WORK TOWARDS INCLUSION

DEI CAMPUS CLIMATE SURVEY

ORGANIZATIONAL UNIT REPORT

School of Nursing - Newark and New Brunswick

Rutgers Biomedical and Health Sciences

Released June 2024

SOUNDROCKET™

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University Equity and Inclusion

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Executive Summary

To assess the campus climate, Rutgers University conducted a survey in 2023 on Diversity, Equity, and Inclusion (DEI). This survey was designed to help university leaders and campus communities develop a baseline understanding of the climate relating to diversity, equity, and inclusion. Information was gathered from faculty, staff, and students relating to their perceptions, experiences, and perspectives relative to these topics. The survey results will help inform current and future decisions to support a diverse, inclusive, and welcoming community and serve as a benchmark against which to measure change over time. As stated in our mission, Rutgers University "strives to sustain an open exchange of ideas in an environment . . . that provides an atmosphere of mutual respect free from racism, sexism, and other forms of prejudice and intolerance."

This document is intended to provide a high-level summary of the Rutgers DEI Campus Climate Survey, as administered to the School of Nursing (Newark and New Brunswick).

The survey was launched on March 20, 2023 and closed on May 10, 2023. All eligible Rutgers undergradute students, graduate students, staff, and faculty from within the School of Nursing (Newark and New Brunswick) were invited to participate. Of the 1778 individuals invited to participate, 230 responses were collected, yielding a unit response rate of **12.9%** and completion rate of **83.5%**.

Executive Summary - Table 2: Sample Total and Completed Responses by Population

	Eligible Sample	Partial Responses	Completed Responses	Response Rate	Completion Rate
Undergraduate Students	935	14	47	6.5%	77.0%
Graduate Students	393	8	37	11.5%	82.2%
Staff	269	9	61	26.0%	87.1%
Faculty	181	7	47	29.8%	87.0%

Demographics

Executive Summary - Table 3a: Race/Ethnicity by Population

	Total	Undergraduate Students	Graduate Students	Staff	Faculty
African American/Black	19.6% (42)	–	–	34.3% (23)	–
Asian American/Asian	15.4% (33)	19.3% (11)	33.3% (13)	–	–
Hispanic/Latino/a	11.2% (24)	–	–	16.4% (11)	–
Middle Eastern/North African	–	–	–	–	–
Native American/Alaskan Native	–	–	–	–	–
Native Hawaiian/Other Pacific Islander	–	–	–	–	–
White	44.9% (96)	42.1% (24)	28.2% (11)	40.3% (27)	66.7% (34)
More Than One Race/Ethnicity	5.6% (12)	–	–	–	–
Preferred response not listed	–	–	–	–	–

† Question: Please indicate the **racial or ethnic group(s)** with which you identify. *(Select all that apply)*

Executive Summary - Table 3b: Gender Identity by Population

	Total	Undergraduate Students	Graduate Students	Staff	Faculty
Woman	86.6% (187)	89.3% (50)	87.5% (35)	82.4% (56)	88.5% (46)
Man	12.0% (26)	–	–	17.6% (12)	–
Transgender	–	–	–	–	–
Preferred response not listed	–	–	–	–	–

† Question: What is your gender/gender identity? *(Select all that apply.)*

Executive Summary - Table 3c: Sexual Orientation by Population

	Total	Undergraduate Students	Graduate Students	Staff	Faculty
Heterosexual	84.2% (181)	69.6% (39)	85.0% (34)	94.0% (63)	86.5% (45)
LGBQA+	15.8% (34)	30.4% (17)	—	—	—

† Question: What is your sexual orientation? *(Select all that apply.)*

Executive Summary - Table 3d: Religious Affiliation by Population

	Total	Undergraduate Students	Graduate Students	Staff	Faculty
Agnostic/Atheist	7.7% (16)	—	—	—	—
Christian	61.5% (128)	56.6% (30)	38.5% (15)	76.6% (49)	65.4% (34)
Hindu	—	—	—	—	—
Jewish	5.8% (12)	—	—	—	—
Muslim	—	—	—	—	—
Nothing in particular	8.2% (17)	—	—	—	—
Other Religiously Minoritized	10.1% (21)	—	—	—	—

† Question: With what religion (if any) do you most identify?

Executive Summary - Table 3e: First Generation in the US by Population

	Total	Undergraduate Students	Graduate Students	Staff	Faculty
First generation in US	47.2% (101)	51.8% (29)	67.5% (27)	40.3% (27)	35.3% (18)

† Question: Please indicate your generation status, response: Neither of my parents were born in the United States

Executive Summary - Table 3f: Disability by Population

	Total	Undergraduate Students	Graduate Students	Staff	Faculty
Yes, I have a disability	10.7% (23)	—	—	—	—

† Question: Do you have a disability?

Executive Summary - Table 3g: Veteran Status by Population

	Total	Undergraduate Students	Graduate Students	Staff	Faculty
Current or past service	—	—	—	—	—

† Question: Have you ever served in the U.S. Armed Forces, Military Reserves, or National Guard?

Climate

Executive Summary - Table 5a: Satisfaction with Overall Rutgers' Campus Climate by Population

	Total	Undergraduate Students	Graduate Students	Staff	Faculty
Very Satisfied/Satisfied	53.5% *(114)*	50.0% *(27)*	57.5% *(23)*	56.7% *(38)*	50.0% *(26)*
Neither Satisfied nor Dissatisfied	36.6% *(78)*	35.2% *(19)*	40.0% *(16)*	38.8% *(26)*	32.7% *(17)*
Dissatisfied/Very Dissatisfied	9.9% *(21)*	–	–	–	–

† Question: How satisfied or dissatisfied are you with the overall campus climate/environment that you have experienced at Rutgers University within the past 12 months? *(If you have been at the university for under 12 months, please consider the time that you have been here.)*

Executive Summary - Table 5b: Satisfaction with Overall Rutgers' Campus Climate by Population and Collapsed Race

	Total	Undergraduate Students	Graduate Students	Staff	Faculty
Very Satisfied/Satisfied					
Non-White	51.8% *(59)*	50.0% *(16)*	60.7% *(17)*	51.3% *(20)*	–
White	57.0% *(53)*	50.0% *(11)*	–	65.4% *(17)*	55.9% *(19)*
Neither Satisfied nor Dissatisfied					
Non-White	38.6% *(44)*	34.4% *(11)*	35.7% *(10)*	46.2% *(18)*	–
White	32.3% *(30)*	–	–	–	29.4% *(10)*
Dissatisfied/Very Dissatisfied					
Non-White	9.6% *(11)*	–	–	–	–
White	10.8% *(10)*	–	–	–	–

† Question: How satisfied or dissatisfied are you with the overall campus climate/environment that you have experienced at Rutgers University within the past 12 months? *(If you have been at the university for under 12 months, please consider the time that you have been here.)*

Institutional Commitment

Executive Summary - Table 7a: Satisfaction with Rutgers' DEI Actions by Population

	Total	Undergraduate Students	Graduate Students	Staff	Faculty
Very Satisfied/Satisfied	60.8% *(127)*	62.7% *(32)*	57.5% *(23)*	59.7% *(40)*	62.7% *(32)*

† Question: How satisfied are you with the institution's actions in support of its commitment to diversity in the last three years? *(If you have been at the university for less than 3 years, please consider the progress you have seen during the time that you have been here.)*

Executive Summary - Table 7b: Satisfaction with Rutgers' DEI Actions by Population and Collapsed Race

	Total	Undergraduate Students	Graduate Students	Staff	Faculty
Very Satisfied/Satisfied					
Non-White	56.4% *(62)*	58.6% *(17)*	53.6% *(15)*	64.1% *(25)*	—
White	67.7% *(63)*	68.2% *(15)*	—	57.7% *(15)*	73.5% *(25)*

† Question: How satisfied are you with the institution's actions in support of its commitment to diversity in the last three years? *(If you have been at the university for less than 3 years, please consider the progress you have seen during the time that you have been here.)*

Executive Summary - Table 13a: Levels of Agreement with Rutgers' Strong Commitment to DEI by Population (% Agree/Strongly Agree)

	Total	Undergraduate Students	Graduate Students	Staff	Faculty
Agree/Strongly Agree	78.3% *(159)*	84.0% *(42)*	87.2% *(34)*	75.0% *(48)*	70.0% *(35)*

† Question: Considering your experiences over the past 12 months at Rutgers University, please indicate your level of agreement with each of the following statements: *(If you have been at the university for under 12 months, please consider the time that you have been here.)*

Executive Summary - Table 13b: Levels of Agreement with Rutgers' Strong Commitment to DEI by Population and Collapsed Race (% Agree/Strongly Agree)

	Total	Undergraduate Students	Graduate Students	Staff	Faculty
Non-White	71.4% *(75)*	82.1% *(23)*	85.2% *(23)*	66.7% *(24)*	—
White	85.9% *(79)*	86.4% *(19)*	90.9% *(10)*	88.5% *(23)*	81.8% *(27)*

† Question: Considering your experiences over the past 12 months at Rutgers University, please indicate your level of agreement with each of the following statements: *(If you have been at the university for under 12 months, please consider the time that you have been here.)*

Inclusive and Equitable Treatment

Executive Summary - Table 13c: Levels of Agreement with Statements of Equitable Treatment (% Agree/Strongly Agree)

	Total	Undergraduate Students	Graduate Students	Staff	Faculty
I am treated with respect at Rutgers University					
Strongly Disagree/Disagree/Neither	**25.7%** (52)	**21.6%** (11)	–	**25.8%** (16)	**46.0%** (23)
Agree/Strongly Agree	**74.3%** (150)	**78.4%** (40)	**94.9%** (37)	**74.2%** (46)	**54.0%** (27)
I feel valued as an individual at Rutgers University					
Strongly Disagree/Disagree/Neither	**42.4%** (86)	**50.0%** (25)	**28.2%** (11)	**33.3%** (21)	**56.9%** (29)
Agree/Strongly Agree	**57.6%** (117)	**50.0%** (25)	**71.8%** (28)	**66.7%** (42)	**43.1%** (22)
I feel I belong at Rutgers University					
Strongly Disagree/Disagree/Neither	**36.3%** (73)	**38.0%** (19)	–	**30.6%** (19)	**52.9%** (27)
Agree/Strongly Agree	**63.7%** (128)	**62.0%** (31)	**78.9%** (30)	**69.4%** (43)	**47.1%** (24)

Unfair Treatment

Executive Summary - Table 13d: Levels of Agreement with Statements of Unfair Treatment (% Agree/Strongly Agree)

	Total	Undergraduate Students	Graduate Students	Staff	Faculty
I have considered leaving Rutgers because I felt isolated or unwelcomed					
Strongly Disagree/Disagree/Neither	**84.7%** (172)	**76.0%** (38)	**100.0%** (39)	**92.1%** (58)	**72.5%** (37)
Agree/Strongly Agree	**15.3%** (31)	**24.0%** (12)	–	–	**27.5%** (14)
I have to work harder than others to be valued equally at Rutgers					
Strongly Disagree/Disagree/Neither	**68.2%** (137)	**75.5%** (37)	**87.2%** (34)	**58.7%** (37)	**58.0%** (29)
Agree/Strongly Agree	**31.8%** (64)	**24.5%** (12)	–	**41.3%** (26)	**42.0%** (21)

† Question: Considering your experiences over the past 12 months at Rutgers University, please indicate your level of agreement with each of the following statements? *(If you have been at the university for under 12 months, please consider the time that you have been here.)*

Discrimination Experiences

Executive Summary - Table 15a: Felt Discrimination in the Past 12 Months by Population

	Total	Undergraduate Students	Graduate Students	Staff	Faculty
Yes	12.8% *(25)*	–	–	–	20.0% *(10)*

† Question: In general over the past 12 months, have you felt discriminated against on your Rutgers University campus? *(If you have been at Rutgers University for under 12 months, please consider the time that you have been here.)*

Executive Summary - Table 15b: Felt Discrimination in the Past 12 Months by Population and Collapsed Race

	Total	Undergraduate Students	Graduate Students	Staff	Faculty
Non-White	12.0% *(12)*	–	–	–	–
White	12.1% *(11)*	–	–	–	–

† Question: In general over the past 12 months, have you felt discriminated against on your Rutgers University campus? *(If you have been at Rutgers University for under 12 months, please consider the time that you have been here.)*

Introduction

Rutgers University is dedicated to cultivating a university community that fosters constructive participation in a diverse, multicultural world. The university has increasingly supported initiatives that foster inclusive learning and working environments.

The Rutgers Diversity, Equity, and Inclusion (DEI) Campus Climate Survey was administered by SoundRocket, a social science survey research firm, in Spring 2023. *See Part II for details about the specific populations included in this survey.*

The survey was designed to help administrators develop shared knowledge around diversity, equity, and inclusion issues by learning about the community's perspectives, opinions, and experiences related to these topics. Data collected in the DEI survey will establish a baseline understanding of the present climate, help inform current and future decisions about supporting a diverse, inclusive, and vibrant campus community, and serve as a benchmark against which to measure change over time.

Institutional Context

Tensions were high when the DEI Campus Climate Survey launched on March 20, 2023. On March 10, the Friday before spring break, two faculty unions announced that their strike authorization votes were successful. Data collection and outreach via emails from institutional leaders and social media engagement proceeded as planned for three weeks before the strike announcement on April 10. Institutional outreach paused for several weeks until the strike ended, and the associated contention subsided. After that, SoundRocket conducted additional outreach through phone calls to students and mailed letters to faculty and staff to increase participation. However, most participants completed the survey before the announcement of the strike.

Determining whether the labor context influenced survey participation, or the resulting responses, is not possible. Since this is a baseline survey, we do not have a university-wide comparison of student, faculty, and staff sentiment. However, the results shared below reflect the responses of nearly 10,000 members of the Rutgers community who, in this context, shared their experiences to help us assess the DEI campus climate.

Organizational Unit Reports

In April 2024, nearly a year after the DEI Campus Climate Survey launched, we shared primary reports that highlight findings at the chancellor-led unit level (Rutgers–New Brunswick, Rutgers–Newark, Rutgers–Camden, and Rutgers Health) as well as for the university central administration. Rutgers, however, is a complex and comprehensive university. In addition to asking questions about the university as a whole, survey respondents were asked to reflect specifically on their primary college/unit. Employees (faculty and staff) were asked to answer a subset of questions reflecting on conditions in their work unit with their immediate work environment in mind. Students were asked to answer questions reflecting on the conditions in their primary college/department.

Secondary reports released in May 2024 highlight findings at the organizational (school/administrative) unit level. Administrative or academic units that had less than 100 respondents were grouped with other units to preserve anonymity. In the central administration, for example, University Human Resources, University External Affairs, Office of General Counsel, Office of the President, University Equity and Inclusion, and Intercollegiate Athletics are collapsed into a single secondary report called Other Central Administration. A similar approach is taken to administration at the Chancellor-led unit level. In academic units, the report title indicates the units that have been collapsed, which are reflected in each report.

