talk and walk the talk. We could always be better, of course, but we have made a conscious effort to educate ourselves...”

“There is a negative perception, and in some cases that is based on history of past events, of the university's level of commitment and there have been too many 'false starts' to addressing these matters. Efforts and campaigns get started but then stall and do not continue to fruition. This can cause issues with the community, even if they want to engage in conversation, the continued perception and results are that it will be an exercise in futility and will not be followed through and deliver real value.”



## ORGANIZATIONAL APPROACH TO DEI IN THE CENTRAL ADMINISTRATION

The next set of questions asked respondents to reflect on the central administration's organizational approach to diversity, equity, and inclusion. Among the respondents who were not members of the central administration (excluding the SLT and their direct reports), the vast majority of respondents were required to engage with central administration (40% "to a great extent" and 40% "somewhat"), with about 20% indicating very little or no engagement.

First, respondents were asked to reflect on their experiences with university strategic planning. Specifically, the extent to which diversity, equity, and inclusion goals were clearly specified (9% said "to a great extent"), metrics were used to gauge progress on university DEI goals (7% said "to a great extent"), and strategic investments were made to advance DEI goals (8% said "to a great extent"). In all, when reflecting on Rutgers' organizational approach to diversity, equity, and inclusion in strategic planning, the lack of perceived organizational commitment needs attention. The open-ended responses add nuance and give voice to the frustrations of leaders due to the lack of purposeful action.

“Our primary obstacle is allowing other priorities to push DEI activities lower on the priority list. Ironically, we can be a more effective institution by embracing more diverse and inclusive ideas and practices, but instead we put aside our DEI efforts whenever the next problem arises. We must all be in agreement that lack of inclusion is a major problem that keeps us from being the best we can be and make DEI our driving agenda.”

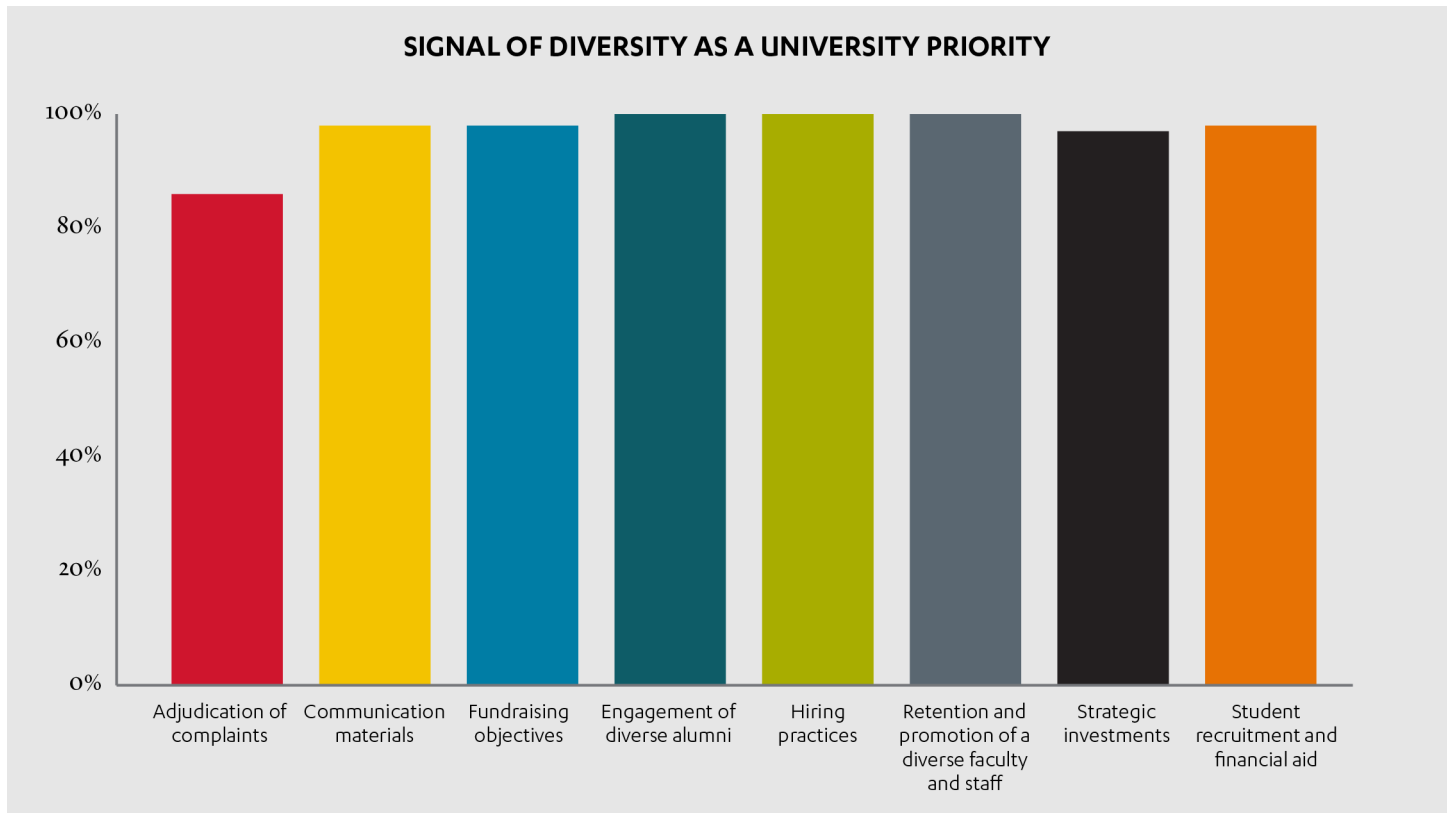
“Rutgers does not conduct strategic planning in most things they do very well historically. Funding due to COVID-19 will be a barrier. Attitudes are very difficult to change at Rutgers since there is no integrated system or foundation for DEI and no strategic planning. I've been a member of numerous DEI initiatives at Rutgers and each one has stagnated due to lack of upper level support and no plan!”

“Better, more serious, and consistent inclusion of diverse perspectives in analysis, strategic planning, decision making and execution. Movement beyond perfunctory box-checking.”

“A vision for a university that leads in institutional equity needs to be developed, followed by a commitment of resources to develop and implement strategic plans. Those who do not make institutional equity a priority lose their right to lead. And we have to stay after this year after year. If we do these things, Rutgers can be a leader in institutional equity.”

