RUTGERS
School of Arts and Sciences

School of Arts and Sciecnes
DEI
Diversity
Equity
Inclusion
Strategic Plan
2023

Diversity Strategic Plan 2023

Introduction

The School of Arts and Sciences (SAS) is the largest and most comprehensive school at Rutgers University, with roots that go back to the university's founding as Queen's College in 1766.

Our size and stature—over 20,000 students representing nearly half the Rutgers–New Brunswick student population—and our historic connection to the university's earliest days places upon us a special responsibility to act with honesty, transparency, and integrity as we develop a school-wide strategic plan addressing issues of diversity, equity, and inclusion.

In 2016, the publication of the first [Scarlet and Black](#) book forever changed the way we think about Rutgers' early history in colonial-era America. The findings, in part, revealed that Rutgers founders and prominent early leaders were slave owners, that some of their families profited from the slave trade, and that the university benefited from the displacement of the Lenape People. The research also showed that the foundation for the iconic Old Queens building was laid by an enslaved person known only by his first name, Will.

Much has happened over 255 years, and Rutgers University, The State University of New Jersey today is a globally engaged teaching and research institution with one of the most diverse student populations in the nation. The School of Arts and Sciences and its legacy undergraduate colleges played a major role in shaping the modern Rutgers, expanding access to underserved populations, and launching pioneering and nationally recognized academic programs, including the departments of Africana Studies, Latino and Caribbean Studies, and Women's, Gender and Sexuality Studies. The creation of SAS as the unified school for the liberal arts in 2007 spurred the development of an [innovative Core Curriculum](#) that requires students to take courses in which they study topics involving human difference, global issues, and social justice. Our Signature Courses address specific societal topics with classes that include Black Lives Matter, Inequality, and Human Nature and Human Diversity.

Nevertheless, the School of Arts and Sciences, like Rutgers as a whole, faces significant challenges in its efforts to become a diverse and inclusive institution. While the diversity in SAS is comparable and sometimes exceeds other [Big Ten Universities](#), the percentages of Black, Latinx, and Native American faculty, staff, and students at Rutgers University–New Brunswick are significantly lower than [state population levels](#). Students with disabilities are also underrepresented. These disparities are glaring, and evident throughout SAS. Consider that right now, the Division of Life Sciences, reports just one Black and one Latino among its tenured and tenure-track faculty positions.

The overall lack of diversity is unacceptable, especially for a major public research university serving one of the most diverse states in America. And these shortcomings go beyond race. There has been little school-wide examination of women's career pathways, and women's access to leadership positions in their departments and divisions. In addition, some dimensions of diversity, including disability and sexual orientation are not tracked by the university, effectively rendering

these vulnerable communities invisible. Meanwhile, economic inequality remains a powerful barrier to a Rutgers education, one that cannot be overcome solely through available scholarships and philanthropic sources.

Along with our keen awareness of the need to drive change, the School of Arts and Sciences comes to this strategic planning process with strong resources: renowned faculty, talented staff, and world-class academic programs. Our goal should be nothing less than becoming a national model for diversity, equity, and inclusion.

This involves setting bold policies while recognizing the role that structural racism plays in creating deep societal disparities. We need to establish a school-wide culture that will foster a diverse faculty and staff workforce, provide students the knowledge they need to become positive forces in their communities, and continuously expand access to our programs in a society beset by chronic inequality, including in New Jersey where school districts are among the most segregated in the nation.

In addition, we cannot develop a strategic plan in isolation from our contemporary moment, with its continuing crisis of police violence against Black Americans, the increasing visibility of expressions of white supremacy, the rise of book banning in schools, and the policies recently adopted in other states that many believe will disenfranchise voters of color. Sadly, we are also witnessing a surge in both antisemitism and attacks on Asian-Americans as well as continuing Islamophobia and virulent discrimination against LGBTQ communities.