Two things to note as you review this unit report:

- To protect anonymity, we suppressed population data (undergraduate students, graduate students, staff, or faculty) where fewer than ten responses were received. For example, if there were only seven faculty responses for your unit, all faculty data has been suppressed in your unit reports. Because the report is based on a template, data tables for suppressed populations will still appear—but they will not contain any data. (See the Reading the Results section for more details about data suppression.)
- Because of the small sample sizes involved and to further protect individuals' confidentiality, all tables that break down race/ethnicity in detail have been removed from the unit reports. However, we have retained the table numbering from the campus reports to allow for easy comparison between the overall campus and unit reports. For this reason, you will see table numbers skip (i.e., Table 7.1 followed by Table 7.3).

Background & Methods

This survey was conducted among the populations defined below, using industry standard methodologies for social science data collection. The study was designed to minimize biases from the perspective of the questionnaire, sampling, and reporting.

Sampling Strategy

The study was conducted as a census of the full community population at the institution. General eligibility to be included in the survey was determined as follows:

- Participants must have been 18 years old or older as of the eligibility date defined below.
- Participants must have been affiliated with the institution as of the eligibility date below.

The specific population eligibility dates and other related qualifications were defined as:

- Population A: Students

    - Eligibility Date: Participants were eligible if enrolled at the institution in a minimum of six credit hours as of October 7, 2022.

- Population B: Employees

    - Eligibility Date: All full-time staff (including the Rutgers University Foundation) and faculty (including part-time) employed at the institution by November 1, 2022.

    - Post-doctoral trainees and associates were considered as staff.

Each population file was provided to SoundRocket by the Institution. The data was transferred using a secure data transfer platform. SoundRocket does not share or sell any customer lists—they have pledged to maintain this information as confidential and will destroy the lists after the completion of this study.

Confidentiality

To ensure success of this survey, given the sensitive nature of several of the questions, a key element of the study design was to limit direct access between the institution and those individuals who were being surveyed. Integral to this effort was the use of an independent contractor (SoundRocket) for data collection efforts, which provided a firewall between respondents' identity and their survey responses. Consistent with standard practices for confidential data collections such as this, SoundRocket was required to use encryption technologies (including SSL for all web-based interfaces) and adhere to strict guidelines to maintain data security and confidentiality. SoundRocket has been collecting sensitive data from university populations since 2004. SoundRocket communications, staff training, processes and quality inspections all focus on minimizing disclosure risk.

After the participant list was provided to SoundRocket, unless the contact was initiated by the participant, no institution representative ever came into contact with any identifying information on any potential survey respondent in a way that would allow them to link survey response to individual identity. All staff were SoundRocket employees and/or contractors. This fact was openly disclosed during contacts with respondents so that they were assured that their responses would not be linked back to them. After the study was completed, SoundRocket destroyed all identifiable data (electronic and paper) that was received in the effort.

The Campus Climate Questionnaire

The questionnaire was developed originally via a collaboration between SoundRocket, and a research team at the University of Michigan. A version of the original instrument was adapted by SoundRocket for use at multiple campuses. The final instrument fielded to this institution's community was agreed to collaboratively between SoundRocket and the institution.

The resulting questionnaire is standardized to provide for future comparisons, but also tailored so that the institution may gain a more nuanced understanding of what the climate is like on their campus. Leadership at Rutgers University gave input, which was used to help develop and refine the questions included in the survey.

The survey was designed as a self-administered, interactive, mobile friendly web-based survey.

The final questionnaire was structured as follows:

- **Welcome**-A brief description of the survey and its key objectives, a statement of confidentiality, a note regarding voluntary participation and survey length, information about incentives, and contact information for the SoundRocket survey team.
- **Consent**-An informed, passive consent, wherein study details about the nature and purpose of the research were provided and participants clicked "Next" if they agreed to participate.
- **Demographics-Survey Part IV**-Questions were asked to capture the demographics of each participant, including (but not limited to) gender, race/ethnicity, sexual orientation, religious affiliation, disability, military status, citizenship, and other related descriptors.
- **Campus Climate-Survey Part V**-Questions were asked about satisfaction with the campus climate; perceptions of attributes related to diversity, equity, and inclusion; individual opinions about DEI; frequency of interactions with diverse people; discriminatory events personally experienced; and ratings regarding aspects of being a community member.
- **Unit-Level Climate and COVID Experiences - Survey Part VI**-Questions were asked about satisfaction with the campus climate at a unit-level; individual opinions about DEI at the unit-level; discriminatory events personally experienced at the unit-level; and the adverse effects of COVID-19 in a variety of areas.

Web Based Survey Data Collection

The survey was administered as a web-based survey. The survey was optimized so that it could be completed successfully on mobile devices and tablets, as well as on desktop or laptop computers. Mobile optimization was implemented dynamically during the survey —if the system detected that a mobile-sized screen was in use, it automatically adjusted the view to accommodate the device.

Section A—Part I: Data Collection & Methods

The population specific to each section of this report is noted in each section header. Section A includes the results for the following:

- Population A: Students

    - Enrolled at the institution in a minimum of six credit hours as of October 7, 2022.

    - Participants must have been 18 years old or older.

The following population specific data collection methods were used to maximize quality in this survey.

Respondent Incentives

To encourage participation, all eligible study participants were entered into a random drawing to win one of fifty $25 value gift cards or one of 50 "Work Towards Inclusion" sweatshirts or an iPad. The random drawings were conducted after data collection was completed, and the incentives were delivered by the university.

Data Collection Schedule

The overall data collection design protocol included:
- Invitation - emailed on March 20, 2023
- Reminder 1 - emailed on March 24, 2023
- Reminder 2 –- emailed on March 27, 2023
- Reminder 3 - emailed on March 31, 2023
- Reminder 4 - emailed on April 3, 2023

A second stage effort followed with a nonresponse analysis that defined the sample for a reminder email and reminder phone call. The stage two sample included non-responders who were male undergraduate students, and non-White male graduate students. The reminder email went out on April 7, 2023, and reminder calls were made over the period of April 20 - May 2, 2023.

The dates identified above for each data collection invitation represent the date that the first communications (of each type) were sent. While most of the communications would have been sent the same day, depending on the time of day and any necessary data quality checks performed, it is possible that some individuals may have received their communications on the next calendar day.

Survey Completion Time

Determining the actual time taken to participate in a web-based survey is not a straightforward calculation; however, standard practices were employed to calculate the average length of time for respondents to complete this web-based survey.

The completion time for the questionnaire was calculated by computing the elapsed time between when the participant initially logged in and when they clicked submit on the final page of the web survey. Because it was possible for participants to leave the survey and return to it later (returning to where they left off), which would lead to extended time durations "in" the survey, only individuals who completed the full survey in one session were included in this calculation.

Additionally, some participants may have completed a portion of the survey and remained logged in, but they may have been called away from the survey or distracted by other tasks. As such, we often find a significant number of outliers in the total time variable. As such, our standard practice to identify the outliers is to determine the median number of minutes spent in the survey by those who completed the survey in one session. A top end outlier range was then set to be three-times the median value. For example, if the initial median completion time was 15 minutes; anyone who took more than 45 minutes was considered an outlier who likely did not spend that full time working on the questionnaire. Anyone who took above three times the median time were also excluded from the final length calculation. This is a standard practice in the survey research industry to estimate an accurate time to complete a web-based survey.

Web survey completion timetables show final estimates for the length of the web-based survey among the population identified in this section of the report.

Section A - Table 1.1: Web Survey Completion Time - Undergraduate Students

	Mean Time (minutes)	Median Time (minutes)
Undergraduate Students	12.6	10

Section A - Table 1.2: Web Survey Completion Time - Graduate Students

	Mean Time (minutes)	Median Time (minutes)
Graduate Students	10.3	9

Section A - Part II: Dispositions & Response Rates

Disposition codes, response rates, and completion rates presented in this report are based on Standard Definitions as described by The American Association for Public Opinion Research (AAPOR) in their 2011 publication: *Standard Definitions: Final Dispositions of Case Codes and Outcome Rates for Surveys, 7th edition.*

Final Study Dispositions

Survey dispositions were defined as follows:

- **Login**: An individual who clicked to open the survey but did not consent to participate; these cases were treated as equal to any other nonresponse.
- **Partial**: An individual who consented but did not click "Submit Results" at the end of the survey.
- **Complete**: An individual who consented to participate and who clicked through the entire survey (answering all or some questions), completed the incentive questions and clicked "Submit Results."
- **Ineligible**: A case initially thought eligible to participate, but determined to not be eligible (e.g., due to not being employed on the eligibility date); ineligible cases were removed from the denominator of all response rate calculations.

Response Rates

Response rates for the survey were calculated as follows:

- **Response Rate**: Number of completes (c) plus the number of partials (p) divided by the eligible (e) sample size. This calculation follows AAPOR response rate calculation #2: ((c+p)/e).
- **Completion Rate**: Number of completes (c) divided by the sum of completes (c) plus partials (p): (c/(c+p)).

An individual is considered to have responded to the survey if their submission met the stated criteria to be considered a complete or a partial. Data from all such cases is included in this report. Response and completion rates are shown for the total number of individuals at Rutgers University who responded to the survey.

Section A - Table 2.1: Response & Completion Rates - Undergraduate Students

	Eligible Sample	Partial Responses	Complete Responses	Response Rate	Completion Rate
Undergraduate Students	935	14	47	6.5%	77.0%

Section A - Table 2.2: Response & Completion Rates - Graduate Students

	Eligible Sample	Partial Responses	Complete Responses	Response Rate	Completion Rate
Graduate Students	393	8	37	11.5%	82.2%

Section A — Part III: Results

Reading the Results

Because the study was designed in part to provide insights and information that could be used to assist in developing programs, key comparison groups are included in the tables. Summary tables in this report include a total column named "Total." This column shows the combined data of all individuals who completed the survey from among the population defined by this report.

Due to the nature of the voluntary confidential survey, respondents were not required to answer any substantive question. Only the consent question was required to proceed into the survey. If a potential respondent did not consent to participate, they were not shown subsequent survey questions.

Because participants could choose to skip any question(s) they did not wish to answer, the number of respondents in data tables varies by question. Additionally, we have included partial responses in these results, so some drop-off as participants continued through the questionnaire is expected.

The data shown in tables throughout this report are population level data (parameters). Statistical testing is not required in a census. Due to this, any differences observed (e.g., between men and women), represent true differences in the population. The magnitude of any observed differences should be interpreted based on the context of the measure and the potential for that measure to be impacted by nonresponse.

To preserve confidentiality, the following data suppression strategy was used:

A. If any population within a unit did not have 10 or more responses from a specific population (i.e. undergraduate students, graduate students), all data for that population is suppressed in this report.
B. In any table past Table 5.1 (Part V and beyond), individual cells with fewer than 5 reporting cases has been suppressed. Where appropriate throughout the report, this is indicated in the tables by a dash (–) symbol.
C. Where a population (undergraduate students, graduate students, staff, or faculty) included fewer than ten responses, all cells reporting data from that population have been suppressed.

Interpreting the Results

This effort is intended to provide the institution with the data and results so that local individuals can use them, together with their local knowledge of these issues, to come up with interpretations and meaning.

Section A - Part IV: Demographics

To best understand the survey results, it is important to get an understanding of who completed the survey. The first section of the survey asked about several background and demographic elements. Characteristics of the responding population identified in the header of this report are shown in the Demographics tables that follow.

Section A - Table 3.1: Demographics - Undergraduate Students

	Undergraduate Students
Age	
Average (Years)	**23.2** *(57)*
Sex	
Male	**8.8%** *(5)*
Female	**91.2%** *(52)*
Preferred response not listed	—
Gender Identity	
Man	**7.1%** *(4)*
Woman	**89.3%** *(50)*
Transgender/Gender Non-Conforming	**3.6%** *(2)*
Preferred response not listed	—
Sexual Orientation	
Heterosexual	**69.6%** *(39)*
LGBQA+†	**30.4%** *(17)*
Race/Ethnicity	
African American/Black	**10.5%** *(6)*
Asian American/Asian	**19.3%** *(11)*
Hispanic/Latino/a	**15.8%** *(9)*
Middle Eastern/North African	**3.5%** *(2)*
Native American/Alaskan Native	—
Native Hawaiian/Other Pacific Islander	—
White	**42.1%** *(24)*
More Than One Race/Ethnicity	**8.8%** *(5)*
Preferred response not listed	—
U.S. Born	
Yes	**85.5%** *(47)*
Generation Status	
First generation in US	**51.8%** *(29)*

† Includes the survey categories of Bisexual, Gay/Lesbian, Queer, Questioning, Asexual, and Preferred response not listed.

Section A - Table 3.2: Demographics - Undergraduate Students

	Undergraduate Students
Religiosity	
Religious and spiritual	**32.1%** *(17)*
Religious but not spiritual	**17.0%** *(9)*
Spiritual but not religious	**30.2%** *(16)*
Neither spiritual nor religious	**20.8%** *(11)*
Religious Affiliation	
Atheist	**7.5%** *(4)*
Agnostic	**9.4%** *(5)*
Bahá'í	**1.9%** *(1)*
Buddhist	—
Catholic	**22.6%** *(12)*
Christian (nonspecific)	**30.2%** *(16)*
Confucian	—
Hindu	**1.9%** *(1)*
Jewish	**5.7%** *(3)*
Muslim	**1.9%** *(1)*
Native American Tradition(s)	—
Protestant	**3.8%** *(2)*
Sikh	—
Taoist	—
The Church of Jesus Christ of Latter-day Saints (Mormons)	—
Wiccan	—
Zoroastrian	—
Nothing in particular	**9.4%** *(5)*
Something else	**5.7%** *(3)*

Section A - Table 3.3: Demographics - Undergraduate Students

	Undergraduate Students
Disability	
Yes	**12.7%** *(7)*
Disability Type	
Acquired/Traumatic Brain Injury	**14.3%** *(1)*
Attention Deficit/Hyperactivity Disorder	**100.0%** *(7)*
Autism Spectrum	**14.3%** *(1)*
Blind/Low Vision	—
Deaf/Hard of hearing	—
Cognitive or Learning Disability	**28.6%** *(2)*
Chronic Illness/Medical/Neurological Condition	**28.6%** *(2)*
Mental Health/Psychological Condition	**42.9%** *(3)*
Physical/Mobility Impairment	**14.3%** *(1)*
Speech/Communication Condition	**14.3%** *(1)*
Sensory Impairment	—
Other Disability	—
Military Service	
Current or past service	—
Political Affiliation	
Very liberal	**9.3%** *(5)*
Liberal	24.1% *(13)*
Slightly liberal	25.9% *(14)*
Moderate/Middle of the road	**13.0%** *(7)*
Slightly Conservative	**7.4%** *(4)*
Conservative	**5.6%** *(3)*
Very conservative	—
Not thought about it/Don't know	**14.8%** *(8)*
Housing Status	
Rutgers residence hall, dormitory, or university housing on campus	**30.9%** *(17)*
Off-campus housing	**65.5%** *(36)*
Uncertain housing/no stable housing	**3.6%** *(2)*
Employment Status	
Work-study employment	**13.7%** *(7)*
On-campus employment (not including work-study)	**7.8%** *(4)*
Off-campus employment (not including work-study)	**37.7%** *(20)*

Section A - Table 3.4: Demographics - Graduate Students

	Graduate Students
Age	
Average (Years)	**32.0** *(41)*
Sex	
Male	**15.4%** *(6)*
Female	**84.6%** *(33)*
Preferred response not listed	—
Gender Identity	
Man	**12.5%** *(5)*
Woman	**87.5%** *(35)*
Transgender/Gender Non-Conforming	—
Preferred response not listed	—
Sexual Orientation	
Heterosexual	**85.0%** *(34)*
LGBQA+†	**15.0%** *(6)*
Race/Ethnicity	
African American/Black	**15.4%** *(6)*
Asian American/Asian	**33.3%** *(13)*
Hispanic/Latino/a	**10.3%** *(4)*
Middle Eastern/North African	**2.6%** *(1)*
Native American/Alaskan Native	—
Native Hawaiian/Other Pacific Islander	—
White	**28.2%** *(11)*
More Than One Race/Ethnicity	**10.3%** *(4)*
Preferred response not listed	—
U.S. Born	
Yes	**66.7%** *(26)*
Generation Status	
First generation in US	**67.5%** *(27)*

† Includes the survey categories of Bisexual, Gay/Lesbian, Queer, Questioning, Asexual, and Preferred response not listed.