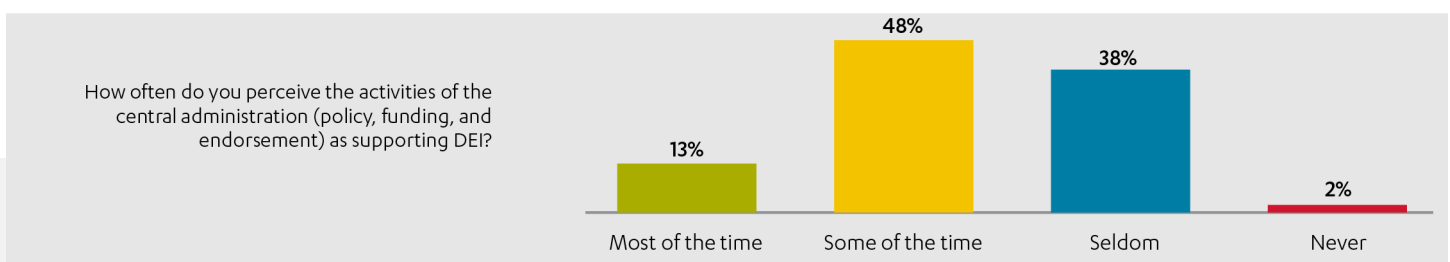
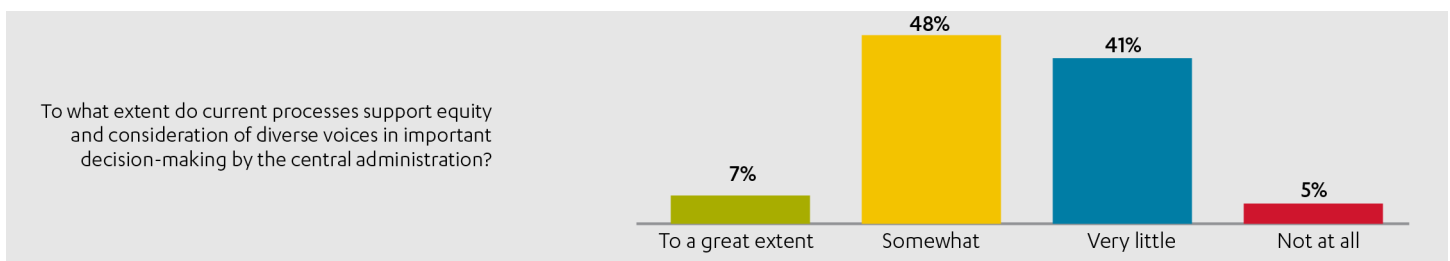
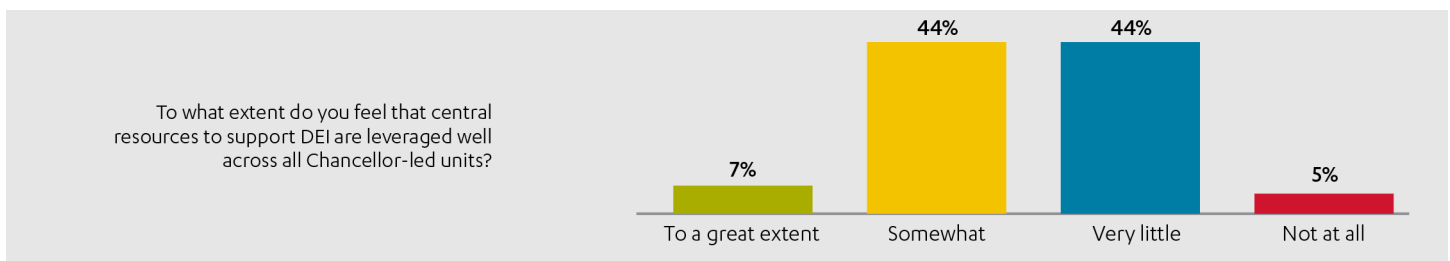
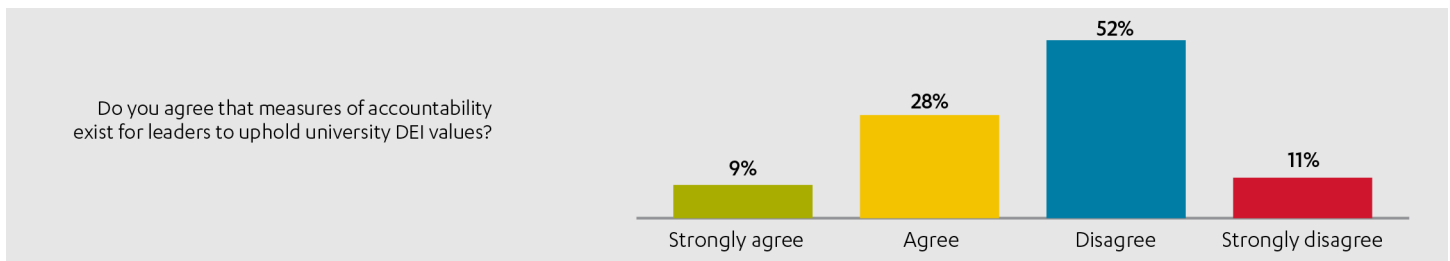
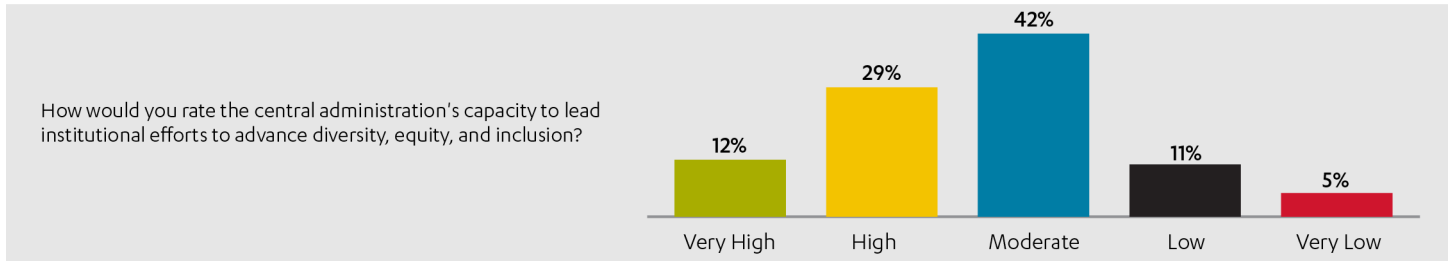
The consensus that a commitment to diversity, equity, and inclusion has not characterized the university in the past, however is matched by the clarity of 86% of leaders who reported that diversity, equity, and inclusion is “very important” to Rutgers’ mission and future success. Further, it is recognized as important for a broad range of institutional stakeholders, including current and prospective students, staff, and faculty as well as alumni and public perception. When asked whether they agreed that diversity and equity were institutional priorities, 88% “strongly agreed” or “agreed.”

To move beyond abstract notions of commitment, we sought to capture the ways in which diversity as an institutional priority is signaled. The vast majority of respondents think diversity as a university priority should be signaled through adjudication of complaints, communications materials, fundraising objectives, engagement of diverse alumni, hiring practices, retention and promotion of a diverse faculty and staff, strategic investments, and student recruitment and financial aid.



These are practical considerations that inform almost every aspect of university life. Nearly all respondents, 99%, view inadequate attention to diversity, equity, and inclusion as risky for the university, with 57% describing it as “very risky.”

Yet, when asked to rate the central administration's capacity to lead institutional efforts to advance diversity, equity, and inclusion, less than half rated its capacity as high. Forty percent of respondents rated central administrative activities (policy, funding, and endorsement) as "seldom" or "never" supporting diversity, equity, and inclusion. Similarly, almost half of respondents felt that central resources to support DEI were not leveraged well across Chancellor-led units and current processes minimally support equity and the consideration of diverse voices in important decision-making by the central administration. Finally, the majority of respondents disagree that measures of accountability exist for leaders to uphold university DEI values.



Given the concurrence on the risk of inadequate attention to DEI, the assessment of our present organizational approach is a cause for concern that was expressed in the open-ended responses.

“The SLT seems to be poorly informed of DEI issues.”

“Rutgers is labyrinthine and filled with individual fiefdoms that resist change. Many people try to hold on to their area of power, placing that over institutional priorities, and given the complexity of the University, they are able to derail best intentions.”

“People assuming that DEI is a zero-sum game...the failure of leadership to make a clear and compelling case that diversity is the path to excellence...DEI fatigue where people get tired of having the same (sometimes painful) conversations with no evidence of progress.”

“Leaders need to communicate more frequently and more directly with all levels of faculty, students and staff. A clearly articulated and communicated vision for what we should strive to be with leaders setting the example.”

“A lack of understanding of how structures create barriers. An inward focus at the top that fails to listen to dissenting voices.”

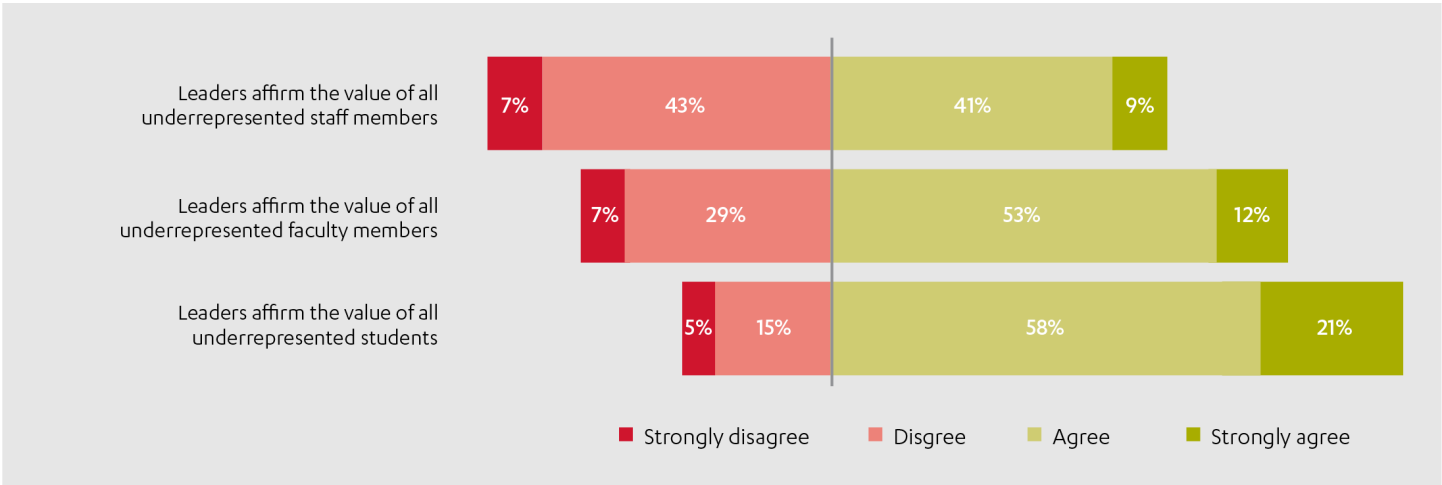
“We need to walk the talk. If we just pay lip service to DEI, we might as well do nothing at all. Add DEI items to every major discussion of institutional priorities. Hold leaders accountable for certain DEI metrics in performance evaluations...”

These responses do not mean that the current central administration leadership cannot support institutional transformation. However, it suggests that purposeful leadership development and foundational skill building will be a critical indicator of organizational change, enabling them to lead and support university-wide diversity, equity, and inclusion efforts. Respondents spoke to this directly as well.

“Many of us have not necessarily focused on this in our careers. Not a judgment; just an opinion. Training and awareness are key so that we get it right. The best intentions may fail without a true understanding of how to be a better leader in this regard.”

