

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/ First Year 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 Transfer 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 Enrolled in Honors 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 Master's Students (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 Women	339	40.9	35.9	▲	0	0.0	42.7	▼	19	31.1	34.8	▼	66	44.0	39.4	▲
Incoming Doctoral Students (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 Women	125	38.9	43.1	▼	3	30.0	39.3	▼	29	48.3	47.6	▲	3	42.9	52.9	▼
Incoming Professional/ Other Master's 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 Women	622	51.9	52.9	▼	179	57.0	55.9	▲	330	35.6	33.6	▲	30	34.1	30.2	▲
Incoming Professional/ Other Students 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 Women	38	56.7	31.3	▲	237	40.9	45.4	▼	80	33.2	34.4	▼	83	42.6	38.8	▲
Tenure track Faculty - New 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 Women	23	33.3	37.3	▼	9	42.9	44.9	▼	5	41.7	35.9	▲	7	77.8	41.9	▲
Not Tenure track Faculty - 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 Women	37	46.3	41.7	▲	78	44.3	51.2	▼	20	52.6	43.5	▲	4	40.0	47.6	▲
Staff - New 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 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

Metric	Population Specified	NEW BRUNSWICK				RBHS				NEWARK				CAMDEN			
		# 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

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

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

Full-Time/First-Year Students	Follows IPEDS cohort definitions - financial aid data (Pell data) is lagged by one year
Full-Time Transfer Students	Follows IPEDS cohorts definitions - financial aid data (Pell data) is lagged by one year
Enrolled in Honors College	As selected by Admissions - financial aid data (Pell data) is lagged by one year
Incoming Master's Students (MA, MS, ME)	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
Incoming Doctoral Students (Ph.D.)	Incoming (full-time and part-time) students enrolled in a Ph.D. program at SGS, GS-N, GS-C
Incoming Professional/Other Master's Students	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
Incoming Professional/Other Doctoral Students	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
Tenure Track Faculty - New Hires	Faculty who are hired in a particular year on the tenure track (full-time only faculty and includes instructional, research, and service faculty)
Non-Tenure Track Faculty - New Hires	Faculty who are hired in a particular year not on the tenure track (full-time only faculty and includes instructional, research, and service faculty)
Staff - New Hires	Non-faculty staff who are hired in a particular year (full-time only staff)

RETENTION METRIC DEFINITIONS

First Year Baccalaureate Retention Rate	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)
Second Year Baccalaureate Retention Rate	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)
Masters Students First-Year Retention Rate	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
Doctoral Students Third-Year Retention Rate	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
Professional/Other Master's Students First-Year Retention Rate	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
Professional/Other Doctoral Students Third-Year Retention Rate	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
Tenure Track Faculty Departures	Tenure track faculty who left since the previous year (full-time faculty; includes instructional, research, and service faculty)
Non-Tenure Track Faculty Departures	Non-tenure track faculty who left since the previous year (full-time faculty; includes instructional, research, and service faculty)
Staff Departures	Staff who left since the previous year (full-time only)

SUCCESS METRIC DEFINITIONS

Four Year Baccalaureate Retention Rate	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
Six-Year Baccalaureate Graduation Rate	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
Master's Degrees Awarded (MA, MS, ME)	Master's degrees conferred to students graduating from a Master's program in SGS, GS-N, or GS-C
Doctoral Degrees Awarded (Ph.D.)	Ph.D. degrees conferred to students graduating from a Ph.D. program in SGS, GS-N, or GS-C
Professional/Other Master's Degrees Awarded	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
Professional/Other Doctoral Degrees Awarded	Doctoral or first professional degrees conferred to students at a graduate or professional school at Rutgers other than SGS, GS-N, or GS-C
Full Professors Excludes NTT	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)
Time (in years) for Promotion to Full Tenured, Tenure Track	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

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