What follows is a summary of where the School of Arts and Sciences is at this moment, Spring 2023, and what we need to do to reach our highest potential as a diverse, inclusive, equitable community of students, staff, and faculty. Here we showcase a few exemplary initiatives; a more complete inventory follows in an appendix. We acknowledge that some of our specific action items may fall beyond our institutional reach. We are one school within a larger academic community, and some steps may be more appropriately handled at the university level. But as Rutgers' largest school, we want to declare in the strongest possible terms our support for broad and lasting change and our willingness to work both internally and across the university to bring this vision to fruition.

We welcome the 2020 arrival of Rutgers President Jonathan Holloway and support his challenge to build a Beloved Community in which all members work together and are heard, respected, and valued.

School of Arts and Sciences Mission Statement

The School of Arts and Sciences provides high-quality, nationally recognized undergraduate and graduate education that prepares students from all backgrounds for meaningful lives and careers, serves the greater good throughout New Jersey, and creates new knowledge that improves human health, solves intractable social and economic problems in the world, and enriches our understanding of the human experience.

School of Arts and Sciences Diversity Commitment

The School of Arts and Sciences affirms its role as a leading liberal arts institution and engine of social mobility that serves one of the most diverse states in America and welcomes students and scholars from around the world.

The School of Arts and Sciences is committed to fostering an institutional environment where diverse faces, voices, and experiences are reflected so that all faculty, staff, and students feel safe, welcome, and valued.

The School of Arts and Sciences is committed to providing a comprehensive education that empowers students from all backgrounds and communities — including racial, ethnic, religious, gender identity, sexual orientation, socioeconomic status, and disability status—to reach their highest potential.

The School of Arts and Sciences is committed to providing teaching, research, and service that promote the public good and address pervasive societal problems including all forms of discrimination against underrepresented, vulnerable, and marginalized peoples.

The School of Arts and Sciences is committed to regular and thorough examinations of its policies and practices of diversity, equity, and inclusion with the goal of constantly improving its performance as a diverse institution.

The plan below is organized in line with the five priorities outlined in the *Rutgers Diversity Strategic Plan* and includes breakout sections with examples of current programming and initiatives.

| RECRUIT, RETAIN, AND DEVELOP A DIVERSE COMMUNITY | PROMOTE INCLUSIVE SCHOLARSHIP AND TEACHING | DEFINE SUSTAINABLE AND SUBSTANTIVE COMMUNITY ENGAGEMENT | BUILD THE CAPACITY OF LEADERS TO CREATE INCLUSIVE CLIMATES | DEVELOP AN INSTITUTIONAL INFRASTRUCTURE TO DRIVE CHANGE |

To examine our plans and effectiveness in the five strategic areas, we are guided by the definitions of diversity, equity, and inclusion in the *University wide Diversity Strategic Planning Toolkit: Charting our Inclusive Path Forward:*

Diversity

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

Equity

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

Inclusion

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

Priority I: Recruit, Retain, and Develop a Diverse Community

Current state: Faculty, staff, and student populations of the School of Arts and Sciences are *significantly less diverse* than the communities Rutgers serves as New Jersey's public research university. The most recent U.S. Census data shows Hispanic/Latino and Black people account for 20.9 and 15 percent respectively of the New Jersey population. But at SAS, Hispanic/Latinx and Black faculty members make up just 2.1 and 3.42 percent of faculty (see Appendix for Data Tables).

Meanwhile, Hispanic/Latinx and Black undergraduate students make up 13.5 and 7.2 percent respectively of the full-time student population. Latinx and Black representation is even lower among graduate and postdoctoral students. And among staff employees, the percentages are 5.28 and 10.4. Moreover, in the entire school, we have only one American Indian/Alaskan Native faculty or staff member.

In addition, state population data suggests that one in five residents has disabilities while only one in 10 SAS undergraduates are registered with the Office of Disabilities Services. Moreover, SAS has limited access to data on the disability status in the larger school community.