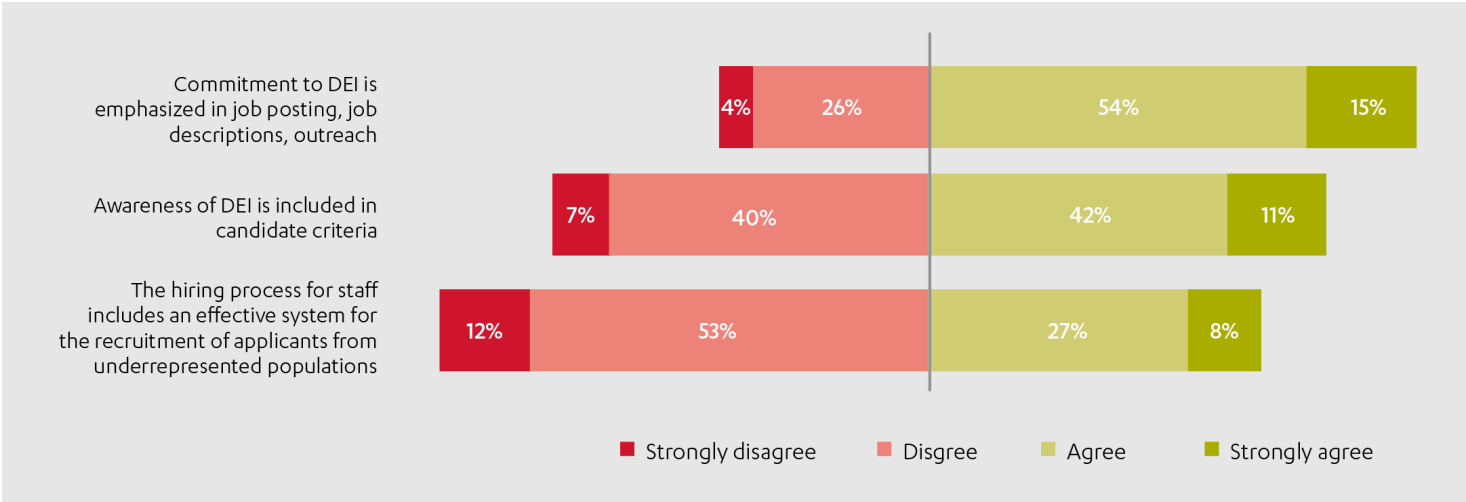
“Diversity, equity, and inclusion can be an intimidating topic both because of fears among those who currently lead the University and because so few leaders feel adequately prepared to drive this agenda at Rutgers. It will be important to provide guidance and guardrails for our leaders as Rutgers begins to make DEI a strategic priority throughout the University so that it becomes part of our core values and not just another flavor-of-the-day.”

## EVIDENCE DEI BEST PRACTICES IN OPERATIONS



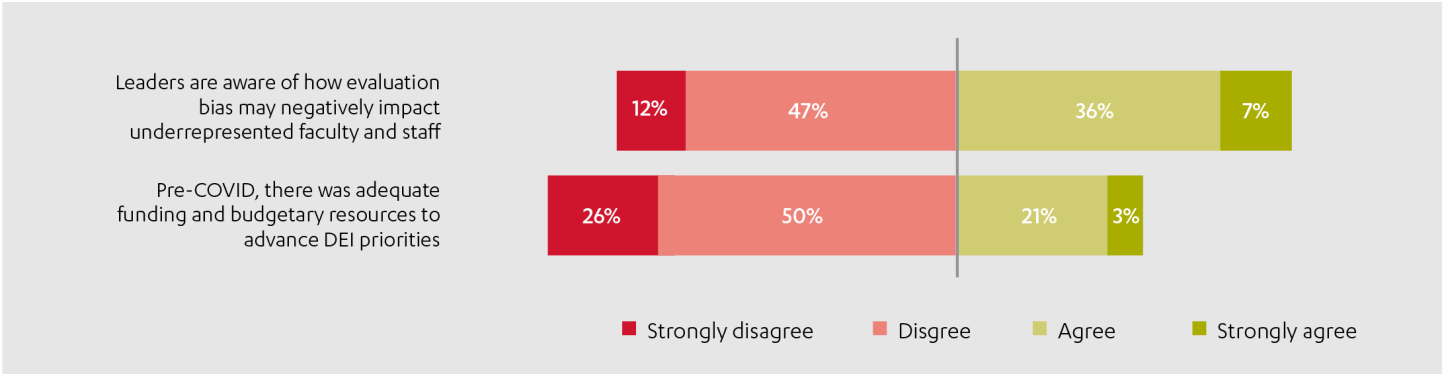
The final set of Likert scale questions focused on evidence of integration of diversity, equity, and inclusion best practices in how Rutgers operates at present.

Overall, the majority of respondents agree that leaders affirm the value of underrepresented staff, faculty, and students. However, the margin of agreement was much higher for faculty and students, by nearly 20%, suggesting a great deal of improvement is needed in the valuing of staff diversity.



The next cluster of questions address how diversity is emphasized in the hiring process. Two-thirds of respondents (69%) agree that a commitment to diversity is emphasized in job postings, descriptions, outreach and just about half (53%) agree awareness of DEI is included in candidate criteria. Yet, there is substantial disagreement, 65%, that the hiring process includes an effective system for the recruitment of applicants from underrepresented populations. This theme was expanded on in the open-ended responses.

“Recruitment of top candidates is restricted by unrealistic benchmarks established by staff that have little or no domain expertise in the subject matter. Narrowing and artificially restricting the recruitment pool impacts the long-term institutional capabilities as a whole.”



Performance management is an important part of employee life critical to recognition, rewards, and opportunities for promotion. Yet the majority of respondents, 59%, felt leaders were unaware of evaluation bias, which occurs when a person allows their conscious or unconscious prejudice to affect their evaluation, especially how it may be negatively impacting underrepresented faculty and staff. One respondent said,

“Leaders need to be held accountable for making improvements in the hiring and retention of minority, disadvantaged, and in some instances women faculty and staff. Nancy Cantor has proven it can be done without ‘lowering standards.’ Universities too frequently believe that any minority candidates that are hired must be the very best while being much more willing to hire mediocre white men.”

Effectuating institutional change to support diversity, equity, and inclusion priorities will require additional financial investment. However, this question aimed to assess whether there was adequate funding and budgetary resources to advance DEI priorities prior to the fiscal constraints resulting from COVID. The vast majority of respondents, 76%, felt there was not, and many spoke directly to this as one of the things that needs to change to make Rutgers a leader in institutional equity.

“Limited view on what DEI requires; funding; staff and admin stretched too thin.”

“A proper DEI initiative that provides funding from Central on a permanent basis, rather than the bridge money model that pushes the financial obligation wholly on what are frequently under-funded units.”

“Lack of financial resources and risk of financial insolvency/hardship, having no money can be very distracting from pursuing a DEI agenda.”

“There need to be more DEI-related offices and personnel, including within individual units. There also needs to be a university-wide commitment to access through community engagement and a willingness to redefine excellence and potential within the context of higher education.”

We have clustered the remaining open-ended responses by topic to showcase the range of concerns leaders view as critical to organizational change to support diversity. A strong theme was the absence of infrastructure, resulting in a perception of siloed DEI work across the University system. To enable forward movement respondents expressed a desire for a cohesive strategy and plan for DEI as well as better incorporating education and development as part of the university's ecosystem. The quotes below provide insight into the way leaders perceive present organizational design and practices as requiring reimagining in order to make diversity, inclusion, and equity commitments a University priority.

## INFRASTRUCTURE

“We expend hours of time each week on navigating RU bureaucratic hurdles in many functions of our work. These organizational challenges eat up the day and leave little time or capacity for us to do DEI work well. Please prioritize simplifying processes and streamlining reporting obligations.”

“I believe Rutgers has the potential to be a national leader in the area of Diversity, Equity, and Inclusion. However, that will require a deep examination of its culture and practices and a strong leader willing to make difficult decisions about how we prioritize DEI. Given the competing priorities of leading such a large and complex organization, and the new threats facing higher education more broadly, this work will likely grow more challenging, but also suffer from the necessity to redeploy limited resources elsewhere to support the university's operations. I hope as we build our plan for moving forward we are honest about these challenges and realistic about what we can achieve in the next 3-5 years and perhaps even further out.”

## INEQUITY ACROSS CHANCELLOR-LED UNITS

“Whether intentional or not, Rutgers has 3 campuses that are represented and treated differently in accordance with their level of diversity. The missions and sizes of the campuses are different so equality is not the issue. However, resources are not allocated equitably. The web presence is not synthetic across campuses (e.g., the dynamism of the New Brunswick site is not echoed across all sites). Whether correlational or causal, the differences are read as reflecting a greater commitment to white students than to students of color.”

## CHALLENGES TO FACULTY DIVERSITY

“The structure is such that there is a lack of accountability or reward/acknowledgement for a dean who makes decisions that advance diversity and inclusion.”

“The entrenched culture of the American Research University. The striving of all of us in this community to be more like those seen as the 'elites' leads to institutional isomorphism. That striving does not support diverse voices.”

“Tenure and promotion standards are a major barrier to integrating DEI, as they have calcified around norms that are not sufficient to capture the breadth of scholarly contributions that matter.”

## EMBRACING FAILURE

“RU is like all of higher education: we live in a culture of achievement and success; that’s what we talk about, and how we are rewarded. No one talks about falling down (except later, as part of a school-of-hard-knocks narrative). Getting to DEI is not only about aspiration or always having been the biggest advocate or ally. It’s about failure, personal and collective. And a willingness to learn and--as we all say now—‘do the work’.”