Section A - Table 3.5: Demographics - Graduate Students

	Graduate Students
Religiosity	
Religious and spiritual	**55.0%** *(22)*
Religious but not spiritual	—
Spiritual but not religious	**32.5%** *(13)*
Neither spiritual nor religious	**12.5%** *(5)*
Religious Affiliation	
Atheist	**2.6%** *(1)*
Agnostic	—
Bahá'í	—
Buddhist	**2.6%** *(1)*
Catholic	**23.1%** *(9)*
Christian (nonspecific)	**15.4%** *(6)*
Confucian	—
Hindu	**7.7%** *(3)*
Jewish	**10.3%** *(4)*
Muslim	**12.8%** *(5)*
Native American Tradition(s)	—
Protestant	—
Sikh	—
Taoist	—
The Church of Jesus Christ of Latter-day Saints (Mormons)	—
Wiccan	**2.6%** *(1)*
Zoroastrian	—
Nothing in particular	**12.8%** *(5)*
Something else	**10.3%** *(4)*

School of Nursing (Newark and New Brunswick)

Section A - Table 3.6: Demographics - Graduate Students

	Graduate Students
Disability	
Yes	**12.5%** *(5)*
Disability Type	
Acquired/Traumatic Brain Injury	—
Attention Deficit/Hyperactivity Disorder	**60.0%** *(3)*
Autism Spectrum	—
Blind/Low Vision	—
Deaf/Hard of hearing	—
Cognitive or Learning Disability	—
Chronic Illness/Medical/Neurological Condition	**40.0%** *(2)*
Mental Health/Psychological Condition	**40.0%** *(2)*
Physical/Mobility Impairment	—
Speech/Communication Condition	—
Sensory Impairment	—
Other Disability	—
Military Service	
Current or past service	**5.0%** *(2)*
Political Affiliation	
Very liberal	**10.0%** *(4)*
Liberal	**30.0%** *(12)*
Slightly liberal	**10.0%** *(4)*
Moderate/Middle of the road	**30.0%** *(12)*
Slightly Conservative	**2.5%** *(1)*
Conservative	**2.5%** *(1)*
Very conservative	**5.0%** *(2)*
Not thought about it/Don't know	**10.0%** *(4)*
Housing Status	
Rutgers residence hall, dormitory, or university housing on campus	—
Off-campus housing	**100.0%** *(40)*
Uncertain housing/no stable housing	—
Employment Status	
Work-study employment	**8.1%** *(3)*
On-campus employment (not including work-study)	**2.8%** *(1)*
Off-campus employment (not including work-study)	**82.5%** *(33)*

Collapsing by Race and Ethnicity - Simplified Reporting

In many places within this report, breakouts of individual race/ethnicity categories will result in cell sizes that are too small to report. As such, we will present a collapsed version of race/ethnicity. The two-category breakout which is noted in report columns as non-White/White, which will include any participant who identified as African American/Black, Asian American/Asian/Pacific Islander, Hispanic/Latino/a, Middle Eastern/North African, Native American/Alaskan Native, Other Race/Ethnicity, or More Than One Race/Ethnicity.

The following data represents the distribution of the Non-White/White categories.

Section A - Table 4.1: Collapsed Race Demographic Distribution of Respondents

	Undergraduate Students
Non-White	57.9% *(33)*
White	42.1% *(24)*

Section A - Table 4.2: Collapsed Race Demographic Distribution of Respondents

	Graduate Students
Non-White	71.8% *(28)*
White	28.2% *(11)*

Section A — Part V: DEI Perceptions & Experiences: Campus Overall

Next, respondents were asked to rate their overall satisfaction with the campus climate/environment based on their experiences in the past 12 months.

Section A - Table 5.1: Satisfaction with Overall Campus Climate - Undergraduate Students

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
Dissatisfied/Very Dissatisfied	14.8% (8)	17.0% (8)	–	–	–	15.6% (5)
Neither Satisfied nor Dissatisfied	35.2% (19)	31.9% (15)	–	–	36.4% (8)	34.4% (11)
Very Satisfied/Satisfied	50.0% (27)	51.1% (24)	–	–	50.0% (11)	50.0% (16)

Section A - Table 5.3: Satisfaction with Overall Campus Climate - Graduate Students

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
Dissatisfied/Very Dissatisfied	–	–	–	–	–	–
Neither Satisfied nor Dissatisfied	40.0% (16)	42.9% (15)	–	–	45.5% (5)	35.7% (10)
Very Satisfied/Satisfied	57.5% (23)	54.3% (19)	–	–	54.5% (6)	60.7% (17)

Section A - Table 6.1: Participation in DEI Activities - Undergraduate Students

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
Attended a DEI-related event (training, seminar, film series, etc.)	19.2% (10)	20.0% (9)	–	–	–	20.0% (6)
Listened to a DEI-related podcast or read a book on a DEI-related topic	15.4% (8)	15.6% (7)	–	–	–	–
Served on a DEI-related committee or taskforce	–	–	–	–	–	–
Had a DEI-related conversation with a colleague/peer	46.2% (24)	48.9% (22)	–	–	63.6% (14)	33.3% (10)

Section A - Table 6.3: Participation in DEI Activities - Graduate Students

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
Attended a DEI-related event (training, seminar, film series, etc.)	15.0% (6)	14.3% (5)	–	–	–	17.9% (5)
Listened to a DEI-related podcast or read a book on a DEI-related topic	20.0% (8)	22.9% (8)	–	–	–	21.4% (6)
Served on a DEI-related committee or taskforce	–	–	–	–	–	–
Had a DEI-related conversation with a colleague/peer	35.0% (14)	37.1% (13)	–	–	–	35.7% (10)

Participants were asked about their level of satisfaction with the university's commitment to DEI over the past three years. Next, they were asked to rate the DEI climate compared to the climate three years ago. Participants who have been at the institution for less than three years were instructed to consider the time that they had been there when answering the question.

Section A - Table 7.1: Satisfaction with Commitment to DEI - Undergraduate Students

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
Dissatisfied/Very Dissatisfied	—	—	—	—	—	—
Neither Satisfied nor Dissatisfied	31.4% (16)	31.8% (14)	—	—	22.7% (5)	37.9% (11)
Very Satisfied/Satisfied	62.7% (32)	61.4% (27)	—	—	68.2% (15)	58.6% (17)

Section A - Table 7.3: Satisfaction with Commitment to DEI - Graduate Students

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
Dissatisfied/Very Dissatisfied	—	—	—	—	—	—
Neither Satisfied nor Dissatisfied	37.5% (15)	37.1% (13)	—	—	—	39.3% (11)
Very Satisfied/Satisfied	57.5% (23)	57.1% (20)	—	—	72.7% (8)	53.6% (15)

Section A - Table 8.1: Rating of Overall Campus Climate Over Three Years - Undergraduate Students

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
Much Worse/Somewhat Worse	—	—	—	—	—	—
About the Same	48.0% (24)	48.8% (21)	—	—	42.9% (9)	51.7% (15)
Much Better/Somewhat Better	44.0% (22)	41.9% (18)	—	—	52.4% (11)	37.9% (11)

Section A - Table 8.3: Rating of Overall Campus Climate Over Three Years - Graduate Students

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
Much Worse/Somewhat Worse	—	—	—	—	—	—
About the Same	52.6% (20)	48.5% (16)	—	—	—	59.3% (16)
Much Better/Somewhat Better	44.7% (17)	48.5% (16)	—	—	60.0% (6)	37.0% (10)

Participants were asked how well they thought the university is doing in relation to DEI compared to other institutions. Response categories were provided on a 5-point scale, ranging from "Among the very worst" to "Among the very best".

Section A - Table 9.1: Comparing DEI Progress to Other Institutions - Undergraduate Students

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
Among the Very Worst/ Worse Than Most	10.0% (5)	—	—	—	—	—
About Equal	26.0% (13)	25.6% (11)	—	—	—	32.1% (9)
Among the Very Best/ Better Than Most	64.0% (32)	65.1% (28)	—	—	68.2% (15)	60.7% (17)

Section A - Table 9.3: Comparing DEI Progress to Other Institutions - Graduate Students

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
Among the Very Worst/ Worse Than Most	—	—	—	—	—	—
About Equal	51.3% (20)	52.9% (18)	—	—	54.5% (6)	48.1% (13)
Among the Very Best/ Better Than Most	48.7% (19)	47.1% (16)	—	—	45.5% (5)	51.9% (14)

After considering the DEI climate at the institution over the past three years, survey participants reflected on several sets of opposite DEI related aspects using a scale called a semantic differential. In this scale, polar adjectives (opposite-meaning terms) are shown and survey participants select a rating for each aspect that they feel best represents their perception of the entity being studied - in this case, individual's perceptions of the overall campus community.

In the following chart, the higher the mean score shown in each bar, the closer ratings were to the positive attribute in each set of adjectives located on the right. A 7-point scale was used to evaluate the paired adjectives, thus the mean values in the following tables utilize the same scale. The colored bars represent the different groups, as defined below.

Section A - Table 10.1: Perceptions of Overall DEI Aspects (Mean Ratings)* - Undergraduate Students

Negative	Mean	Positive
Hostile	5.4	Friendly
Racist	5.5	Non-Racist
Homogenous	5.8	Diverse
Disrespectful	5.4	Respectful
Contentious	4.5	Collegial
Sexist	5.1	Non-Sexist
Individualistic	4.5	Collaborative
Competitive	3.9	Cooperative
Homophobic	5.5	Non-Homophobic
Unsupportive	4.9	Supportive
Ageist	5.2	Non-Ageist
Unwelcoming	5.4	Welcoming
Elitist	4.4	Non-Elitist
Transphobic	5.4	Non-Transphobic
Ableist	5	Accessible

Note: respondents chose one of seven radio buttons in the survey spaced equally between opposite attributes; for analysis purposes, a 7-point scale was used in which 1=negative attribute and 7=positive attribute, mean ratings are calculated based on this 7-point scale.

Section A - Table 10.2: Perceptions of Overall DEI Aspects (Mean Ratings)* - Graduate Students

Negative	Rating	Positive
Hostile	5.8	Friendly
Racist	6.1	Non-Racist
Homogenous	6.3	Diverse
Disrespectful	5.9	Respectful
Contentious	5.3	Collegial
Sexist	6.2	Non-Sexist
Individualistic	5.6	Collaborative
Competitive	5.1	Cooperative
Homophobic	6.5	Non-Homophobic
Unsupportive	6.2	Supportive
Ageist	5.7	Non-Ageist
Unwelcoming	6	Welcoming
Elitist	5.2	Non-Elitist
Transphobic	6.1	Non-Transphobic
Ableist	5.7	Accessible

*Note: respondents chose one of seven radio buttons in the survey spaced equally between opposite attributes; for analysis purposes, a 7-point scale was used in which 1=negative attribute and 7=positive attribute, mean ratings are calculated based on this 7-point scale.

Exploratory factor analysis (EFA) is a statistical technique that condenses data by grouping variables into factors (sets of variables) based on shared variance, the statistical index of the degree to which two variables are associated (shared variance is indicated by correlation coefficients). Thus, the goal of EFA is to identify related underlying constructs within the survey responses to help make the data more comprehensible and useful for practical applications. EFA was conducted on each set of data (per population) separately, and EFA results differed for each group. Thus, each groups' factors are unique and are comprised of different sets of aspects, for this reason, **it is not advisable to make direct comparisons between EFA results.**

The EFA conducted on the semantic differential items answered by population A identified two factors: (1) General Climate Elements, and (2) DEI Climate Elements. The variables that make up each of the factors are:

Factor 1 General Climate Elements	Factor 2 DEI Elements
Hostile/Friendly	Racist/Non-Racist
Disrespectful/Respectful	Sexist/Non-Sexist
Contentious/Collegial	Homophobic/Non-Homophobic
Individualistic/Collaborative	Ageist/Non-Ageist
Competitive/Cooperative	Transphobic/Non-Transphobic
Unsupportive/Supportive	Homogenous/Diverse
Unwelcoming/Welcoming	

Section A - Table 11.1: Perceptions of General Climate Elements (Factor 1: Mean Ratings) - Undergraduate Students

		Gender Identity			Race/Ethnicity	
	Total	Woman	Man	Transgender/Non-Binary	White	Non-White
Factor 1 Average	4.8 (51)	4.8 (44)	–	–	4.9 (22)	4.8 (29)

Section A - Table 11.3: Perceptions of General Climate Elements (Factor 1: Mean Ratings) - Graduate Students

		Gender Identity			Race/Ethnicity	
	Total	Woman	Man	Transgender/Non-Binary	White	Non-White
Factor 1 Average	5.7 (38)	5.7 (33)	6.1 (5)	–	5.9 (11)	5.6 (26)

Section A - Table 12.1: Perceptions of DEI Climate Elements (Factor 2: Mean Ratings) - Undergraduate Students

		Gender Identity			Race/Ethnicity	
	Total	Woman	Man	Transgender/Non-Binary	White	Non-White
Factor 2 Average	5.4 (50)	5.4 (43)	–	–	5.5 (22)	5.3 (28)

Section A - Table 12.3: Perceptions of DEI Climate Elements (Factor 2: Mean Ratings) - Graduate Students

		Gender Identity			Race/Ethnicity	
	Total	Woman	Man	Transgender/Non-Binary	White	Non-White
Factor 2 Average	6.1 (38)	6.1 (33)	6.3 (5)	–	6.1 (11)	6.1 (26)

Survey participants were asked to respond to a series of questions about various aspects, experiences, and perceptions of working or studying at their campus. Individuals rated their level of agreement with each statement using the following five-point scale: Strongly Disagree (1), Disagree (2), Neither Agree Nor Disagree (3), Agree (4), Strongly Agree (5). The following table shows combined responses for "Agree" plus "Strongly Agree" (4 + 5) ratings.