There are multiple, ongoing efforts to improve student, staff, and faculty diversity, including Strategic Diversity Cluster Hiring initiatives, the tracking of SAS searches outcomes (through the Rutgers Inclusive Excellence Recruitment Reports) and the Presidential Postdoctoral Fellowship Program. Serving over 1,300 students, the SAS Educational Opportunity Fund provides financial assistance and support services to New Jersey students from disadvantaged backgrounds including a pre-college Summer Institute bridge program with academic and professional development counseling.

SHOWCASE

Developing a Diverse Community: Innovative Approaches in the Arts and Sciences

The programs below were developed within SAS and serve as models for building and supporting a diverse community. They are a small but representative sample from an array of similarly worthy programs throughout our school. See appendix for a full list of similar programs.

- **ODASIS, The Office of Diversity and Success in the Sciences**: ODASIS, which began in the mid-1980s, is an academic support unit in the Division of Life Sciences (DLS) focused on increasing the number of underrepresented students that are admitted to and graduate from Rutgers and enter medical school, graduate and professional schools, and the healthcare workforce. Over 1,400 students have graduated from the ODASIS program since its inception: Rutgers ranks #3 nationally in the total number of medical school applications by Black students to medical school and 30th out of 125 institutions for Latinx applications.

- **Classics M.A. Program**: The Department of Classics in the Division of Humanities launched a pilot M.A. program for students from historically underrepresented groups, creating a bold new model for making the field more diverse, helping students who have likely come to Classics late in their undergraduate careers strengthen their credentials for a Ph.D. program.

- **SEEDS2S, Student Excellence, Equity, and Diversity in Data Sciences**: SEEDS2S was launched in 2022 by the Division of Mathematical and Physical Sciences (MPS) to improve the diversity of students entering data science disciplines. The program provides academic advising and support aimed at reducing attrition, increasing graduation rates, and encouraging those interested to pursue research and graduate studies.

- **Early Childhood Development Center**: The Rutgers Psychology Child Development Center provides affordable, convenient, and high-quality childcare to address the diverse needs of faculty, post-docs, and graduate students and puts Rutgers on par with other Big 10 and R1 universities. The center, under the Division of Social and Behavioral Sciences (SBS), also serves as an internship and fieldwork site for undergraduate students to study early childhood.

Current Challenges: Although there are numerous ongoing efforts to recruit, retain, and cultivate diversity at the divisional level (see Appendix for extended list), there are few opportunities for cross-division initiatives and collaborations, limited mechanisms of DEI accountability within SAS, and few diversity trainings tailored to the needs of the SAS community. In addition, there has traditionally been a lack of oversight and accountability over

search committee (e.g., interview decisions, final candidate selections) making it difficult, if not impossible to determine the extent to which issues of diversity play a role in hiring practices. For example, search committees do not have access to the demographics of their applicant pool. These issues are exacerbated by not having a centralized office to advocate for the needs of the SAS community, or an organizing structure that facilitates the regular gathering of feedback and monitoring of progress toward SAS's DEI goals. Instead, SAS DEI initiatives are often driven by short term committees or elected bodies that do not necessarily include students or staff.

Ideal State: Recommended Action Steps for Priority 1

1. **A New Dean for Diversity, Equity, and Inclusion Position and DEI Manager**

The establishment of a full-time leadership team in SAS is a necessary first step to addressing DEI issues on a schoolwide basis. Numerous Big Ten Schools of Arts and Sciences (e.g., Ohio State, University of Michigan, Penn State University) house a centralized Diversity, Equity, and Inclusion office to achieve these goals, and serve as models. The Dean position will have wide responsibility and authority, from overseeing faculty searches and hiring decisions to working with admissions and advising to boost underrepresented minority enrollments and success, to collecting and analyzing data on DEI within the school. This position would include support staff (e.g., a DEI manager) to assist in the coordination of activities. To ensure success and transparency, the dean for DEI should provide regular, clear, and thorough progress reports. These updates should be made available to all SAS stakeholders, including senior leaders, faculty, staff, students, and alumni. In addition, some of the key steps listed below should have specific deadlines for completion to ensure progress towards the strategic DEI goals of SAS.