## DEFINING DEI

“DEI is still considered to be principally ‘diversity,’ defined as different-looking faces at the table. The equity and inclusion parts are not understood. In fact, D, E, and I are treated as the same things and interchangeable. There is little acceptance with equity that it may mean some people giving something up (usually privilege, or even resources). I’ve worked in plenty of places that look diverse but are not at all inclusive as there is still a dominant culture to which all are expected to conform--and that is still dictated by a few. This is true at every level: students, faculty, and professional staff.”

“I hope you’ve considered political ideology in DEI. Some of my responses are based on the fact that I do not think Rutgers is diverse in terms of this attribute and I don’t think it is a welcoming environment for those who are not left leaning.”

“Take an intersectional approach to DEI (e.g., consider how race, gender, class and under-discussed identities such as ability status converge to inform work life and learning). Add J to DEI so that justice is central in our work.”

## CONCLUSION

In sum, the results show that leaders recognize the need to change and the obstacles that lie ahead. A cross-cutting theme was that forward movement will require intentionality, diligence, and accountability. One leader summed up the sentiment of many in saying,

“Rutgers has the potential to be a leader in DEI because New Jersey is very diverse—diversity that increasingly is reflected in our student body. We will likely evolve into an institution that genuinely embraces DEI, but it is our choice right now as to whether we will merely evolve to where we want to be or strategically launch ourselves into that position. We need bold decision-making right now to do the latter that will buck some of the prevailing norms of higher education, but that is what true leadership is about: recognizing when that is called for.”

Most noted that strategic planning focused on diversity, equity, and inclusion will be core to furthering the institutional commitment. There was an emphasis on clarity of process and encouragement of broad participation across ranks and status to create university-wide investment in the need for and path to change. The development of a unifying vision joined with a clear plan of action that emphasizes accountability will facilitate institutional transformation.



# Equity Scorecard

## BACKGROUND AND METRICS

The equity scorecard was developed to tie quantitative metrics to equity priorities for increasing the representation of historically underrepresented groups at Rutgers. The Office of Institutional Research and Academic Planning compiled summary data on how the university is doing on four dimensions (access, retention, success, and leadership representation) across the Chancellor-led units: Camden, Newark, New Brunswick, and RBHS. We selected a limited number of metrics as key indicators for each dimension.

### **ACCESS TO THE UNIVERSITY IS MEASURED BY:**

- Full-Time/First-year students
- Full-Time Transfer Students
- Students Enrolled in the Honors College
- Incoming Master's Students (MA, MS, ME)
- Incoming Doctoral Students (Ph.D.)
- Incoming Professional/Other Master's Students
- Incoming Professional/Other Students Terminal Degrees
- Tenure Track Faculty – New Hires
- Non-Tenure Track Faculty – New Hires
- Staff – New Hires

Higher education has a history of inequitable representation by race and gender in the process of admissions and hiring, which represent key entry points to the university. Tracking quantitative metrics is essential to identifying and eliminating barriers to full participation.

### **RETENTION AT THE UNIVERSITY IS MEASURED BY:**

- First-Year Baccalaureate Retention Rate
- Second-Year Baccalaureate Retention Rate
- Master's Students First-Year Retention Rate
- Doctoral Students Third-Year Retention Rate
- Professional/Other Master's Students First-Year Retention Rate
- Professional/Other Students Terminal Degrees Third-Year Retention Rate
- Tenure Track Faculty Departures
- Non-Tenure Track Faculty Departures
- Staff Departures

These metrics reflect both persistence in the case of students and departures for faculty and staff since this is the clearest indicator of their persistence and retention. The undergraduate retention rates captured are fairly standard, while the graduate retention rates offered are a new metric that may oversimplify underlying complexity. We are introducing it here as a foundational measure of equity in retention for graduate students nonetheless and plan to further explore the complexities using more granular-level data in the future.

### **SUCCESS AT THE UNIVERSITY IS MEASURED BY:**

- Bachelor's Four-Year Graduation Rate
- Bachelor's Six-Year Graduation Rate
- Master's Degrees Awarded (MA, MS, ME)
- Doctoral Degrees Awarded (Ph.D.)
- Professional/Other Master's Students Degrees Awarded
- Professional/Other Students Terminal Degrees Awarded
- Full Professors (Excludes Non-Tenure Track)
- Time (in years) for Promotion to Full (Excludes Non-Tenure Track)

For students, these metrics reflect degree attainment and are consistent with external reporting to the Integrated Postsecondary Education Data System (IPEDS), which can facilitate institutional peer comparisons. For faculty, we focused on promotion to the rank of Full Professor among tenured faculty, in terms of both population count and time (in years), because it has been more resistant than entry level ranks to shifts towards equity in the professoriate.

#### LEADERSHIP REPRESENTATION AT THE UNIVERSITY IS MEASURED BY:

- Executive, Administrative, and Managerial Staff with Faculty Status
- Executive, Administrative, and Managerial Staff without Faculty Status
- Other Administrators

Executive, Administrative, Managerial (EAM) is a classification of upper level administrative staff at institutions of higher education who hold positions of managerial authority. At Rutgers, EAMs includes all management positions at the central, chancellor, school, and operational unit levels. Other Administrators captures non-EAMs such as Directors of all levels, Associate and Assistant Deans, Vice Deans, etc. Leaders in this group have a much broader range of responsibility and management oversight.

#### DEMOGRAPHIC CHARACTERISTICS

We defined historically underrepresented groups by race and gender. Race and ethnicity are captured as individuals who identify as Black, Latinx, and/or Native American who are not foreign-born. Women are not historically underrepresented in all categories but the difference between the representation of Black, Latinx, and Native American (BLNA) women/men and non-BLNA women is important to capture. For undergraduate students, we added Pell-eligibility, which identifies students having exceptional financial needs, to measure the socioeconomic diversity of the undergraduate population.

#### BASELINE YEAR AND TRENDS

The most immediate preceding year, fiscal 2020, will serve as the baseline from which we will measure our future progress. We also included a 3-year average of fiscal years 2017, 2018, and 2019 to signal change over time and clearly capture increases (▲), no change (●), and declines (▼). We show the absolute number and percent in the baseline year (FY20) compared to percentage change in the previous three years (FY17-19). In some instances, take undergraduate students at New Brunswick for example, there were increases in the absolute racial/ethnic and socioeconomic diversity of students (BLNA and Pell-eligible) but because of an increase in the total student population their percentages decreased. Since our interest is in equitable access we want to see both the absolute number and the proportional number of students from underrepresented groups grow as the total student population increases. Therefore capturing percent change is included as an additional measure. For more details on the metrics, please see the appendix for full definitions.

**THE EQUITY SCORECARD IS A TOOL ENABLING US TO IDENTIFY AREAS WHERE PROGRESS IS MOST NEEDED TO ADVANCE OUR EQUITY PRIORITIES: IT WILL SHAPE FUTURE BENCHMARKS AND INFORM DIVERSITY STRATEGIC PLANNING.**

**ACCESS: METRICS THAT SUMMARIZE WHETHER ACCESS TO THE UNIVERSITY IS INCREASING FOR MEMBERS OF HISTORICALLY UNDERREPRESENTED GROUPS**