Section A - Table 13.1: Levels of Agreement with Statements About Campus Aspects (% Strongly Agree + Agree Responses) - Undergraduate Students

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
I feel valued as an individual at Rutgers	50.0% (25)	51.2% (22)	–	–	50.0% (11)	50.0% (14)
I feel I belong at Rutgers	62.0% (31)	58.1% (25)	–	–	72.7% (16)	53.6% (15)
Rutgers has a strong commitment to diversity, equity, and inclusion	84.0% (42)	81.4% (35)	–	–	86.4% (19)	82.1% (23)
I have considered leaving Rutgers because I felt isolated or unwelcomed	24.0% (12)	25.6% (11)	–	–	22.7% (5)	25.0% (7)
I am treated with respect at Rutgers	78.4% (40)	75.0% (33)	–	–	77.3% (17)	79.3% (23)
I feel others don't value my opinions at Rutgers	21.6% (11)	20.5% (9)	–	–	22.7% (5)	20.7% (6)
Rutgers is a place where I am able to perform up to my full potential	70.6% (36)	68.2% (30)	–	–	81.8% (18)	62.1% (18)
I have opportunities at Rutgers for academic success that are similar to those of my peers	84.3% (43)	81.8% (36)	–	–	86.4% (19)	82.8% (24)
I have found one or more communities or groups where I feel I belong at Rutgers	47.9% (23)	43.9% (18)	–	–	57.1% (12)	40.7% (11)
There is too much emphasis put on issues of diversity, equity, and inclusion at Rutgers	18.4% (9)	16.7% (7)	–	–	–	25.0% (7)
Rutgers provides sufficient programs and resources to foster the success of a diverse student body	65.3% (32)	64.3% (27)	–	–	66.7% (14)	64.3% (18)
I have to work harder than others to be valued equally at Rutgers	24.5% (12)	26.2% (11)	–	–	–	32.1% (9)
My experience at Rutgers has had a positive influence on my academic growth	69.4% (34)	66.7% (28)	–	–	76.2% (16)	64.3% (18)

Section A - Table 13.3: Levels of Agreement with Statements About Campus Aspects (% Strongly Agree + Agree Responses) - Graduate Students

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
I feel valued as an individual at Rutgers	71.8% (28)	70.6% (24)	–	–	54.5% (6)	81.5% (22)
I feel I belong at Rutgers	78.9% (30)	78.8% (26)	–	–	63.6% (7)	84.6% (22)
Rutgers has a strong commitment to diversity, equity, and inclusion	87.2% (34)	88.2% (30)	–	–	90.9% (10)	85.2% (23)
I have considered leaving Rutgers because I felt isolated or unwelcomed	–	–	–	–	–	–
I am treated with respect at Rutgers	94.9% (37)	94.1% (32)	100.0% (5)	–	90.9% (10)	96.3% (26)
I feel others don't value my opinions at Rutgers	–	–	–	–	–	–
Rutgers is a place where I am able to perform up to my full potential	94.9% (37)	97.1% (33)	–	–	90.9% (10)	96.3% (26)
I have opportunities at Rutgers for academic success that are similar to those of my peers	97.4% (38)	97.1% (33)	100.0% (5)	–	100.0% (11)	96.3% (26)
I have found one or more communities or groups where I feel I belong at Rutgers	30.8% (12)	32.4% (11)	–	–	–	37.0% (10)
There is too much emphasis put on issues of diversity, equity, and inclusion at Rutgers	20.5% (8)	23.5% (8)	–	–	–	22.2% (6)
Rutgers provides sufficient programs and resources to foster the success of a diverse student body	74.4% (29)	76.5% (26)	–	–	54.5% (6)	81.5% (22)
I have to work harder than others to be valued equally at Rutgers	12.8% (5)	14.7% (5)	–	–	–	–
My experience at Rutgers has had a positive influence on my academic growth	84.6% (33)	88.2% (30)	–	–	81.8% (9)	85.2% (23)

A few survey questions directly focused on interactions with others, as well as personal experiences with discriminatory events in the past 12 months. Survey participants first considered the characteristics of individuals at their campus with whom they interact in a meaningful way on a regular basis.

Section A - Table 14.1: Frequency of Interactions with Diverse People in Past 12 Months (% Responses) - Undergraduate Students

Meaningful interactions with people…	Never	Seldom/Sometimes	Often/Very Often
…whose religious beliefs are different than your own	–	18.4% (9)	77.6% (38)
…whose political opinions are different from your own	–	49.0% (24)	49.0% (24)
…who are immigrants or from an immigrant family	–	27.1% (13)	72.9% (35)
…who are of a different nationality than your own	–	14.3% (7)	85.7% (42)
…who are of a different race or ethnicity than your own	–	10.4% (5)	89.6% (43)
…whose gender is different than your own	–	24.5% (12)	75.5% (37)
…whose sexual orientation is different than your own	–	31.2% (15)	66.7% (32)
…who are from a different social class	–	35.4% (17)	64.6% (31)
…who have physical or other observable disabilities	20.4% (10)	63.3% (31)	16.3% (8)
…who have learning, psychological, or other disabilities that are not readily apparent	18.8% (9)	47.9% (23)	33.3% (16)

Section A - Table 14.2: Frequency of Interactions with Diverse People in Past 12 Months (% Responses) - Graduate Students

Meaningful interactions with people…	Never	Seldom/Sometimes	Often/Very Often
…whose religious beliefs are different than your own	–	22.2% (8)	75.0% (27)
…whose political opinions are different from your own	–	47.2% (17)	47.2% (17)
…who are immigrants or from an immigrant family	–	35.1% (13)	64.9% (24)
…who are of a different nationality than your own	–	18.9% (7)	78.4% (29)
…who are of a different race or ethnicity than your own	–	24.3% (9)	73.0% (27)
…whose gender is different than your own	–	29.7% (11)	67.6% (25)
…whose sexual orientation is different than your own	–	44.4% (16)	52.8% (19)
…who are from a different social class	–	41.7% (15)	55.6% (20)
…who have physical or other observable disabilities	16.2% (6)	67.6% (25)	16.2% (6)
…who have learning, psychological, or other disabilities that are not readily apparent	–	69.4% (25)	19.4% (7)

The survey continued with questions related to whether survey participants have personally felt or experienced some form of discrimination at their campus during the past 12 months.

Section A - Table 15.1: Felt Discrimination in the Past 12 Months (% Responses) - Undergraduate Students

| | Total | Gender Identity | | | Race/Ethnicity | |
		Woman	Man	Transgender/Non-Binary	White	Non-White
Yes	12.2% *(6)*	—	—	—	22.7% *(5)*	—
No	87.8% *(43)*	90.5% *(38)*	—	—	77.3% *(17)*	96.3% *(26)*

Section A - Table 15.3: Felt Discrimination in the Past 12 Months (% Responses) - Graduate Students

| | Total | Gender Identity | | | Race/Ethnicity | |
		Woman	Man	Transgender/Non-Binary	White	Non-White
Yes	—	—	—	—	—	—
No	100.0% *(37)*	100.0% *(32)*	100.0% *(5)*	—	100.0% *(11)*	100.0% *(25)*

Section A - Table 16.1: Frequency of Experience of One or More Discriminatory Events (% Responses) - Undergraduate Students

		Gender Identity			Race/Ethnicity	
	Total	**Woman**	**Man**	**Transgender/Non-Binary**	**White**	**Non-White**
Ability or disability status	–	–	–	–	–	–
Racial or ethnic identity	–	–	–	–	–	–
Sex	–	–	–	–	–	–
Sexual orientation	–	–	–	–	–	–
Gender identity or gender expression	–	–	–	–	–	–
Veteran status	–	–	–	–	–	–
Relationship status	–	–	–	–	–	–
National origin	–	–	–	–	–	–
Age	–	–	–	–	–	–
Religion	–	–	–	–	–	–
Height or weight	–	–	–	–	–	–
Political orientation	–	–	–	–	–	–
Social class	–	–	–	–	–	–
Mental health status	26.5% (13)	26.2% (11)	–	–	–	–

Section A - Table 16.3: Frequency of Experience of One or More Discriminatory Events (% Responses) - Graduate Students

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
Ability or disability status	–	–	–	–	–	–
Racial or ethnic identity	–	–	–	–	–	–
Sex	–	–	–	–	–	–
Sexual orientation	–	–	–	–	–	–
Gender identity or gender expression	–	–	–	–	–	–
Veteran status	–	–	–	–	–	–
Relationship status	–	–	–	–	–	–
National origin	–	–	–	–	–	–
Age	–	–	–	–	–	–
Religion	–	–	–	–	–	–
Height or weight	–	–	–	–	–	–
Political orientation	–	–	–	–	–	–
Social class	–	–	–	–	–	–
Mental health status	–	–	–	–	–	–

Section A - Table 17.1: Levels of Agreement with Statements About Campus Aspects (% Strongly Agree + Agree Responses) - Undergraduate Students

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
I am treated fairly and equitably on campus in general	73.5% (36)	73.8% (31)	_	_	68.2% (15)	77.8% (21)

Section A - Table 17.3: Levels of Agreement with Statements About Campus Aspects (% Strongly Agree + Agree Responses) - Graduate Students

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
I am treated fairly and equitably on campus in general	94.6% (35)	93.8% (30)	100.0% (5)	_	90.9% (10)	96.0% (24)

Section A - Part VI: DEI Perceptions & Experiences

After responding to questions thinking about the campus as a whole, the next few items inquired about students' communities prior to attending Rutgers University, with questions addressing the racial/ethnic composition of the community in which they grew up, and the composition of the school they graduated from.

The tables in Part VI are specific to population A (students) only.

Section A - Table 18.1: Racial/Ethnic Composition of Previous Community (% Responses) - Undergraduate Students

How would you describe the racial/ethnic composition of the community where you grew up?	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
All or nearly all people of my race/ethnicity	16.4% (9)	18.8% (9)	_	_	21.7% (5)	_
Mostly people of my race/ethnicity	30.9% (17)	31.2% (15)	_	_	47.8% (11)	18.8% (6)
Half my race/ethnicity and half people of other races/ethnicities	23.6% (13)	25.0% (12)	_	_	26.1% (6)	21.9% (7)
Mostly people of other races/ethnicities	23.6% (13)	18.8% (9)	_	_	_	37.5% (12)
All or nearly all people of other races/ethnicities	_	_	_	_	_	_

Section A - Table 18.3: Racial/Ethnic Composition of Previous Community (% Responses) - Graduate Students

How would you describe the racial/ethnic composition of the community where you grew up?	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
All or nearly all people of my race/ethnicity	15.0% (6)	14.3% (5)	_	_	_	_
Mostly people of my race/ethnicity	20.0% (8)	20.0% (7)	_	_	_	_
Half my race/ethnicity and half people of other races/ethnicities	35.0% (14)	34.3% (12)	_	_	_	35.7% (10)
Mostly people of other races/ethnicities	12.5% (5)	_	_	_	_	17.9% (5)
All or nearly all people of other races/ethnicities	17.5% (7)	20.0% (7)	_	_	_	25.0% (7)

Section A - Table 19.1: Racial/Ethnic Composition of School (% Responses) - Undergraduate Students

How would you describe the racial/ethnic composition of the school that you graduated from prior to attending Rutgers?	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
All or nearly all people of my race/ethnicity	16.4% (9)	18.8% (9)	—	—	26.1% (6)	—
Mostly people of my race/ethnicity	14.5% (8)	16.7% (8)	—	—	21.7% (5)	—
Half my race/ethnicity and half people of other races/ethnicities	36.4% (20)	31.2% (15)	—	—	39.1% (9)	34.4% (11)
Mostly people of other races/ethnicities	21.8% (12)	22.9% (11)	—	—	—	31.2% (10)
All or nearly all people of other races/ethnicities	10.9% (6)	10.4% (5)	—	—	—	15.6% (5)

Section A - Table 19.3: Racial/Ethnic Composition of School (% Responses) - Graduate Students

How would you describe the racial/ethnic composition of the school that you graduated from prior to attending Rutgers?	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
All or nearly all people of my race/ethnicity	—	—	—	—	—	—
Mostly people of my race/ethnicity	15.0% (6)	14.3% (5)	—	—	—	—
Half my race/ethnicity and half people of other races/ethnicities	22.5% (9)	20.0% (7)	—	—	54.5% (6)	—
Mostly people of other races/ethnicities	37.5% (15)	40.0% (14)	—	—	—	53.6% (15)
All or nearly all people of other races/ethnicities	20.0% (8)	20.0% (7)	—	—	—	25.0% (7)

Next, survey participants were instructed to respond to a few questions relating to their experiences in classrooms and classroom settings, interactions with faculty, staff, and administrators, and - lastly - their perceptions about how fairly they feel they are treated in different campus settings.