|  |                      | NEW BRUNSWICK |        |                   |     | RBHS   |        |                   |     | NEWARK |        |                   |     | CAMDEN |        |                   |     |
|--|----------------------|---------------|--------|-------------------|-----|--------|--------|-------------------|-----|--------|--------|-------------------|-----|--------|--------|-------------------|-----|
| Metric   | Population Specified | # FY20        | % FY20 | % 3Yr avg FY17-19 | ▲●▼ | # FY20 | % FY20 | % 3Yr avg FY17-19 | ▲●▼ | # FY20 | % FY20 | % 3Yr avg FY17-19 | ▲●▼ | # FY20 | % FY20 | % 3Yr avg FY17-19 | ▲●▼ |
| Full-Time/<br>First Year<br>Students                       | BLNA Women           | 646           | 9.3    | 10.0              | ▼   | 38     | 9.9    | 7.9               | ▲   | 405    | 29.0   | 27.4              | ▲   | 219    | 29.4   | 24.4              | ▲   |
|  | BLNA Men             | 521           | 7.5    | 8.1               | ▼   | 2      | 0.5    | 2.4               | ▼   | 262    | 18.7   | 17.3              | ▲   | 101    | 13.5   | 12.7              | ▲   |
|  | Pell-Eligible        | 1830          | 27.5   | 27.1              | ▲   | 112    | 29.1   | 32.6              | ▼   | 807    | 61.2   | 56.2              | ▲   | 422    | 51.7   | 51.6              | ▲   |
| Full-Time<br>Transfer<br>Students                          | BLNA Women           | 256           | 12.1   | 12.9              | ▼   | 44     | 21.7   | 18.5              | ▲   | 292    | 29.1   | 32.0              | ▼   | 145    | 22.1   | 24.6              | ▼   |
|  | BLNA Men             | 223           | 10.5   | 11.7              | ▼   | 18     | 8.9    | 4.5               | ▲   | 166    | 16.5   | 20.8              | ▼   | 66     | 10.0   | 10.1              | ▼   |
|  | Pell-Eligible        | 823           | 37.6   | 36.8              | ▲   | 28     | 10.6   | 9.0               | ▲   | 661    | 58.7   | 63.0              | ▼   | 332    | 46.8   | 49.9              | ▼   |
| Students<br>Enrolled<br>in Honors<br>College               | BLNA Women           | 36            | 7.5    | 9.5               | ▼   | 2      | 20.0   | 7.0               | ▲   | 3      | 15.0   | 26.5              | ▼   | 11     | 14.5   | 13.3              | ▲   |
|  | BLNA Men             | 31            | 6.4    | 8.6               | ▼   | 0      | 0.0    | 4.7               | ▼   | 5      | 25.0   | 10.9              | ▲   | 3      | 3.9    | 5.1               | ▼   |
|  | Pell-Eligible        | 59            | 11.8   | 11.1              | ▲   | 0      | 0.0    | 24.4              | ▼   | 41     | 64.1   | 44.2              | ▲   | 55     | 36.4   | 38.9              | ▼   |
| Incoming<br>Master's<br>Students<br>(MA, MS, ME)           | BLNA Women           | 65            | 7.9    | 5.9               | ▲   | 0      | 0.0    | 12.7              | ▼   | 10     | 16.4   | 16.8              | ▼   | 23     | 15.3   | 21.7              | ▼   |
|  | BLNA Men             | 51            | 6.2    | 4.2               | ▲   | 0      | 0.0    | 6.8               | ▼   | 7      | 11.5   | 18.5              | ▼   | 6      | 4.0    | 11.2              | ▼   |
|  | not-BLNA<br>Women    | 339           | 40.9   | 35.9              | ▲   | 0      | 0.0    | 42.7              | ▼   | 19     | 31.1   | 34.8              | ▼   | 66     | 44.0   | 39.4              | ▲   |
| Incoming<br>Doctoral<br>Students<br>(Ph.D.)                | BLNA Women           | 23            | 7.2    | 7.0               | ▲   | 2      | 20.0   | 15.5              | ▲   | 9      | 15.0   | 12.6              | ▲   | 0      | 0.0    | 11.8              | ▼   |
|  | BLNA Men             | 15            | 4.7    | 5.0               | ▼   | 0      | 0.0    | 11.3              | ▼   | 2      | 3.3    | 3.1               | ▲   | 1      | 14.3   | 5.9               | ▲   |
|  | not-BLNA<br>Women    | 125           | 38.9   | 43.1              | ▼   | 3      | 30.0   | 39.3              | ▼   | 29     | 48.3   | 47.6              | ▲   | 3      | 42.9   | 52.9              | ▼   |
| Incoming<br>Professional/<br>Other<br>Master's<br>Students | BLNA Women           | 315           | 26.3   | 24.7              | ▲   | 53     | 16.9   | 20.1              | ▼   | 100    | 10.3   | 3.5               | ▲   | 12     | 13.6   | 15.4              | ▼   |
|  | BLNA Men             | 79            | 6.6    | 5.6               | ▲   | 20     | 6.4    | 5.3               | ▲   | 79     | 8.5    | 8.2               | ▲   | 16     | 18.2   | 10.8              | ▲   |
|  | not-BLNA<br>Women    | 622           | 51.9   | 52.9              | ▼   | 179    | 57.0   | 55.9              | ▲   | 330    | 35.6   | 33.6              | ▲   | 30     | 34.1   | 30.2              | ▲   |
| Incoming<br>Professional/<br>Other<br>Students<br>Terminal | BLNA Women           | 10            | 14.9   | 14.0              | ▲   | 101    | 17.4   | 19.2              | ▼   | 36     | 14.9   | 5.0               | ▲   | 18     | 9.2    | 9.4               | ▼   |
|  | BLNA Men             | 7             | 10.4   | 5.3               | ▲   | 47     | 8.1    | 6.7               | ▲   | 27     | 11.2   | 11.2              | ●   | 9      | 4.6    | 5.9               | ▼   |
|  | not-BLNA<br>Women    | 38            | 56.7   | 31.3              | ▲   | 237    | 40.9   | 45.4              | ▼   | 80     | 33.2   | 34.4              | ▼   | 83     | 42.6   | 38.8              | ▲   |
| Tenure track<br>Faculty - New<br>Hires                     | BLNA Women           | 5             | 7.2    | 7.0               | ▲   | 1      | 4.8    | 2.0               | ▲   | 0      | 0.0    | 4.7               | ▼   | 0      | 0.0    | 6.5               | ▼   |
|  | BLNA Men             | 3             | 4.3    | 4.4               | ▼   | 0      | 0.0    | 0.0               | ●   | 0      | 0.0    | 6.3               | ▼   | 0      | 0.0    | 0.0               | ●   |
|  | not-BLNA<br>Women    | 23            | 33.3   | 37.3              | ▼   | 9      | 42.9   | 44.9              | ▼   | 5      | 41.7   | 35.9              | ▲   | 7      | 77.8   | 41.9              | ▲   |
| Not Tenure<br>track Faculty -<br>New Hires                 | BLNA Women           | 5             | 6.3    | 4.0               | ▲   | 7      | 4.0    | 4.7               | ▼   | 0      | 0.0    | 2.9               | ▼   | 0      | 0.0    | 0.0               | ●   |
|  | BLNA Men             | 1             | 1.3    | 1.2               | ▲   | 2      | 1.1    | 1.9               | ▼   | 4      | 10.5   | 1.4               | ▲   | 0      | 0.0    | 9.5               | ▼   |
|  | not-BLNA<br>Women    | 37            | 46.3   | 41.7              | ▲   | 78     | 44.3   | 51.2              | ▼   | 20     | 52.6   | 43.5              | ▲   | 4      | 40.0   | 47.6              | ▲   |
| Staff - New<br>Hires                                       | BLNA Women           | 87            | 13.9   | 7.2               | ▲   | 204    | 18.5   | 12.1              | ▲   | 18     | 21.4   | 12.6              | ▲   | 4      | 7.7    | 5.5               | ▲   |
|  | BLNA Men             | 61            | 9.7    | 4.6               | ▲   | 45     | 4.1    | 3.6               | ▼   | 7      | 8.3    | 5.4               | ▲   | 3      | 5.8    | 4.5               | ▲   |
|  | not-BLNA<br>Women    | 244           | 38.9   | 48.1              | ▼   | 526    | 47.6   | 50.3              | ▼   | 31     | 36.9   | 41.2              | ▼   | 29     | 55.8   | 50.2              | ▲   |

Change: increases (▲), no change (●), and declines (▼)

BLNA: Black, Latinx, and Native American, not foreign-born

## RETENTION: METRICS THAT SUMMARIZE WHETHER THE UNIVERSITY IS RETAINING MEMBERS OF HISTORICALLY UNDERREPRESENTED GROUPS

|  | NEW BRUNSWICK        | NEW BRUNSWICK |                    |     | RBHS   |                    |     | NEWARK |                    |     | CAMDEN |                    |     |
|--|----------------------|---------------|--------------------|-----|--------|--------------------|-----|--------|--------------------|-----|--------|--------------------|-----|
| Metric   | Population Specified | % FY20        | % 3 yr avg FY17-19 | ▲●▼ | % FY20 | % 3 yr avg FY17-19 | ▲●▼ | % FY20 | % 3 yr avg FY17-19 | ▲●▼ | % FY20 | % 3 yr avg FY17-19 | ▲●▼ |
| First Year Baccalaureate Retention Rate                              | BLNA Women           | 90.5          | 91.5               | ▼   | 95.7   | 94.3               | ▲   | 83.4   | 86.2               | ▼   | 86.4   | 87.0               | ▼   |
|  | BLNA Men             | 88.5          | 89.2               | ▼   | 100.0  | 100.0              | ●   | 81.1   | 80.3               | ▲   | 74.0   | 81.2               | ▼   |
|  | Pell-Eligible        | 91.0          | 92.4               | ▼   | 96.4   | 96.0               | ▲   | 84.6   | 86.6               | ▼   | 83.2   | 85.9               | ▼   |
| Second Year Baccalaureate Retention Rate                             | BLNA Women           | 88.2          | 88.0               | ▲   | 100.0  | 90.0               | ▲   | 79.0   | 73.0               | ▲   | 75.0   | 72.0               | ▲   |
|  | BLNA Men             | 82.9          | 81.7               | ▲   | 100.0  | 87.5               | ▲   | 67.2   | 70.6               | ▼   | 65.4   | 65.6               | ▼   |
|  | Pell-Eligible        | 88.0          | 89.1               | ▼   | 95.9   | 92.0               | ▲   | 79.7   | 75.8               | ▲   | 73.6   | 73.0               | ▲   |
| Master's Students First Year Retention Rate                          | BLNA Women           | 66.7          | 86.2               | ▼   | 0.0    | 71.4               | ▼   | 71.4   | 92.9               | ▼   | 92.8   | 96.4               | ▼   |
|  | BLNA Men             | 73.3          | 80.4               | ▼   | 0.0    | 69.1               | ▼   | 85.7   | 92.6               | ▼   | 87.5   | 85.7               | ▲   |
|  | not-BLNA women       | 81.9          | 88.2               | ▼   | 0.0    | 60.0               | ▼   | 100.0  | 94.3               | ▲   | 90.9   | 89.5               | ▲   |
| Doctoral Students 3rd Year Retention Rate                            | BLNA Women           | 92.8          | 93.8               | ▼   | 80.0   | 61.5               | ▲   | 80.0   | 88.2               | ▼   | 100.0  | 100.0              | ●   |
|  | BLNA Men             | 83.3          | 77.8               | ▲   | 83.3   | 81.8               | ▲   | 100.0  | 100.0              | ▲   | 0.0    | 100.0              | ▼   |
|  | not-BLNA Women       | 82.9          | 90.2               | ▼   | 74.1   | 68.3               | ▲   | 96.0   | 92.1               | ▲   | 100.0  | 77.8               | ▲   |
| Professional/Other Master's Students First Year Retention Rate       | BLNA Women           | 93.8          | 91.0               | ▲   | 95.1   | 88.6               | ▲   | 97.4   | 89.7               | ▲   | 87.5   | 78.3               | ▲   |
|  | BLNA Men             | 82.4          | 89.0               | ▼   | 100.0  | 85.0               | ▲   | 84.6   | 89.6               | ▼   | 100.0  | 81.8               | ▲   |
|  | not-BLNA Women       | 92.1          | 92.9               | ▼   | 91.5   | 89.8               | ▲   | 91.0   | 89.3               | ▲   | 100.0  | 86.7               | ▲   |
| Professional/Other Students Terminal Degrees 3rd Year Retention Rate | BLNA Women           | 87.5          | 67.7               | ▲   | 90.3   | 85.1               | ▲   | 100.0  | 98.2               | ▲   | 100.0  | 92.3               | ▲   |
|  | BLNA Men             | 83.3          | 87.5               | ▼   | 92.9   | 89.2               | ▲   | 100.0  | 83.1               | ▲   | 0.0    | 73.7               | ▼   |
|  | not-BLNA Women       | 95.5          | 81.8               | ▲   | 96.6   | 92.7               | ▲   | 98.5   | 92.9               | ▲   | 100.0  | 90.6               | ▲   |
| Tenure Track Faculty Departures                                      | BLNA Women           | 0.0           | 3.0                | ▼   | 0.0    | 13.3               | ▼   | 0.0    | 0.0                | ●   | 16.7   | 7.7                | ▲   |
|  | BLNA Men             | 0.0           | 3.6                | ▼   | 0.0    | 10.0               | ▼   | 0.0    | 0.0                | ●   | 0.0    | 10.0               | ▼   |
|  | not-BLNA Women       | 2.7           | 4.0                | ▼   | 6.8    | 7.5                | ▼   | 2.1    | 2.4                | ▼   | 6.3    | 1.6                | ▲   |
| Not-Tenure Track Faculty Departures                                  | BLNA Women           | 0.0           | 14.3               | ▼   | 10.3   | 6.0                | ▲   | 0.0    | 3.6                | ▼   | 0.0    | 0.0                | ●   |
|  | BLNA Men             | 0.0           | 3.7                | ▼   | 2.9    | 9.2                | ▼   | 6.3    | 9.3                | ▼   | 66.7   | 10.0               | ▲   |
|  | not-BLNA Women       | 9.4           | 7.5                | ▲   | 7.9    | 9.1                | ▼   | 14.9   | 5.0                | ▲   | 4.2    | 3.2                | ▲   |
| Staff Departures   | BLNA Women           | 5.9           | 5.9                | ●   | 9.1    | 9.3                | ▼   | 7.1    | 6.8                | ▲   | 2.1    | 7.3                | ▼   |
|  | BLNA Men             | 6.8           | 6.5                | ▲   | 11.9   | 11.1               | ▲   | 8.2    | 9.6                | ▼   | 18.9   | 9.2                | ▲   |
|  | not-BLNA Women       | 7.6           | 8.1                | ▼   | 13.3   | 13.7               | ▼   | 10.9   | 9.7                | ▲   | 9.0    | 8.8                | ▲   |

Change: increases (▲), no change (●), and declines (▼)

BLNA: Black, Latinx, and Native American, not foreign-born

**SUCCESS: METRICS THAT SUMMARIZE WHETHER STUDENTS AND FACULTY FROM HISTORICALLY UNDERREPRESENTED GROUPS ARE SUCCESSFUL AT THE UNIVERSITY**

|   |                      | NEW BRUNSWICK |        |                   |     | RBHS   |        |                   |     | NEWARK |        |                   |     | CAMDEN |        |                   |     |
|---|----------------------|---------------|--------|-------------------|-----|--------|--------|-------------------|-----|--------|--------|-------------------|-----|--------|--------|-------------------|-----|
| Metric  | Population Specified | # FY20        | % FY20 | % 3yr avg FY17-19 | ▲●▼ | # FY20 | % FY20 | % 3yr avg FY17-19 | ▲●▼ | # FY20 | % FY20 | % 3yr avg FY17-19 | ▲●▼ | # FY20 | % FY20 | % 3yr avg FY17-19 | ▲●▼ |
| Bachelor's Four-Year Graduation Rate                        | BLNA Women           |               | 61.7   | 53.4              | ▲   |        | 83.3   |                   |     |        | 35.6   | 35.4              | ▲   |        | 23.0   | 18.7              | ▲   |
|   | BLNA Men             |               | 42.2   | 37.3              | ▲   |        |        |                   |     |        | 25     | 19.4              | ▲   |        | 11.1   | 14.6              | ▼   |
|   | Pell-Eligible        |               | 54.2   | 52.4              | ▲   |        | 88.9   |                   |     |        | 40.2   | 32.9              | ▲   |        | 26.2   | 20.0              | ▲   |
| Bachelor's Six-Year Graduation Rate                         | BLNA Women           |               | 82.7   | 76.9              | ▲   |        | 94.4   |                   |     |        | 69.1   | 64.8              | ▲   |        | 66.7   | 52.5              | ▲   |
|   | BLNA Men             |               | 73.9   | 67.5              | ▲   |        |        |                   |     |        | 58.3   | 57.1              | ▲   |        | 41.3   | 41.6              | ▼   |
|   | Pell-Eligible        |               | 79.7   | 77.2              | ▲   |        | 92.6   |                   |     |        | 71.0   | 66.1              | ▲   |        | 63.5   | 54.1              | ▲   |
| Masters Degrees Awarded (MA, MS, ME)                        | BLNA Women           | 26            | 2.8    | 3.4               | ▼   | 31     | 10.5   | 11                | ▼   | 8      | 11.9   | 9                 | ▲   | 27     | 16.7   | 19.1              | ▼   |
|   | BLNA Men             | 27            | 2.9    | 2.2               | ▲   | 26     | 8.8    | 5.8               | ▲   | 11     | 16.4   | 11                | ▲   | 13     | 8      | 9                 | ▼   |
|   | not-BLNA Women       | 339           | 36.8   | 38.4              | ▼   | 120    | 40.7   | 42.4              | ▼   | 25     | 37.3   | 41                | ▼   | 66     | 40.7   | 36.3              | ▲   |
| Doctoral Degrees Awarded (Ph.D.)                            | BLNA Women           | 18            | 4.8    | 4.6               | ▲   | 12     | 14.5   | 11.9              | ▲   | 6      | 8.7    | 5.3               | ▲   | 0      | 0      | 7.1               | ▼   |
|   | BLNA Men             | 14            | 3.7    | 1.8               | ▲   | 5      | 6      | 5.5               | ▲   | 3      | 4.3    | 5.7               | ▼   | 1      | 9.1    | 14.3              | ▼   |
|   | not-BLNA Women       | 155           | 41.3   | 43.9              | ▼   | 35     | 42.2   | 46                | ▼   | 28     | 40.6   | 42                | ▼   | 3      | 27.3   | 57.1              | ▼   |
| Professional/Other Master's Students Degrees Awarded        | BLNA Women           | 347           | 21.7   | 22.7              | ▼   | 61     | 18.8   | 21                | ▼   | 139    | 11.8   | 11.5              | ▲   | 11     | 10.1   | 12.1              | ▼   |
|   | BLNA Men             | 104           | 6.5    | 4.9               | ▲   | 16     | 4.9    | 4.5               | ▲   | 81     | 6.9    | 8.3               | ▼   | 15     | 13.8   | 8.4               | ▲   |
|   | not-BLNA Women       | 860           | 53.9   | 55.6              | ▼   | 169    | 52.2   | 56.2              | ▼   | 391    | 33.1   | 33.6              | ▼   | 28     | 25.7   | 29.7              | ▼   |
| Professional/Other Students Terminal Degrees Awarded        | BLNA Women           | 15            | 16     | 14                | ▲   | 100    | 11.2   | 9.9               | ▲   | 29     | 12.9   | 12.5              | ▲   | 15     | 11.4   | 8                 | ▲   |
|   | BLNA Men             | 3             | 3.2    | 6.7               | ▼   | 51     | 5.7    | 5.2               | ▲   | 28     | 12.5   | 12                | ▲   | 9      | 6.8    | 8.2               | ▼   |
|   | not-BLNA Women       | 53            | 56.4   | 52.7              | ▲   | 450    | 50.6   | 49.8              | ▲   | 75     | 33.5   | 30.2              | ▲   | 48     | 36.4   | 36.1              | ▲   |
| Full Professors (Excludes NTT)                              | BLNA Women           | 15            | 2.1    | 1.6               | ▲   | 2      | 0.9    | 1.5               | ▼   | 2      | 1.1    | 1.7               | ▼   | 3      | 3.1    | 3.5               | ▼   |
|   | BLNA Men             | 30            | 4.1    | 3.6               | ▲   | 4      | 1.7    | 2.1               | ▼   | 14     | 7.5    | 5.8               | ▲   | 1      | 1      | 1                 | ●   |
|   | not-BLNA Women       | 197           | 26.9   | 25.1              | ▲   | 64     | 27.2   | 28.7              | ▼   | 55     | 29.6   | 26.3              | ▲   | 31     | 32     | 31.1              | ▲   |
| Time (in years) for Promotion to Full Tenured, Tenure Track | BLNA Women           | 13.8          |        | 18.5              | ▼   |        |        |                   | ●   |        |        | 5.8               | ▼   |        |        | 7.8               | ▼   |
|   | BLNA Men             | 11.9          |        | 15.8              | ▼   |        |        |                   | ●   | 8.0    |        | 11.1              | ▼   |        |        |                   |     |
|   | not-BLNA Women       | 15.9          |        | 15.9              | ▼   | 9.5    |        |                   | ▲   | 9.8    |        | 9.3               | ▲   |        |        | 13.6              | ▼   |