Section A - Table 24.1: Levels of Agreement with Statements About Classroom Aspects (% Strongly Agree + Agree Responses) - Undergraduate Students

In my classrooms and classroom settings (e.g., lectures, seminars, labs, workshops, studio sessions, etc.), I feel listened to by:	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
Faculty instructors (faculty/postdocs/lecturers)	68.1% *(32)*	67.5% *(27)*	—	—	61.9% *(13)*	73.1% *(19)*
Student instructors (e.g., GSIs, TAs, etc.)	63.0% *(29)*	59.0% *(23)*	—	—	65.0% *(13)*	61.5% *(16)*
Other students	83.0% *(39)*	80.0% *(32)*	—	—	81.0% *(17)*	84.6% *(22)*
Staff members	63.8% *(30)*	60.0% *(24)*	—	—	66.7% *(14)*	61.5% *(16)*

Section A - Table 24.3: Levels of Agreement with Statements About Classroom Aspects (% Strongly Agree + Agree Responses) - Graduate Students

In my classrooms and classroom settings (e.g., lectures, seminars, labs, workshops, studio sessions, etc.), I feel listened to by:	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
Faculty instructors (faculty/postdocs/lecturers)	88.9% *(32)*	90.3% *(28)*	—	—	90.9% *(10)*	87.5% *(21)*
Student instructors (e.g., GSIs, TAs, etc.)	64.7% *(22)*	65.5% *(19)*	—	—	50.0% *(5)*	69.6% *(16)*
Other students	88.9% *(32)*	90.3% *(28)*	—	—	100.0% *(11)*	83.3% *(20)*
Staff members	80.6% *(29)*	80.6% *(25)*	—	—	63.6% *(7)*	87.5% *(21)*

Section A - Table 25.1: Levels of Agreement with Statements About Outside Classroom Aspects (% Strongly Agree + Agree Responses) - Undergraduate Students

In spaces outside the classroom, I feel valued by:	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
Faculty instructors (faculty/postdocs/lecturers)	48.9% (23)	52.5% (21)	–	–	52.4% (11)	46.2% (12)
Other faculty members	43.5% (20)	41.0% (16)	–	–	45.0% (9)	42.3% (11)
Student instructors (e.g., GSIs, TAs, etc.)	52.2% (24)	48.7% (19)	–	–	50.0% (10)	53.8% (14)
Other students	72.3% (34)	75.0% (30)	–	–	71.4% (15)	73.1% (19)
Staff members	44.7% (21)	40.0% (16)	–	–	47.6% (10)	42.3% (11)
University administrators	28.3% (13)	30.8% (12)	–	–	25.0% (5)	30.8% (8)
Other university mentors/advisors	47.8% (22)	48.7% (19)	–	–	55.0% (11)	42.3% (11)

Section A - Table 25.3: Levels of Agreement with Statements About Outside Classroom Aspects (% Strongly Agree + Agree Responses) - Graduate Students

In spaces outside the classroom, I feel valued by:	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
Faculty instructors (faculty/postdocs/lecturers)	86.1% (31)	83.9% (26)	100.0% (5)	–	72.7% (8)	91.7% (22)
Other faculty members	74.3% (26)	73.3% (22)	–	–	54.5% (6)	83.3% (20)
Student instructors (e.g., GSIs, TAs, etc.)	62.9% (22)	60.0% (18)	–	–	45.5% (5)	69.6% (16)
Other students	80.6% (29)	80.6% (25)	–	–	63.6% (7)	87.5% (21)
Staff members	72.2% (26)	71.0% (22)	–	–	54.5% (6)	79.2% (19)
University administrators	55.6% (20)	54.8% (17)	–	–	54.5% (6)	54.2% (13)
Other university mentors/advisors	69.4% (25)	67.7% (21)	–	–	54.5% (6)	75.0% (18)

Adverse Affects of COVID-19

A series of questions were designed to understand how much the community has been adversely affected by COVID-19 in a variety of ways over the past three years. Participants were asked to indicate if each of these areas were affected "Not at all", "Somewhat", or "A great deal". The following tables break down a variety of COVID-19 impacts.

Section A - Table 27.1: Adverse COVID-19 Effects - Undergraduate Students

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
My own physical health						
Not at all affected	23.4% (11)	20.0% (8)	–	–	23.8% (5)	23.1% (6)
Somewhat affected	46.8% (22)	50.0% (20)	–	–	47.6% (10)	46.2% (12)
Affected a great deal	29.8% (14)	30.0% (12)	–	–	28.6% (6)	30.8% (8)
My own mental health						
Not at all affected	14.9% (7)	12.5% (5)	–	–	–	–
Somewhat affected	38.3% (18)	40.0% (16)	–	–	33.3% (7)	42.3% (11)
Affected a great deal	46.8% (22)	47.5% (19)	–	–	52.4% (11)	42.3% (11)
The health of a loved one						
Not at all affected	27.7% (13)	25.0% (10)	–	–	38.1% (8)	19.2% (5)
Somewhat affected	44.7% (21)	50.0% (20)	–	–	38.1% (8)	50.0% (13)
Affected a great deal	27.7% (13)	25.0% (10)	–	–	23.8% (5)	30.8% (8)
My ability to maintain social relationships						
Not at all affected	29.8% (14)	25.0% (10)	–	–	33.3% (7)	26.9% (7)
Somewhat affected	29.8% (14)	32.5% (13)	–	–	28.6% (6)	30.8% (8)
Affected a great deal	40.4% (19)	42.5% (17)	–	–	38.1% (8)	42.3% (11)
My financial situation						
Not at all affected	37.0% (17)	35.0% (14)	–	–	47.6% (10)	28.0% (7)
Somewhat affected	45.7% (21)	47.5% (19)	–	–	38.1% (8)	52.0% (13)
Affected a great deal	17.4% (8)	17.5% (7)	–	–	–	20.0% (5)
My housing situation						
Not at all affected	73.9% (34)	72.5% (29)	–	–	76.2% (16)	72.0% (18)
Somewhat affected	21.7% (10)	22.5% (9)	–	–	–	28.0% (7)
Affected a great deal	–	–	–	–	–	–
My work or academic performance						
Not at all affected	19.6% (9)	22.5% (9)	–	–	23.8% (5)	–
Somewhat affected	32.6% (15)	30.0% (12)	–	–	38.1% (8)	28.0% (7)
Affected a great deal	47.8% (22)	47.5% (19)	–	–	38.1% (8)	56.0% (14)
My experience of discrimination related to one or more of my identities						
Not at all affected	73.9% (34)	72.5% (29)	–	–	81.0% (17)	68.0% (17)
Somewhat affected	17.4% (8)	20.0% (8)	–	–	–	24.0% (6)
Affected a great deal	–	–	–	–	–	–

Section A - Table 27.3: Adverse COVID-19 Effects - Graduate Students

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
My own physical health						
Not at all affected	16.7% (6)	19.4% (6)	–	–	–	–
Somewhat affected	52.8% (19)	54.8% (17)	–	–	–	58.3% (14)
Affected a great deal	30.6% (11)	25.8% (8)	–	–	–	29.2% (7)
My own mental health						
Not at all affected	–	–	–	–	–	–
Somewhat affected	58.3% (21)	61.3% (19)	–	–	54.5% (6)	62.5% (15)
Affected a great deal	30.6% (11)	25.8% (8)	–	–	–	29.2% (7)
The health of a loved one						
Not at all affected	33.3% (12)	38.7% (12)	–	–	45.5% (5)	29.2% (7)
Somewhat affected	41.7% (15)	41.9% (13)	–	–	45.5% (5)	37.5% (9)
Affected a great deal	25.0% (9)	19.4% (6)	–	–	–	33.3% (8)
My ability to maintain social relationships						
Not at all affected	41.7% (15)	45.2% (14)	–	–	–	45.8% (11)
Somewhat affected	27.8% (10)	29.0% (9)	–	–	–	25.0% (6)
Affected a great deal	30.6% (11)	25.8% (8)	–	–	–	29.2% (7)
My financial situation						
Not at all affected	41.7% (15)	45.2% (14)	–	–	63.6% (7)	33.3% (8)
Somewhat affected	36.1% (13)	38.7% (12)	–	–	–	41.7% (10)
Affected a great deal	22.2% (8)	16.1% (5)	–	–	–	25.0% (6)
My housing situation						
Not at all affected	72.2% (26)	77.4% (24)	–	–	72.7% (8)	70.8% (17)
Somewhat affected	16.7% (6)	–	–	–	–	–
Affected a great deal	–	–	–	–	–	–
My work or academic performance						
Not at all affected	36.1% (13)	38.7% (12)	–	–	–	45.8% (11)
Somewhat affected	36.1% (13)	35.5% (11)	–	–	63.6% (7)	25.0% (6)
Affected a great deal	27.8% (10)	25.8% (8)	–	–	–	29.2% (7)
My experience of discrimination related to one or more of my identities						
Not at all affected	75.0% (27)	80.6% (25)	–	–	90.9% (10)	66.7% (16)
Somewhat affected	19.4% (7)	16.1% (5)	–	–	–	25.0% (6)
Affected a great deal	–	–	–	–	–	–

Section B — Part I: Data Collection Methods & Results

The population specific to each section of this report is noted in each section header. Section B includes the results for the following:

- Population B: Employees
  - All full-time staff (including the Rutgers University Foundation) and faculty (including part-time) employed at the institution by November 1, 2022.
  - Post-doctoral trainees and associates were surveyed as staff.
  - Participants must have been 18 years old or older.

The following population specific data collection methods were used to maximize quality in this survey.

Respondent Incentives

To encourage participation, all eligible study participants were entered into a random drawing to win one of fifty $25 value gift cards or one of 50 "Work Towards Inclusion" sweatshirts or an iPad. The random drawings were conducted after data collection was completed, and the incentives were delivered by the university.

Data Collection Schedule

The overall data collection design protocol included:
- Invitation - emailed on March 20, 2023
- Reminder 1 - emailed on March 24, 2023
- Reminder 2 –- emailed on March 27, 2023
- Reminder 3 - emailed on March 31, 2023
- Reminder 4 - emailed on April 3, 2023

A second stage effort followed with a nonresponse analysis that defined the sample for a mailed reminder letter and two reminder emails. The stage two sample included faculty and staff non-responders who were male or non-White male, dependent upon campus location. The mailed reminder letter went out on April 14, 2023. The two reminder emails were sent on May 10 and 17, 2023.

The dates identified above for each data collection invitation represent the date that the first communications (of each type) were sent. While most of the communications would have been sent the same day, depending on the time of day and any necessary data quality checks performed, it is possible that some individuals may have received their communications on the next calendar day.

Survey Completion Time

Determining the actual time taken to participate in a web-based survey is not a straightforward calculation; however, standard practices were employed to calculate the average length of time for respondents to complete this web-based survey.

The completion time for the questionnaire was calculated by computing the elapsed time between when the participant initially logged in and when they clicked submit on the final page of the web survey. Because it was possible for participants to leave the survey and return to it later (returning to where they left off), which would lead to extended time durations "in" the survey, only individuals who completed the full survey in one session were included in this calculation.

Additionally, some participants may have completed a portion of the survey and remained logged in, but they may have been called away from the survey or distracted by other tasks. As such, we often find a significant number of outliers in the total time variable. As such, our standard practice to identify the outliers is to determine the median number of minutes spent in the survey by those who completed the survey in one session. A top end outlier range was then set to be three-times the median value. For example, if the initial median completion time was 15 minutes; anyone who took more than 45 minutes was considered an outlier who likely did not spend that full time working on the questionnaire. Anyone who took above three times the median time were also excluded from the final length calculation. This is a standard practice in the survey research industry to estimate an accurate time to complete a web-based survey.

Web survey completion timetables show final estimates for the length of the web-based survey among the population identified in this section of the report.

Section B - Table 1.1: Web Survey Completion Time - Staff

	Mean Time (minutes)	Median Time (minutes)
Staff	15	13

Section B - Table 1.2: Web Survey Completion Time - Faculty

	Mean Time (minutes)	Median Time (minutes)
Faculty	13.5	13

Section B - Part II: Dispositions & Response Rates

Disposition codes, response rates, and completion rates presented in this report are based on Standard Definitions as described by The American Association for Public Opinion Research (AAPOR) in their 2011 publication: *Standard Definitions: Final Dispositions of Case Codes and Outcome Rates for Surveys, 7th edition.*

Final Study Dispositions

Survey dispositions were defined as follows:

- **Login**: An individual who clicked to open the survey but did not consent to participate; these cases were treated as equal to any other nonresponse.
- **Partial**: An individual who consented but did not click "Submit Results" at the end of the survey.
- **Complete**: An individual who consented to participate and who clicked through the entire survey (answering all or some questions), completed the incentive questions and clicked "Submit Results."
- **Ineligible**: A case initially thought eligible to participate, but determined to not be eligible (e.g., due to not being employed on the eligibility date); ineligible cases were removed from the denominator of all response rate calculations.

Response Rates

Response rates for the survey were calculated as follows:

- **Response Rate**: Number of completes (c) plus the number of partials (p) divided by the eligible (e) sample size. This calculation follows AAPOR response rate calculation #2: ((c+p)/e).
- **Completion Rate**: Number of completes (c) divided by the sum of completes (c) plus partials (p): (c/(c+p)).

An individual is considered to have responded to the survey if their submission met the stated criteria to be considered a complete or a partial. Data from all such cases is included in this report. Response and completion rates are shown for the total number of individuals at Rutgers University who responded to the survey.

Section B Table 2.1: Response & Completion Rates - Staff

	Eligible Sample	Partial Responses	Complete Responses	Response Rate	Completion Rate
Staff	269	9	61	26.0%	87.1%

Section B Table 2.2: Response & Completion Rates - Faculty

	Eligible Sample	Partial Responses	Complete Responses	Response Rate	Completion Rate
Faculty	181	7	47	29.8%	87.0%

Section B — Part III: Results

Reading the Results

Because the study was designed in part to provide insights and information that could be used to assist in developing programs, key comparison groups are included in the tables. Summary tables in this report include a total column named "Total." This column shows the combined data of all individuals who completed the survey from among the population defined by this report.

Due to the nature of the voluntary confidential survey, respondents were not required to answer any substantive question. Only the consent question was required to proceed into the survey. If a potential respondent did not consent to participate, they were not shown subsequent survey questions.

Because participants could choose to skip any question(s) they did not wish to answer, the number of respondents in data tables varies by question. Additionally, we have included partial responses in these results, so some drop-off as participants continued through the questionnaire is expected.

The data shown in tables throughout this report are population level data (parameters). Statistical testing is not required in a census. Due to this, any differences observed (e.g., between men and women), represent true differences in the population. The magnitude of any observed differences should be interpreted based on the context of the measure and the potential for that measure to be impacted by nonresponse.

To preserve confidentiality, the following data suppression strategy was used:

A. If any population within a unit did not have 10 or more responses from a specific population (i.e. undergraduate students, graduate students), all data for that population is suppressed in this report.
B. In any table past Table 5.1 (Part V and beyond), individual cells with fewer than 5 reporting cases has been suppressed. Where appropriate throughout the report, this is indicated in the tables by a dash (–) symbol.
C. Where a population (undergraduate students, graduate students, staff, or faculty) included fewer than ten responses, all cells reporting data from that population have been suppressed.

Interpreting the Results

This effort is intended to provide the institution with the data and results so that local individuals can use them, together with their local knowledge of these issues, to come up with interpretations and meaning.

Section B - Part IV: Demographics

To best understand the survey results, it is important to get an understanding of who completed the survey. The first section of the survey asked about several background and demographic elements. Characteristics of the responding population identified in the header of this report are shown in the Demographics tables that follow.

Section B - Table 3.1: Demographics - Staff

	Staff
Age	
Average (Years)	**51.9** *(68)*
Sex	
Male	**17.9%** *(12)*
Female	**82.1%** *(55)*
Preferred response not listed	—
Gender Identity	
Man	**17.6%** *(12)*
Woman	**82.4%** *(56)*
Transgender/Gender Non-Conforming	—
Preferred response not listed	—
Sexual Orientation	
Heterosexual	**94.0%** *(63)*
LGBQA+†	**6.0%** *(4)*
Race/Ethnicity	
African American/Black	**34.3%** *(23)*
Asian American/Asian	**6.0%** *(4)*
Hispanic/Latino/a	**16.4%** *(11)*
Middle Eastern/North African	—
Native American/Alaskan Native	—
Native Hawaiian/Other Pacific Islander	—
White	**40.3%** *(27)*
More Than One Race/Ethnicity	**1.5%** *(1)*
Preferred response not listed	**1.5%** *(1)*
U.S. Born	
Yes	**71.6%** *(48)*
Generation Status	
First generation in US	**40.3%** *(27)*

† Includes the survey categories of Bisexual, Gay/Lesbian, Queer, Questioning, Asexual, and Preferred response not listed.