Change: increases (▲), no change (●), and declines (▼)

BLNA: Black, Latinx, and Native American, not foreign-born

**LEADERSHIP REPRESENTATION: METRICS THAT SUMMARIZE WHETHER MEMBERS OF HISTORICALLY UNDERREPRESENTED GROUPS OCCUPY POSITIONS OF AUTHORITY**

|  |                      | NEW BRUNSWICK |        |                    |     | RBHS   |        |                    |     | NEWARK |        |                    |     | CAMDEN |        |                    |     |
|--|----------------------|---------------|--------|--------------------|-----|--------|--------|--------------------|-----|--------|--------|--------------------|-----|--------|--------|--------------------|-----|
| Metric   | Population Specified | # FY20        | % FY20 | % 3 yr avg FY17-19 | ▲●▼ | # FY20 | % FY20 | % 3 yr avg FY17-19 | ▲●▼ | # FY20 | % FY20 | % 3 yr avg FY17-19 | ▲●▼ | # FY20 | % FY20 | % 3 yr avg FY17-19 | ▲●▼ |
| Executive, Administrative, and Managerial Staff with Faculty Status    | BLNA Women           | 2             | 3.8    | 4.1                | ▼   | 1      | 7.7    | 7.7                | ●   | 3      | 21.4   | 15.4               | ▲   | 1      | 14.3   | 0                  | ▲   |
|  | BLNA Men             | 1             | 1.9    | 2.7                | ▼   | 1      | 7.7    | 7.7                | ●   | 2      | 14.3   | 30.8               | ▼   | 0      | 0      | 0                  | ●   |
|  | not-BLNA Women       | 22            | 41.5   | 38.4               | ▲   | 4      | 30.8   | 30.8               | ●   | 4      | 28.6   | 28.2               | ▲   | 3      | 42.9   | 47.1               | ▼   |
| Executive, Administrative, and Managerial Staff without Faculty Status | BLNA Women           | 11            | 6.2    | 5.8                | ▲   | 7      | 15.9   | 15.8               | ▲   | 4      | 18.2   | 13.9               | ▲   | 10     | 20     | 15.6               | ▲   |
|  | BLNA Men             | 8             | 4.5    | 3.6                | ▲   | 3      | 6.8    | 7.5                | ▼   | 0      | 0      | 4.2                | ▼   | 6      | 20     | 3.1                | ▲   |
|  | not-BLNA Women       | 68            | 38.4   | 38.8               | ▼   | 22     | 50     | 44.4               | ▲   | 11     | 50     | 47.2               | ▲   | 39     | 10     | 15.6               | ▼   |
| Other Administrators   | BLNA Women           | 54            | 9      | 8.2                | ▲   | 34     | 9.5    | 9.3                | ▲   | 27     | 25     | 24.5               | ▲   | 2      | 13     | 12.6               | ▲   |
|  | BLNA Men             | 36            | 6      | 5.8                | ▲   | 22     | 6.1    | 5.4                | ▲   | 18     | 16.7   | 13.8               | ▲   | 2      | 7.8    | 8.4                | ▼   |
|  | not-BLNA Women       | 282           | 47.2   | 46.4               | ▲   | 157    | 43.9   | 44.7               | ▼   | 41     | 38     | 39.1               | ▼   | 1      | 50.6   | 51.4               | ▼   |

Change: increases (▲), no change (●), and declines (▼)

BLNA: Black, Latinx, and Native American, not foreign-born

# Equity Scorecard Summary

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The directional indicators signal change over time and clearly identify areas where we are moving towards our goals (▲), holding steady (●), or losing ground (▼). As a reminder, BLNA stands for Black, Latinx, and/or Native American who are not foreign-born. Below we provide a high-level overview of trends and key takeaways.

## ACCESS

### AREAS OF STRENGTH

- Newark and Camden have the highest and steadily increasing representation of full time first-year students who are BLNA men, BLNA women, or Pell-eligible.
- RBHS has increased the enrollment of full-time transfer students who are BLNA men, BLNA women, or Pell-eligible.
- Newark has increased the Honors College enrollment of students who are BLNA men, RBHS and Camden have increased Honors College enrollment of students who are BLNA women, New Brunswick and Newark increased enrollment of students who are Pell-eligible.
- New Brunswick has increased the enrollment of incoming Master's students across the three underrepresented groups examined.
- Newark has increased the enrollment of incoming Doctoral students and incoming Professional/Other Master's students across the three underrepresented groups examined.
- New Brunswick has increased the enrollment of incoming "Professional/Other Terminal degree" students across the three underrepresented groups examined.
- All campuses have increased new staff hires who are BLNA men and BLNA women.

### OPPORTUNITIES FOR GROWTH

- New Brunswick lost ground in enrollment of full-time first-year and transfer students as well as students enrolled in the Honors College who are BLNA women and BLNA men.
- RBHS lost ground in enrollment of full-time first-year students who are BLNA men and students who are Pell-eligible.
- RBHS and Camden lost ground in BLNA men and Pell-eligible students enrolled in Honors College, Newark saw a decline in BLNA women.
- All campuses, except New Brunswick, lost ground in enrollment of incoming Master's students across the three underrepresented groups examined.
- All campuses, except Newark, had losses in the enrollment of incoming Doctoral students who are not-BLNA women.
- All campuses either had losses or continued to have zero new tenure track hires who are BLNA men.
- All campuses, except New Brunswick, either had losses or continued to have zero new non-tenure track hires who are BLNA women.
- All campuses, except Camden, lost ground in new staff hires who are not-BLNA women.



## RETENTION

### AREAS OF STRENGTH

- RBHS has consistently improved first- and second-year baccalaureate retention amongst their students who are BLNA men, BLNA women, and Pell-eligible.
- All campuses have improved the second-year baccalaureate retention of students who are BLNA women; New Brunswick and RBHS improved the rates for BLNA men as well.
- RBHS has improved retention within three of the four graduate student categories (Doctoral students third-year retention, Professional/Other Master's Students first-year retention, and Professional/Other Students Terminal Degrees third-year retention) across the three underrepresented groups examined.
- New Brunswick, RBHS, and Newark increased Doctoral Students third-year retention for BLNA men.
- All campuses have improved retention for first-year Professional/Other Master's Students among BLNA women.
- All campuses have improved retention for third-year Professional/Other Students Terminal Degrees among all women (BLNA and not-BLNA); Newark has improved across the three underrepresented groups examined.
- New Brunswick and RBHS show decreases in tenure track faculty departures across the three underrepresented groups examined.

### OPPORTUNITIES FOR GROWTH

- New Brunswick, Newark, and Camden lost ground in first-year baccalaureate retention across the three underrepresented groups examined, with the exception of BLNA men in Newark, which increased.
- New Brunswick saw a slight decrease in second-year baccalaureate retention among Pell-eligible students. Newark and Camden saw decreases among BLNA men.
- New Brunswick and RBHS lost ground in the first-year retention of Master's students across the three underrepresented groups examined. Newark and Camden saw decreases for BLNA women.
- Camden had increased departures of tenure track faculty among all women (BLNA and not-BLNA).
- RBHS had increased departures of non-tenure track faculty among BLNA women. Camden saw increased departures as well for BLNA men and not-BLNA women.
- All campuses had increased departures of staff but varied in terms of which population was impacted.

## SUCCESS

### AREAS OF STRENGTH

- New Brunswick and Newark have increased the bachelor's four- and six-year graduation rates for BLNA women, BLNA men, and Pell-eligible students. Camden increased the bachelor's four- and six-year graduation rates for women only (BLNA and not-BLNA).
- Newark has increased the rates of BLNA women and BLNA men who earn Master's degrees.
- New Brunswick and RBHS have increased the rates of BLNA women and BLNA men who earn Doctoral degrees.
- New Brunswick, RBHS, and Camden have increased the rates of BLNA men who earn Professional or Other Master's degrees.
- RBHS and Newark have increased the rates of Professional or Other Terminal degrees awarded across the three underrepresented groups examined.
- New Brunswick has increased the representation of Full Professors and reduced the time to promotion to Full Professor across all three categories.