Section B - Table 3.2: Demographics - Staff

	Staff
Religiosity	
Religious and spiritual	**53.8%** *(35)*
Religious but not spiritual	**4.6%** *(3)*
Spiritual but not religious	**35.4%** *(23)*
Neither spiritual nor religious	**6.2%** *(4)*
Religious Affiliation	
Atheist	**3.1%** *(2)*
Agnostic	**3.1%** *(2)*
Bahá'í	—
Buddhist	**3.1%** *(2)*
Catholic	**34.4%** *(22)*
Christian (nonspecific)	**40.6%** *(26)*
Confucian	—
Hindu	—
Jewish	**1.6%** *(1)*
Muslim	**3.1%** *(2)*
Native American Tradition(s)	—
Protestant	**1.6%** *(1)*
Sikh	—
Taoist	—
The Church of Jesus Christ of Latter-day Saints (Mormons)	—
Wiccan	**1.6%** *(1)*
Zoroastrian	—
Nothing in particular	**3.1%** *(2)*
Something else	**4.7%** *(3)*

Section B - Table 3.3: Demographics - Staff

	Staff
Disability	
Yes	**11.9%** *(8)*
Disability Type	
Acquired/Traumatic Brain Injury	−
Attention Deficit/Hyperactivity Disorder	−
Autism Spectrum	−
Blind/Low Vision	−
Deaf/Hard of hearing	−
Cognitive or Learning Disability	**12.5%** *(1)*
Chronic Illness/Medical/Neurological Condition	**62.5%** *(5)*
Mental Health/Psychological Condition	**25.0%** *(2)*
Physical/Mobility Impairment	**37.5%** *(3)*
Speech/Communication Condition	−
Sensory Impairment	−
Other Disability	−
Military Service	
Current or past service	**4.5%** *(3)*
Political Affiliation	
Very liberal	**4.5%** *(3)*
Liberal	**28.4%** *(19)*
Slightly liberal	**13.4%** *(9)*
Moderate/Middle of the road	**29.9%** *(20)*
Slightly Conservative	**4.5%** *(3)*
Conservative	**4.5%** *(3)*
Very conservative	**1.5%** *(1)*
Not thought about it/Don't know	**13.4%** *(9)*
Highest Degree Level	
High school diploma or GED	**1.5%** *(1)*
Two-year college degree (Associate's)	**6.1%** *(4)*
Four-year college degree (Bachelor's)	**28.8%** *(19)*
Post-Graduate	**59.1%** *(39)*
Other degree	**4.5%** *(3)*

Section B - Table 3.4: Demographics - Faculty

	Faculty
Age	
Average (Years)	**56.7** *(52)*
Sex	
Male	**9.8%** *(5)*
Female	**88.2%** *(45)*
Preferred response not listed	**2.0%** *(1)*
Gender Identity	
Man	**9.6%** *(5)*
Woman	**88.5%** *(46)*
Transgender/Gender Non-Conforming	—
Preferred response not listed	**1.9%** *(1)*
Sexual Orientation	
Heterosexual	**86.5%** *(45)*
LGBQA+†	**13.5%** *(7)*
Race/Ethnicity	
African American/Black	**13.7%** *(7)*
Asian American/Asian	**9.8%** *(5)*
Hispanic/Latino/a	—
Middle Eastern/North African	**2.0%** *(1)*
Native American/Alaskan Native	—
Native Hawaiian/Other Pacific Islander	—
White	**66.7%** *(34)*
More Than One Race/Ethnicity	**3.9%** *(2)*
Preferred response not listed	**3.9%** *(2)*
U.S. Born	
Yes	**64.0%** *(32)*
Generation Status	
First generation in US	**35.3%** *(18)*

† Includes the survey categories of Bisexual, Gay/Lesbian, Queer, Questioning, Asexual, and Preferred response not listed.

Section B - Table 3.5: Demographics - Faculty

	Faculty
Religiosity	
Religious and spiritual	**51.9%** *(27)*
Religious but not spiritual	**5.8%** *(3)*
Spiritual but not religious	**30.8%** *(16)*
Neither spiritual nor religious	**11.5%** *(6)*
Religious Affiliation	
Atheist	**1.9%** *(1)*
Agnostic	**1.9%** *(1)*
Bahá'í	—
Buddhist	**3.8%** *(2)*
Catholic	**50.0%** *(26)*
Christian (nonspecific)	**15.4%** *(8)*
Confucian	—
Hindu	**1.9%** *(1)*
Jewish	**7.7%** *(4)*
Muslim	**1.9%** *(1)*
Native American Tradition(s)	—
Protestant	—
Sikh	—
Taoist	—
The Church of Jesus Christ of Latter-day Saints (Mormons)	—
Wiccan	—
Zoroastrian	—
Nothing in particular	**9.6%** *(5)*
Something else	**5.8%** *(3)*

Section B - Table 3.6: Demographics - Faculty

	Faculty
Disability	
Yes	5.8% *(3)*
Disability Type	
Acquired/Traumatic Brain Injury	—
Attention Deficit/Hyperactivity Disorder	—
Autism Spectrum	—
Blind/Low Vision	—
Deaf/Hard of hearing	33.3% *(1)*
Cognitive or Learning Disability	—
Chronic Illness/Medical/Neurological Condition	66.7% *(2)*
Mental Health/Psychological Condition	—
Physical/Mobility Impairment	66.7% *(2)*
Speech/Communication Condition	—
Sensory Impairment	—
Other Disability	—
Military Service	
Current or past service	7.7% *(4)*
Political Affiliation	
Very liberal	15.4% *(8)*
Liberal	30.8% *(16)*
Slightly liberal	5.8% *(3)*
Moderate/Middle of the road	34.6% *(18)*
Slightly Conservative	5.8% *(3)*
Conservative	3.8% *(2)*
Very conservative	—
Not thought about it/Don't know	3.8% *(2)*
Highest Degree Level	
High school diploma or GED	—
Two-year college degree (Associate's)	—
Four-year college degree (Bachelor's)	—
Post-Graduate	92.3% *(48)*
Other degree	7.7% *(4)*

Collapsing by Race and Ethnicity - Simplified Reporting

In many places within this report, breakouts of individual race/ethnicity categories will result in cell sizes that are too small to report. As such, we will also present a collapsed version of race/ethnicity. The two-category breakout which is noted in report columns as non-White/White, which will include any participant who identified as African American/Black, Asian American/Asian/Pacific Islander, Hispanic/Latino/a, Middle Eastern/North African, Native American/Alaskan Native, Other Race/Ethnicity, or More Than One Race/Ethnicity.

The following data represents the distribution of the Non-White/White categories.

Section B - Table 4.1: Collapsed Race Demographic Distribution of Respondents

	Staff
Non-White	59.1% *(39)*
White	40.9% *(27)*

Section B - Table 4.2: Collapsed Race Demographic Distribution of Respondents

	Faculty
Non-White	30.6% *(15)*
White	69.4% *(34)*

Section B — Part V: DEI Perceptions & Experiences: Campus Overall

Next, respondents were asked to rate their overall satisfaction with the campus climate/environment based on their experiences and indicate whether they have participated in DEI-related activities at the university in the past 12 months.

Section B - Table 5.1: Satisfaction with Overall Campus Climate - Staff

| | Total | Gender Identity | | | Race/Ethnicity | |
		Woman	Man	Transgender/Non-Binary	White	Non-White
Dissatisfied/Very Dissatisfied	—	—	—	—	—	—
Neither Satisfied nor Dissatisfied	38.8% (26)	43.6% (24)	—	—	26.9% (7)	46.2% (18)
Very Satisfied/Satisfied	56.7% (38)	50.9% (28)	83.3% (10)	—	65.4% (17)	51.3% (20)

Section B - Table 5.3: Satisfaction with Overall Campus Climate - Faculty

| | Total | Gender Identity | | | Race/Ethnicity | |
		Woman	Man	Transgender/Non-Binary	White	Non-White
Dissatisfied/Very Dissatisfied	17.3% (9)	15.2% (7)	—	—	14.7% (5)	—
Neither Satisfied nor Dissatisfied	32.7% (17)	34.8% (16)	—	—	29.4% (10)	33.3% (5)
Very Satisfied/Satisfied	50.0% (26)	50.0% (23)	—	—	55.9% (19)	40.0% (6)

Section B - Table 6.1: Participation in DEI Activities - Staff

| | Total | Gender Identity | | | Race/Ethnicity | |
		Woman	Man	Transgender/Non-Binary	White	Non-White
Attended a DEI-related event (training, seminar, film series, etc.)	72.7% (48)	70.9% (39)	81.8% (9)	—	69.2% (18)	76.3% (29)
Listened to a DEI-related podcast or read a book on a DEI-related topic	47.7% (31)	46.3% (25)	54.5% (6)	—	52.0% (13)	42.1% (16)
Served on a DEI-related committee or taskforce	20.6% (13)	18.9% (10)	—	—	20.0% (5)	22.2% (8)
Had a DEI-related conversation with a colleague/peer	71.2% (47)	69.1% (38)	81.8% (9)	—	73.1% (19)	68.4% (26)

Section B - Table 6.3: Participation in DEI Activities - Faculty

| | Total | Gender Identity | | | Race/Ethnicity | |
		Woman	Man	Transgender/Non-Binary	White	Non-White
Attended a DEI-related event (training, seminar, film series, etc.)	78.8% (41)	80.4% (37)	—	—	73.5% (25)	86.7% (13)
Listened to a DEI-related podcast or read a book on a DEI-related topic	66.0% (33)	65.9% (29)	—	—	75.8% (25)	50.0% (7)
Served on a DEI-related committee or taskforce	22.9% (11)	21.4% (9)	—	—	21.9% (7)	—
Had a DEI-related conversation with a colleague/peer	84.6% (44)	84.8% (39)	—	—	79.4% (27)	93.3% (14)

Participants were asked about their level of satisfaction with the university's commitment to DEI over the past three years. Next, they were asked to rate the DEI climate compared to the climate three years ago. Participants who have been at the institution for less than three years were instructed to consider the time that they had been there when answering the question.

Section B - Table 7.1: Satisfaction with Commitment to DEI - Staff

| | Total | Gender Identity | | | Race/Ethnicity | |
		Woman	Man	Transgender/Non-Binary	White	Non-White
Dissatisfied/Very Dissatisfied	—	—	—	—	—	—
Neither Satisfied nor Dissatisfied	37.3% (25)	40.0% (22)	—	—	42.3% (11)	30.8% (12)
Very Satisfied/Satisfied	59.7% (40)	56.4% (31)	75.0% (9)	—	57.7% (15)	64.1% (25)

Section B - Table 7.3: Satisfaction with Commitment to DEI - Faculty

| | Total | Gender Identity | | | Race/Ethnicity | |
		Woman	Man	Transgender/Non-Binary	White	Non-White
Dissatisfied/Very Dissatisfied	11.8% (6)	—	—	—	—	—
Neither Satisfied nor Dissatisfied	25.5% (13)	28.9% (13)	—	—	20.6% (7)	35.7% (5)
Very Satisfied/Satisfied	62.7% (32)	62.2% (28)	—	—	73.5% (25)	35.7% (5)

Section B - Table 8.1: Rating of Overall Campus Climate Over Three Years - Staff

| | Total | Gender Identity | | | Race/Ethnicity | |
		Woman	Man	Transgender/Non-Binary	White	Non-White
Much Worse/Somewhat Worse	—	—	—	—	—	—
About the Same	38.7% (24)	42.0% (21)	—	—	28.0% (7)	42.9% (15)
Much Better/Somewhat Better	61.3% (38)	58.0% (29)	75.0% (9)	—	72.0% (18)	57.1% (20)

Section B - Table 8.3: Rating of Overall Campus Climate Over Three Years - Faculty

| | Total | Gender Identity | | | Race/Ethnicity | |
		Woman	Man	Transgender/Non-Binary	White	Non-White
Much Worse/Somewhat Worse	—	—	—	—	—	—
About the Same	48.0% (24)	50.0% (22)	—	—	36.4% (12)	78.6% (11)
Much Better/Somewhat Better	46.0% (23)	45.5% (20)	—	—	60.6% (20)	—

Participants were asked how well they thought the university is doing in relation to DEI compared to other institutions. Response categories were provided on a 5-point scale, ranging from "Among the very worst" to "Among the very best".

Section B - Table 9.1: Comparing DEI Progress to Other Institutions - Staff

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
Among the Very Worst/ Worse Than Most	–	–	–	–	–	–
About Equal	50.0% (31)	52.0% (26)	41.7% (5)	–	40.0% (10)	57.1% (20)
Among the Very Best/ Better Than Most	50.0% (31)	48.0% (24)	58.3% (7)	–	60.0% (15)	42.9% (15)

Section B - Table 9.3: Comparing DEI Progress to Other Institutions - Faculty

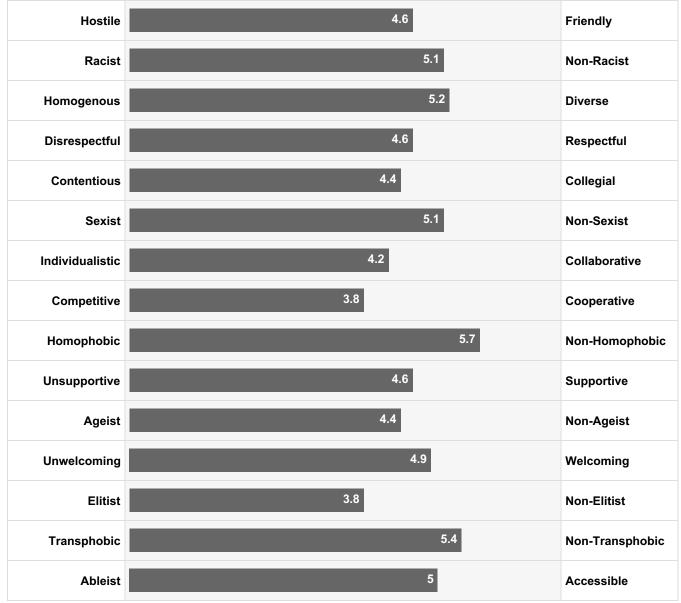|	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
Among the Very Worst/ Worse Than Most	10.0% (5)	–	–	–	–	–
About Equal	58.0% (29)	61.4% (27)	–	–	48.5% (16)	78.6% (11)
Among the Very Best/ Better Than Most	32.0% (16)	31.8% (14)	–	–	45.5% (15)	–

After considering the DEI climate at the institution over the past three years, survey participants reflected on several sets of opposite DEI related aspects using a scale called a semantic differential. In this scale, polar adjectives (opposite-meaning terms) are shown and survey participants select a rating for each aspect that they feel best represents their perception of the entity being studied - in this case, individual's perceptions of the overall campus community.

In the following chart, the higher the mean score shown in each bar, the closer ratings were to the positive attribute in each set of adjectives located on the right. A 7-point scale was used to evaluate the paired adjectives, thus the mean values in the following tables utilize the same scale. The colored bars represent the different groups, as defined below.

Section B - Table 10.1: Perceptions of Overall DEI Aspects (Mean Ratings)* - Staff

Negative	Mean	Positive
Hostile	5	Friendly
Racist	4.9	Non-Racist
Homogenous	5.1	Diverse
Disrespectful	5.2	Respectful
Contentious	4.9	Collegial
Sexist	4.9	Non-Sexist
Individualistic	4.5	Collaborative
Competitive	4.2	Cooperative
Homophobic	5.8	Non-Homophobic
Unsupportive	5.1	Supportive
Ageist	4.6	Non-Ageist
Unwelcoming	5.1	Welcoming
Elitist	4.2	Non-Elitist
Transphobic	5.3	Non-Transphobic
Ableist	5	Accessible

Note: respondents chose one of seven radio buttons in the survey spaced equally between opposite attributes; for analysis purposes, a 7-point scale was used in which 1=negative attribute and 7=positive attribute, mean ratings are calculated based on this 7-point scale.

Section B - Table 10.2: Perceptions of Overall DEI Aspects (Mean Ratings)* - Faculty

Negative	Rating	Positive
Hostile	4.6	Friendly
Racist	5.1	Non-Racist
Homogenous	5.2	Diverse
Disrespectful	4.6	Respectful
Contentious	4.4	Collegial
Sexist	5.1	Non-Sexist
Individualistic	4.2	Collaborative
Competitive	3.8	Cooperative
Homophobic	5.7	Non-Homophobic
Unsupportive	4.6	Supportive
Ageist	4.4	Non-Ageist
Unwelcoming	4.9	Welcoming
Elitist	3.8	Non-Elitist
Transphobic	5.4	Non-Transphobic
Ableist	5	Accessible

*Note: respondents chose one of seven radio buttons in the survey spaced equally between opposite attributes; for analysis purposes, a 7-point scale was used in which 1=negative attribute and 7=positive attribute, mean ratings are calculated based on this 7-point scale.

Exploratory factor analysis (EFA) is a statistical technique that condenses data by grouping variables into factors (sets of variables) based on shared variance, the statistical index of the degree to which two variables are associated (shared variance is indicated by correlation coefficients). Thus, the goal of EFA is to identify related underlying constructs within the survey responses to help make the data more comprehensible and useful for practical applications. EFA was conducted on each set of data (per population) separately, and EFA results differed for each group. Thus, each groups' factors are unique and are comprised of different sets of aspects, for this reason, **it is not advisable to make direct comparisons between EFA results.**

The EFA conducted on the semantic differential items answered by population B identified two factors: (1) General Climate Elements, and (2) DEI Elements. The variables that make up each of the factors are:

Factor 1 General Climate Elements	Factor 2 DEI Elements
Hostile/Friendly	Racist/Non-Racist
Homogenous/Diverse	Sexist/Non-Sexist
Disrespectful/Respectful	Homophobic/Non-Homophobic
Contentious/Collegial	Ageist/Non-Ageist
Individualistic/Collaborative	Transphobic/Non-Transphobic
Competitive/Cooperative	
Unsupportive/Supportive	
Unwelcoming/Welcoming	
Elitist/Non-Elitist	

Section B - Table 11.1: Perceptions of General Climate Elements (Factor 1: Mean Ratings) - Staff

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
Factor 1 Average	4.8 (64)	4.8 (53)	5.1 (11)	–	4.8 (26)	4.9 (37)

Section B - Table 11.3: Perceptions of General Climate Elements (Factor 1: Mean Ratings) - Faculty

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
Factor 1 Average	4.4 (51)	4.4 (45)	5.0 (5)	–	4.4 (34)	4.5 (14)

Section B - Table 12.1: Perceptions of DEI Climate Elements (Factor 2: Mean Ratings) - Staff

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
Factor 2 Average	5.1 (63)	5.1 (52)	5.3 (11)	–	5.4 (26)	4.9 (36)

Section B - Table 12.3: Perceptions of DEI Climate Elements (Factor 2: Mean Ratings) - Faculty

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
Factor 2 Average	5.2 (49)	5.2 (43)	5.5 (5)	–	5.2 (32)	5.0 (14)

Survey participants were asked to respond to a series of questions about various aspects, experiences, and perceptions of working or studying on their campus. Individuals rated their level of agreement with each statement using the following five-point scale: Strongly Disagree (1), Disagree (2), Neither Agree Nor Disagree (3), Agree (4), Strongly Agree (5). The following table shows combined responses for "Agree" plus "Strongly Agree" (4 + 5) ratings.

Section B - Table 13.1: Levels of Agreement with Statements About Work Aspects (% Strongly Agree + Agree Responses) - Staff

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
I feel valued as an individual at Rutgers	66.7% (42)	65.4% (34)	72.7% (8)	–	65.4% (17)	69.4% (25)
I feel I belong at Rutgers	69.4% (43)	66.7% (34)	81.8% (9)	–	69.2% (18)	71.4% (25)
Rutgers has a strong commitment to diversity, equity, and inclusion	75.0% (48)	73.6% (39)	81.8% (9)	–	88.5% (23)	66.7% (24)
I have considered leaving Rutgers because I felt isolated or unwelcomed	7.9% (5)	9.6% (5)	–	–	–	–
I am treated with respect at Rutgers	74.2% (46)	76.5% (39)	63.6% (7)	–	76.0% (19)	75.0% (27)
I feel others don't value my opinions at Rutgers	17.7% (11)	19.6% (10)	–	–	–	16.7% (6)
Rutgers is a place where I am able to perform up to my full potential	60.3% (38)	63.5% (33)	45.5% (5)	–	57.7% (15)	63.9% (23)
I have opportunities at Rutgers for professional success that are similar to those of my colleagues	56.5% (35)	58.8% (30)	45.5% (5)	–	60.0% (15)	55.6% (20)
I have found one or more communities or groups where I feel I belong at Rutgers	48.4% (31)	47.2% (25)	54.5% (6)	–	46.2% (12)	50.0% (18)
There is too much emphasis put on issues of diversity, equity, and inclusion at Rutgers	10.9% (7)	–	–	–	–	–
Rutgers provides sufficient programs and resources to foster the success of a diverse faculty/staff	58.7% (37)	57.7% (30)	63.6% (7)	–	64.0% (16)	55.6% (20)
I have to work harder than others to be valued equally at Rutgers	41.3% (26)	40.4% (21)	45.5% (5)	–	30.8% (8)	47.2% (17)
My experience at Rutgers has had a positive influence on my professional growth	73.0% (46)	71.2% (37)	81.8% (9)	–	72.0% (18)	75.0% (27)

Section B - Table 13.3: Levels of Agreement with Statements About Work Aspects (% Strongly Agree + Agree Responses) - Faculty

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
I feel valued as an individual at Rutgers	43.1% (22)	42.2% (19)	–	–	47.1% (16)	–
I feel I belong at Rutgers	47.1% (24)	46.7% (21)	–	–	47.1% (16)	42.9% (6)
Rutgers has a strong commitment to diversity, equity, and inclusion	70.0% (35)	70.5% (31)	–	–	81.8% (27)	35.7% (5)
I have considered leaving Rutgers because I felt isolated or unwelcomed	27.5% (14)	26.7% (12)	–	–	26.5% (9)	–
I am treated with respect at Rutgers	54.0% (27)	52.3% (23)	–	–	63.6% (21)	–
I feel others don't value my opinions at Rutgers	19.6% (10)	17.8% (8)	–	–	20.6% (7)	–
Rutgers is a place where I am able to perform up to my full potential	33.3% (17)	28.9% (13)	–	–	41.2% (14)	–
I have opportunities at Rutgers for professional success that are similar to those of my colleagues	41.2% (21)	37.8% (17)	–	–	47.1% (16)	–
I have found one or more communities or groups where I feel I belong at Rutgers	47.1% (24)	44.4% (20)	–	–	50.0% (17)	35.7% (5)
There is too much emphasis put on issues of diversity, equity, and inclusion at Rutgers	21.6% (11)	22.2% (10)	–	–	20.6% (7)	–
Rutgers provides sufficient programs and resources to foster the success of a diverse faculty/staff	52.0% (26)	52.3% (23)	–	–	54.5% (18)	35.7% (5)
I have to work harder than others to be valued equally at Rutgers	42.0% (21)	43.2% (19)	–	–	42.4% (14)	42.9% (6)
My experience at Rutgers has had a positive influence on my professional growth	52.0% (26)	52.3% (23)	–	–	60.6% (20)	–

A few survey questions directly focused on interactions with others, as well as personal experiences with discriminatory events in the past 12 months. Survey participants first considered the characteristics of individuals at their campus with whom they interact in a meaningful way on a regular basis.

Section B - Table 14.1: Frequency of Interactions with Diverse People in Past 12 Months (% Responses) - Staff

Meaningful interactions with people…	Never	Seldom/Sometimes	Often/Very Often
…whose religious beliefs are different than your own	8.3% (5)	35.0% (21)	56.7% (34)
…whose political opinions are different from your own	–	51.7% (30)	41.4% (24)
…who are immigrants or from an immigrant family	–	31.7% (19)	61.7% (37)
…who are of a different nationality than your own	–	18.3% (11)	76.7% (46)
…who are of a different race or ethnicity than your own	–	8.3% (5)	86.7% (52)
…whose gender is different than your own	–	27.6% (16)	69.0% (40)
…whose sexual orientation is different than your own	–	41.7% (25)	53.3% (32)
…who are from a different social class	–	37.9% (22)	58.6% (34)
…who have physical or other observable disabilities	16.9% (10)	64.4% (38)	18.6% (11)
…who have learning, psychological, or other disabilities that are not readily apparent	21.1% (12)	61.4% (35)	17.5% (10)

Section B - Table 14.2: Frequency of Interactions with Diverse People in Past 12 Months (% Responses) - Faculty

Meaningful interactions with people…	Never	Seldom/Sometimes	Often/Very Often
…whose religious beliefs are different than your own	–	22.0% (11)	76.0% (38)
…whose political opinions are different from your own	–	46.0% (23)	52.0% (26)
…who are immigrants or from an immigrant family	–	23.5% (12)	74.5% (38)
…who are of a different nationality than your own	–	15.7% (8)	84.3% (43)
…who are of a different race or ethnicity than your own	–	–	92.2% (47)
…whose gender is different than your own	–	25.5% (13)	74.5% (38)
…whose sexual orientation is different than your own	–	30.0% (15)	68.0% (34)
…who are from a different social class	–	30.0% (15)	68.0% (34)
…who have physical or other observable disabilities	–	71.4% (35)	24.5% (12)
…who have learning, psychological, or other disabilities that are not readily apparent	–	54.2% (26)	37.5% (18)

The survey continued with questions related to whether survey participants have personally felt or experienced some form of discrimination at their campus during the past 12 months.

Section B - Table 15.1: Those Who Felt Discrimination in the Past 12 Months (% Responses) - Staff

| | Total | Gender Identity | | | Race/Ethnicity | |
		Woman	Man	Transgender/Non-Binary	White	Non-White
Yes	15.0% *(9)*	12.2% *(6)*	—	—	—	17.6% *(6)*
No	85.0% *(51)*	87.8% *(43)*	72.7% *(8)*	—	92.0% *(23)*	82.4% *(28)*

Section B - Table 15.3: Those Who Felt Discrimination in the Past 12 Months (% Responses) - Faculty

| | Total | Gender Identity | | | Race/Ethnicity | |
		Woman	Man	Transgender/Non-Binary	White	Non-White
Yes	20.0% *(10)*	18.2% *(8)*	—	—	—	35.7% *(5)*
No	80.0% *(40)*	81.8% *(36)*	—	—	87.9% *(29)*	64.3% *(9)*

Section B - Table 16.1: Frequency of Experience of One or More Discriminatory Events (% Responses) - Staff

		Gender Identity			Race/Ethnicity	
	Total	Woman	Man	Transgender/Non-Binary	White	Non-White
Ability or disability status	—	—	—	—	—	—
Racial or ethnic identity	16.1% (10)	15.7% (8)	—	—	—	22.9% (8)
Sex	—	—	—	—	—	—
Sexual orientation	—	—	—	—	—	—
Gender identity or gender expression	—	—	—	—	—	—
Veteran status	—	—	—	—	—	—
Relationship status	—	—	—	—	—	—
National origin	8.1% (5)	—	—	—	—	—
Age	19.4% (12)	21.6% (11)	—	—	—	20.0% (7)
Religion	—	—	—	—	—	—
Height or weight	—	—	—	—	—	—
Political orientation	—	—	—	—	—	—
Social class	—	—	—	—	—	—
Mental health status	—	—	—	—	—	—

Section B - Table 16.3: Frequency of Experience of One or More Discriminatory Events (% Responses) - Faculty

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
Ability or disability status	–	–	–	–	–	–
Racial or ethnic identity	14.3% (7)	11.6% (5)	–	–	–	38.5% (5)
Sex	14.3% (7)	11.6% (5)	–	–	–	–
Sexual orientation	–	–	–	–	–	–
Gender identity or gender expression	–	–	–	–	–	–
Veteran status	–	–	–	–	–	–
Relationship status	–	–	–	–	–	–
National origin	–	–	–	–	–	–
Age	20.8% (10)	16.7% (7)	–	–	22.6% (7)	–
Religion	–	–	–	–	–	–
Height or weight	–	–	–	–	–	–
Political orientation	–	–	–	–	–	–
Social class	10.4% (5)	–	–	–	–	–
Mental health status	–	–	–	–	–	–

School of Nursing (Newark and New Brunswick)

Section B - Table 17.1: Levels of Agreement with Statements About Campus Aspects (% Strongly Agree + Agree Responses) - Staff

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
I am treated fairly and equitably on campus in general	80.3% *(49)*	82.0% *(41)*	72.7% *(8)*	_	84.0% *(21)*	77.1% *(27)*

Section B - Table 17.3: Levels of Agreement with Statements About Campus Aspects (% Strongly Agree + Agree Responses) - Faculty

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
I am treated fairly and equitably on campus in general	62.5% *(30)*	61.9% *(26)*	_	_	65.6% *(21)*	53.8% *(7)*

Section B — Part VI: DEI Perceptions & Experiences

After responding to questions thinking about the campus as a whole, employees were instructed to respond to overall satisfaction with the climate/environment at their campus based on their work experiences over the past 12 months.

The final set of survey questions asked survey participants to rate conditions in their time as an employee. If they taught/worked in two departments/units, they were requested to "choose one to rate for this survey."

The tables in Part VI are specific to population B (employees) only.