## **OPPORTUNITIES FOR GROWTH**

- Camden lost ground in the four- and six-year graduation rates for BLNA men.
- New Brunswick, RBHS, and Newark lost ground on Master’s degrees awarded to not-BLNA women.
- New Brunswick, RBHS, and Camden lost ground in Master’s degrees and Professional/Other Master’s Degrees awarded to BLNA women.
- All campuses lost ground in Doctoral degrees and Professional/Other Master’s degrees awarded to not-BLNA women.
- RBHS lost ground across all groups in the promotion of Full Professors; Newark and Camden lost ground only among those identifying as BLNA women.

## **LEADERSHIP REPRESENTATION**

### **AREAS OF STRENGTH**

- Newark and Camden have the strongest representation of BLNA women in leadership across the three categories of administration.
- New Brunswick and Newark have increased the representation of “Executive, Administrative, and Managerial Staff with faculty status” among not-BLNA women.
- The representation of BLNA women among “Executive, Administrative, and Managerial Staff without faculty status” has grown university-wide. New Brunswick and Camden also observed increases in the representation of BLNA men.
- All campuses gained ground in the diversity of “Other Administrators.” New Brunswick saw increases across all three underrepresented groups examined.

### **OPPORTUNITIES FOR GROWTH**

- All campuses either lost ground or did not have any “Executive, Administrative, and Managerial Staff with faculty status” who were BLNA men. New Brunswick lost ground in the representation of BLNA women.
- RBHS and Newark lost ground in the representation of BLNA men among “Executive, Administrative, and Managerial Staff without faculty status.”
- RBHS, Newark, and Camden lost ground in the representation of not-BLNA women who were “Other Administrators.”

# Making Diversity a Core Value

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Dear Rutgers Community,

To better understand the challenges in cultivating a culture of inclusive leadership at Rutgers, President Jonathan Holloway commissioned a University Equity Audit. This comprehensive assessment was our first step in pursuing excellence by increasing Rutgers' on-the-ground commitment to diversity, equity, and inclusion across the university, starting with its leadership.

The results are sobering, identifying where our current practices deviate from our aspirations and outlining areas in need of focused attention to support institutional change.

In the coming months, we will launch a university-wide diversity strategic planning process informed by the results of the equity audit that brings in the voices, ideas, and energy of the diverse stakeholders in our beloved campus and extended community. We will take what we learned from the University Equity Audit to develop tools and methods that will allow us to look at the Chancellor-led units to see what they need to do to increase their opportunities for attaining inclusive excellence. Both steps are integral to developing a shared vision and strategy that acts on the recommendations outlined here, informed at all times by a clear understanding that diversity, equity, and inclusion lead us to excellence.

We will chart an inclusive path forward for Rutgers together. Pursuing culture change that embraces diversity as an institutional value and living that commitment out in our organizational practices.

I am heartened by the honest appraisal of where we are and the shared recognition of the significance of work ahead.

Onward,



Enobong (Anna) Branch, Ph.D.  
*Senior Vice President for Equity  
Professor*

# Appendix

## ACRONYM KEY

- GS-C:** Graduate School-Camden
- GS-N:** Graduate School-Newark
- IPEDS:** Integrated Postsecondary Education Data System
- SGS:** School of Graduate Studies

## ACCESS METRIC DEFINITIONS

|  |   |
|--|---|
| <b>Full-Time/First-Year Students</b>                 | Follows IPEDS cohort definitions - financial aid data (Pell data) is lagged by one year   |
| <b>Full-Time Transfer Students</b>                   | Follows IPEDS cohorts definitions - financial aid data (Pell data) is lagged by one year  |
| <b>Enrolled in Honors College</b>                    | As selected by Admissions - financial aid data (Pell data) is lagged by one year  |
| <b>Incoming Master's Students (MA, MS, ME)</b>       | Incoming (full-time and part-time) students enrolled in a Master's program at SGS, GS-N, GS-C. These are students who are pursuing either a terminal Master's degree in a particular field of study or a Master's degree in a field of study with the intent to continue advance graduate studies toward the Ph.D. degree |
| <b>Incoming Doctoral Students (Ph.D.)</b>            | Incoming (full-time and part-time) students enrolled in a Ph.D. program at SGS, GS-N, GS-C  |
| <b>Incoming Professional/Other Master's Students</b> | Incoming (full-time and part-time) students enrolled in a Master's program at a graduate school at Rutgers other than SGS, GS-N, and GS-C   |
| <b>Incoming Professional/Other Doctoral Students</b> | Incoming (full-time and part-time) students enrolled in a doctoral or first professional program at a graduate or professional school at Rutgers other than SGS, GS-N, and GS-C   |
| <b>Tenure Track Faculty - New Hires</b>              | Faculty who are hired in a particular year on the tenure track (full-time only faculty and includes instructional, research, and service faculty)   |
| <b>Non-Tenure Track Faculty - New Hires</b>          | Faculty who are hired in a particular year not on the tenure track (full-time only faculty and includes instructional, research, and service faculty)   |
| <b>Staff - New Hires</b>                             | Non-faculty staff who are hired in a particular year (full-time only staff)   |

## RETENTION METRIC DEFINITIONS

|   |   |
|---|---|
| <b>First Year Baccalaureate Retention Rate</b>                        | Follows IPEDS specifications for calculating retention rates (percentage of full-time, first time entering students enrolling in fall of second year - financial aid data (Pell data) is lagged by one year)  |
| <b>Second Year Baccalaureate Retention Rate</b>                       | Follows IPEDS specifications for calculating retention rates (percentage of full-time, first time entering students enrolling in fall of third year - financial aid data (Pell data) is lagged by one year)   |
| <b>Masters Students First-Year Retention Rate</b>                     | Entering (full-time and part-time) students enrolling in a Master's program in SGS, GS-N, or GS-C and who return the following year within the original school of enrollment or graduated in the following year from original school of enrollment  |
| <b>Doctoral Students Third-Year Retention Rate</b>                    | Entering (full-time and part-time) students enrolling in a PhD program in SGS, GS-N, or GS-C and who return the third year within the original school of enrollment or have graduated within the 3 years from the original school of enrollment   |
| <b>Professional/Other Master's Students First-Year Retention Rate</b> | Entering (full-time and part-time) students enrolling in a Master's program at a graduate school at Rutgers other than SGS, GS-N, or GS-C and returning the following year within the original school of enrollment or graduated in the following year from original school of enrollment   |
| <b>Professional/Other Doctoral Students Third-Year Retention Rate</b> | Entering (full-time and part-time) students enrolling in a Doctoral or first professional program at a graduate or professional school at Rutgers other than SGS, GS-N, and GS-C and who return the third year within the original school of enrollment or have graduated within the 3 years from the original school of enrollment |
| <b>Tenure Track Faculty Departures</b>                                | Tenure track faculty who left since the previous year (full-time faculty; includes instructional, research, and service faculty)  |
| <b>Non-Tenure Track Faculty Departures</b>                            | Non-tenure track faculty who left since the previous year (full-time faculty; includes instructional, research, and service faculty)  |
| <b>Staff Departures</b>   | Staff who left since the previous year (full-time only)   |

## SUCCESS METRIC DEFINITIONS

|  |   |
|--|---|
| <b>Four Year Baccalaureate Retention Rate</b>                      | Entering cohort of students as defined in IPEDS (Baccalaureate seeking) and graduating at the end of four years (100% of time) - financial aid data (Pell data) is lagged by one year             |
| <b>Six-Year Baccalaureate Graduation Rate</b>                      | Entering cohort of students as defined in IPEDS (Baccalaureate seeking) and graduating at the end of six years (150% of time) - financial aid data (Pell data) is lagged by one year              |
| <b>Master's Degrees Awarded (MA, MS, ME)</b>                       | Master's degrees conferred to students graduating from a Master's program in SGS, GS-N, or GS-C   |
| <b>Doctoral Degrees Awarded (Ph.D.)</b>                            | Ph.D. degrees conferred to students graduating from a Ph.D. program in SGS, GS-N, or GS-C   |
| <b>Professional/Other Master's Degrees Awarded</b>                 | Master's degrees conferred to students graduating from a Master's program at a graduate school at Rutgers other than SGS, GS-N, or GS-C   |
| <b>Professional/Other Doctoral Degrees Awarded</b>                 | Doctoral or first professional degrees conferred to students at a graduate or professional school at Rutgers other than SGS, GS-N, or GS-C  |
| <b>Full Professors Excludes NTT</b>                                | Individuals at the rank of Professor I, Professor II, Distinguished, University who are either tenured or on the tenure track (full-time faculty; includes equivalent titles for full professors) |
| <b>Time (in years) for Promotion to Full Tenured, Tenure Track</b> | Average years to Full professor for tenured and tenure track faculty who begin as Assistant professors (full-time faculty; includes equivalent titles for full and assistant professors)          |

## LEADERSHIP REPRESENTATION METRIC DEFINITIONS

|                                 |  |
|---------------------------------|--|
| <b>EAMs who are Faculty</b>     | Faculty staff (as defined by tenure status) who hold positions of managerial authority at the central, chancellor, school, or operational unit levels          |
| <b>Other Administrators</b>     | Any Non-EAM with administrative title that includes Directors of all levels, Associate and Assistant Deans, Vice Dean, Sr. Associate Dean, Executive Vice Dean |
| <b>EAMs who are not Faculty</b> | Non-faculty staff who hold positions of managerial authority at the central, chancellor, school, or operational unit levels                                    |