Section B - Table 20.1: Levels of Agreement with Statements About Work Aspects (% Strongly Agree + Agree Responses) - Faculty

| *I am valued in my college/unit for my…* | **Total** | **Gender Identity** | | | **Race/Ethnicity** | |
		Woman	**Man**	**Transgender/Non-Binary**	**White**	**Non-White**
Teaching	68.1% *(32)*	69.0% *(29)*	–	–	68.8% *(22)*	66.7% *(8)*
Research, scholarship, and/or creativity	46.8% *(22)*	47.6% *(20)*	–	–	46.9% *(15)*	50.0% *(6)*
Service contributions	51.1% *(24)*	52.4% *(22)*	–	–	53.1% *(17)*	41.7% *(5)*
Mentoring of students	59.6% *(28)*	59.5% *(25)*	–	–	65.6% *(21)*	41.7% *(5)*
Mentoring of faculty	38.3% *(18)*	38.1% *(16)*	–	–	43.8% *(14)*	–
Clinical practice	29.8% *(14)*	28.6% *(12)*	–	–	28.1% *(9)*	–
Community-engaged scholarship	27.7% *(13)*	28.6% *(12)*	–	–	31.2% *(10)*	–
DEI Work	34.0% *(16)*	33.3% *(14)*	–	–	31.2% *(10)*	–

Section B - Table 21.1: Levels of Agreement with Statements About College/Department Aspects (% Strongly Agree + Agree Responses) - Staff

	Total	Gender Identity			Race/Ethnicity	
		Woman	**Man**	**Transgender/Non-Binary**	**White**	**Non-White**
My ideas are seriously considered in my college/department.	56.7% (34)	59.2% (29)	45.5% (5)	—	48.0% (12)	64.7% (22)
I have a voice in the decision-making that affects my work in my college/department.	66.7% (40)	65.3% (32)	72.7% (8)	—	56.0% (14)	76.5% (26)
The workload is fairly and equitably distributed in my college/department.	48.3% (29)	55.1% (27)	—	—	52.0% (13)	47.1% (16)
There are fair and equitable processes for determining compensation in my college/department.	41.7% (25)	44.9% (22)	—	—	44.0% (11)	41.2% (14)
Support is provided fairly and equitably in my college/department.	62.7% (37)	62.5% (30)	63.6% (7)	—	54.2% (13)	70.6% (24)
Rewards for work performance are fairly and equitably distributed in my college/department.	38.3% (23)	40.8% (20)	—	—	36.0% (9)	41.2% (14)

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Section B - Table 22.1: Levels of Agreement with Statements About College/Department Aspects (% Strongly Agree + Agree Responses) - Faculty

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
I have a voice in the decision-making that affects the direction of my college/department.	26.1% (12)	24.4% (10)	–	–	29.0% (9)	–
The teaching workload is fairly and equitably distributed in my college/department.	25.5% (12)	23.8% (10)	–	–	28.1% (9)	–
There are fair and equitable expectations regarding research in my college/department.	34.8% (16)	34.1% (14)	–	–	45.2% (14)	–
There are fair and equitable expectations regarding service in my college/department.	42.6% (20)	40.5% (17)	–	–	43.8% (14)	–
There are fair and equitable processes for determining compensation in my college/department.	17.4% (8)	12.2% (5)	–	–	16.1% (5)	–
Support is provided fairly and equitably in my college/department.	31.9% (15)	31.0% (13)	–	–	34.4% (11)	–
Rewards for work performance are fairly and equitably distributed in my college/department.	14.9% (7)	11.9% (5)	–	–	15.6% (5)	–
DEI work is valued in my college/department.	60.9% (28)	61.0% (25)	–	–	71.0% (22)	–

Employees were asked if they have personally felt or experienced some form of discrimination in their college/department during the past 12 months.

Section B - Table 23.1: Frequency of Experience of One or More Discriminatory Events in Your College/Department (% Responses) - Staff

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
Ability or disability status	–	–	–	–	–	–
Racial or ethnic identity	11.7% *(7)*	10.2% *(5)*	–	–	–	17.6% *(6)*
Sex	–	–	–	–	–	–
Sexual orientation	–	–	–	–	–	–
Gender identity or gender expression	–	–	–	–	–	–
Veteran status	–	–	–	–	–	–
Relationship status	–	–	–	–	–	–
National origin	–	–	–	–	–	–
Age	15.0% *(9)*	16.3% *(8)*	–	–	–	–
Religion	–	–	–	–	–	–
Height or weight	–	–	–	–	–	–
Political orientation	–	–	–	–	–	–
Social class	–	–	–	–	–	–
Mental health status	–	–	–	–	–	–

Section B - Table 23.3: Frequency of Experience of One or More Discriminatory Events in Your College/Department (% Responses) - Faculty

		Gender Identity			Race/Ethnicity	
	Total	Woman	Man	Transgender/Non-Binary	White	Non-White
Ability or disability status	—	—	—	—	—	—
Racial or ethnic identity	15.9% (7)	12.8% (5)	—	—	—	41.7% (5)
Sex	—	—	—	—	—	—
Sexual orientation	—	—	—	—	—	—
Gender identity or gender expression	—	—	—	—	—	—
Veteran status	—	—	—	—	—	—
Relationship status	—	—	—	—	—	—
National origin	—	—	—	—	—	—
Age	11.1% (5)	—	—	—	—	—
Religion	—	—	—	—	—	—
Height or weight	—	—	—	—	—	—
Political orientation	—	—	—	—	—	—
Social class	—	—	—	—	—	—
Mental health status	—	—	—	—	—	—

Section B - Table 26.1: Levels of Agreement with Statements About College/Department Aspects (% Strongly Agree + Agree Responses) - Staff

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
I feel valued as an individual in my college/department	72.1% (44)	74.0% (37)	63.6% (7)	–	64.0% (16)	77.1% (27)
I feel I belong in my college/department	75.0% (45)	73.5% (36)	81.8% (9)	–	72.0% (18)	79.4% (27)
My college/department has a strong commitment to diversity, equity, and inclusion	78.7% (48)	76.0% (38)	90.9% (10)	–	84.0% (21)	77.1% (27)
I have considered leaving my college/department because I felt isolated or unwelcomed	–	–	–	–	–	–
I am treated with respect in my college/department	78.3% (47)	79.6% (39)	72.7% (8)	–	76.0% (19)	82.4% (28)
I feel others don't value my opinions in my college/department	16.7% (10)	14.3% (7)	–	–	–	17.6% (6)
My college/department is a place where I am able to perform up to my full potential	63.3% (38)	63.3% (31)	63.6% (7)	–	60.0% (15)	67.6% (23)
I have opportunities in my college/department for professional success that are similar to those of my peers	56.7% (34)	57.1% (28)	54.5% (6)	–	52.0% (13)	61.8% (21)

Section B - Table 26.3: Levels of Agreement with Statements About College/Department Aspects (% Strongly Agree + Agree Responses) - Faculty

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
I feel valued as an individual in my college/department	54.2% (26)	52.4% (22)	–	–	56.2% (18)	46.2% (6)
I feel I belong in my college/department	60.4% (29)	59.5% (25)	–	–	62.5% (20)	46.2% (6)
My college/department has a strong commitment to diversity, equity, and inclusion	65.3% (32)	62.8% (27)	100.0% (5)	–	72.7% (24)	38.5% (5)
I have considered leaving my college/department because I felt isolated or unwelcomed	32.7% (16)	34.9% (15)	–	–	30.3% (10)	–
I am treated with respect in my college/department	54.3% (25)	53.7% (22)	–	–	58.1% (18)	41.7% (5)
I feel others don't value my opinions in my college/department	44.4% (20)	45.0% (18)	–	–	40.0% (12)	50.0% (6)
My college/department is a place where I am able to perform up to my full potential	39.1% (18)	36.6% (15)	–	–	41.9% (13)	–
I have opportunities in my college/department for professional success that are similar to those of my peers	40.0% (18)	37.5% (15)	–	–	43.3% (13)	–

Adverse Affects of COVID-19

A series of questions were designed to understand how much the community has been adversely affected by COVID-19 in a variety of ways over the past three years. Participants were asked to indicate if each of these areas were affected "Not at all", "Somewhat", or "A great deal". The following tables break down a variety of COVID-19 impacts.

Section B - Table 27.1: Adverse COVID-19 Effects - Staff

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
My own physical health						
Not at all affected	50.0% (30)	49.0% (24)	54.5% (6)	–	52.0% (13)	47.1% (16)
Somewhat affected	36.7% (22)	34.7% (17)	45.5% (5)	–	40.0% (10)	35.3% (12)
Affected a great deal	13.3% (8)	16.3% (8)	–	–	–	17.6% (6)
My own mental health						
Not at all affected	30.0% (18)	28.6% (14)	–	–	32.0% (8)	29.4% (10)
Somewhat affected	51.7% (31)	57.1% (28)	–	–	48.0% (12)	52.9% (18)
Affected a great deal	18.3% (11)	14.3% (7)	–	–	20.0% (5)	17.6% (6)
The health of a loved one						
Not at all affected	33.3% (20)	34.7% (17)	–	–	36.0% (9)	32.4% (11)
Somewhat affected	51.7% (31)	49.0% (24)	63.6% (7)	–	60.0% (15)	47.1% (16)
Affected a great deal	15.0% (9)	16.3% (8)	–	–	–	20.6% (7)
My ability to maintain social relationships						
Not at all affected	45.0% (27)	44.9% (22)	45.5% (5)	–	44.0% (11)	47.1% (16)
Somewhat affected	50.0% (30)	49.0% (24)	54.5% (6)	–	52.0% (13)	47.1% (16)
Affected a great deal	–	–	–	–	–	–
My financial situation						
Not at all affected	46.7% (28)	46.9% (23)	45.5% (5)	–	48.0% (12)	47.1% (16)
Somewhat affected	43.3% (26)	42.9% (21)	45.5% (5)	–	44.0% (11)	41.2% (14)
Affected a great deal	10.0% (6)	10.2% (5)	–	–	–	–
My housing situation						
Not at all affected	83.1% (49)	83.3% (40)	81.8% (9)	–	75.0% (18)	88.2% (30)
Somewhat affected	16.9% (10)	16.7% (8)	–	–	25.0% (6)	–
Affected a great deal	–	–	–	–	–	–
My work or academic performance						
Not at all affected	59.3% (35)	66.7% (32)	–	–	62.5% (15)	58.8% (20)
Somewhat affected	39.0% (23)	33.3% (16)	63.6% (7)	–	37.5% (9)	38.2% (13)
Affected a great deal	–	–	–	–	–	–
My experience of discrimination related to one or more of my identities						
Not at all affected	88.3% (53)	89.8% (44)	81.8% (9)	–	96.0% (24)	85.3% (29)
Somewhat affected	10.0% (6)	10.2% (5)	–	–	–	–
Affected a great deal	–	–	–	–	–	–

Section B - Table 27.3: Adverse COVID-19 Effects - Faculty

	Total	Gender Identity			Race/Ethnicity	
		Woman	Man	Transgender/Non-Binary	White	Non-White
My own physical health						
Not at all affected	41.3% *(19)*	41.5% *(17)*	–	–	38.7% *(12)*	50.0% *(6)*
Somewhat affected	47.8% *(22)*	51.2% *(21)*	–	–	48.4% *(15)*	41.7% *(5)*
Affected a great deal	10.9% *(5)*	–	–	–	–	–
My own mental health						
Not at all affected	31.9% *(15)*	33.3% *(14)*	–	–	31.2% *(10)*	–
Somewhat affected	48.9% *(23)*	54.8% *(23)*	–	–	46.9% *(15)*	50.0% *(6)*
Affected a great deal	19.1% *(9)*	11.9% *(5)*	–	–	21.9% *(7)*	–
The health of a loved one						
Not at all affected	44.7% *(21)*	47.6% *(20)*	–	–	43.8% *(14)*	41.7% *(5)*
Somewhat affected	36.2% *(17)*	33.3% *(14)*	–	–	40.6% *(13)*	–
Affected a great deal	19.1% *(9)*	19.0% *(8)*	–	–	15.6% *(5)*	–
My ability to maintain social relationships						
Not at all affected	44.7% *(21)*	47.6% *(20)*	–	–	46.9% *(15)*	41.7% *(5)*
Somewhat affected	42.6% *(20)*	42.9% *(18)*	–	–	37.5% *(12)*	50.0% *(6)*
Affected a great deal	12.8% *(6)*	–	–	–	15.6% *(5)*	–
My financial situation						
Not at all affected	59.6% *(28)*	64.3% *(27)*	–	–	62.5% *(20)*	50.0% *(6)*
Somewhat affected	31.9% *(15)*	33.3% *(14)*	–	–	31.2% *(10)*	–
Affected a great deal	–	–	–	–	–	–
My housing situation						
Not at all affected	91.5% *(43)*	92.9% *(39)*	–	–	90.6% *(29)*	91.7% *(11)*
Somewhat affected	–	–	–	–	–	–
Affected a great deal	–	–	–	–	–	–
My work or academic performance						
Not at all affected	46.8% *(22)*	47.6% *(20)*	–	–	46.9% *(15)*	41.7% *(5)*
Somewhat affected	38.3% *(18)*	40.5% *(17)*	–	–	40.6% *(13)*	–
Affected a great deal	14.9% *(7)*	11.9% *(5)*	–	–	–	–
My experience of discrimination related to one or more of my identities						
Not at all affected	91.5% *(43)*	92.9% *(39)*	–	–	93.8% *(30)*	83.3% *(10)*
Somewhat affected	–	–	–	–	–	–
Affected a great deal	–	–	–	–	–	–

Use of Findings & Next Steps

The results of the Rutgers Diversity, Equity, and Inclusion (DEI) Campus Climate Survey underscore the importance of regularly collecting data to promote a shared understanding of the DEI campus climate. The community's perspectives, opinions, and experiences related to these topics will inform current and future decisions about how best to support a diverse, inclusive, and vibrant campus and guide actions within academic and administrative units to improve the DEI climate. The results also provide a baseline understanding that enables us to measure change over time as we work to foster an inclusive campus environment that advances our university goal.

University Diversity Goal

Consistent with Rutgers' mission as the State University of New Jersey, Rutgers is committed to nurturing, maintaining, and enhancing opportunities for learning and understanding among individuals, communities and disciplines, and to promoting meaningful and inclusive engagement across a wide spectrum of characteristics and experiences.

Rutgers' goal is to prepare tomorrow's leaders for a world that is ever less homogenous and ever more challenged by the task of connecting across differences to build community, solve problems, and ensure prosperity. Rutgers considers diversity to be necessary to foster the cultural competencies, resilience, and openness to dialogue that promote the intellectual growth and intergroup understanding that are essential for success in the classroom, the university community, and society at large.

Overall, Rutgers pursues diversity to enhance the excellence of ideas, innovation, civic debate, learning, and teaching and to build a "beloved community" based on working together to reflect, respect, and embrace the complexities of all of our parts.

Contact Us

For questions about the Rutgers DEI Campus Climate Survey, please contact University Equity and Inclusion via email at diversity@rutgers.edu or by phone at 848-932-4400. To learn more about university diversity initiatives, please visit diversity.rutgers.edu.