Key first steps will include:

- Conduct comprehensive climate survey/360 review (via a DEI lens) that complements ongoing university-wide climate surveys to identify various needs of SAS faculty, staff, and students
- Work to improve broader representation of diversity including sexual orientation, disability, and religious orientation
- Analyze data from the Rutgers Inclusive Excellence Recruitment Report about search outcomes and if necessary, revamp reporting process to allow for intervention
- Analyze salary data to pinpoint inequities across the school
- Conduct an analysis of demographic data by rank of employee
- Review departmental policies as related to DEI activities and/or practices with a goal to standardize best practices across SAS
- Interview underrepresented faculty members that leave Rutgers to better understand their experience
- Revise the SAS Diversity website platform to improve communications and provide more DEI resources including grievance reporting procedures.
- Coordinate with the Office of Undergraduate Education (OUE) to develop assessments of classroom (e.g., on SIRS) and workplace inclusivity.
- Work to improve the Douglass campus site that houses the Rutgers Psychology Childcare Center.

2. **Review Faculty and Staff Recruitment Process and Procedure**

At the faculty level, these additional steps will improve this practice and oversight:

- Continue to advocate for the inclusion of diversity advocates on search committees
- Provide a diversity statement prompt for all search committees to include for applicants
- Provide a method for search committees to include faculty from other departments who can bring a wider perspective
- Continue to take advantage of university-led DEI programs such as the cluster hiring initiatives
- Standardize the inclusion of professional development opportunities in the recruitment package

At the staff level, these additional steps will improve this practice and oversight:

- Provide DEI trainings to human resource representatives and hiring managers to help reimagine the hiring process
- Create annual training opportunities that faculty and staff would participate in to expand the scope of their knowledge around DEI fundamentals and interpersonal workplace dynamics
- Standardize professional development opportunities for all staff

3. **Strengthen Faculty Retention Measures**

- Work with the university to expand mentoring options for junior faculty, including providing support for interested faculty to participate in acclaimed external programs such as those not already included in our National Center for Faculty Development & Diversity institutional membership
- Partner with the Faculty Diversity Collective to provide junior faculty members access to non-departmental mentors in addition to their mentors within departments. The use of non-departmental mentors at peer institutions has helped provide a measure of confidentiality and safe space for early-career faculty members
- Leverage reliable communication channels, including the SAS DEI website, to inform new faculty of existing faculty development programs and resources
- Diversify membership of salary equity review committees
- Work with DICE to develop new training programs for chairs and promotion reading committees that provide guidance on DEI issues that arise during evaluation for promotion.
- Increase endowed chair positions

- Work with the university to develop mechanisms to connect junior faculty to programs such as National Institutes of Health's Diversity Supplements that seek to improve the diversity of the research work force by supporting early career PIs including untenured faculty, postdocs and graduate students

4. **Nurture School-wide DEI Culture Through Staff Employee Engagement**

- Senior staff leaders should communicate the high standard expected for respectful interaction that is critical to support an equitable, inclusive, and welcoming school environment and recognize and reward staff for their contributions to meeting the goals of the school diversity strategic plan
- Formally establish the SAS Working Group Committee for continued faculty and staff partnership efforts to work with the Dean of DEI
- Increase staff participation in DEI activities by advocating for compensation for time or re-writing CARFs to cover and require such activities
- Work with the university to develop pathways for salary equity
- Advocate for retention programs to retain high performing staff members
- SAS Human Resources should develop specific onboarding or orientation procedures for new employees that focus on awareness of the importance of issues of DEI by establishing a formal partnership with the [Faculty Diversity Collaborative](#)

5. **Ensure SAS is meeting the academic, psychological, and physical needs of underrepresented minority populations in the undergraduate student body**

- Establish pathways to measure demographics of staff and faculty beyond race and gender to include, for example, disability and sexual orientation
- Retrieve and analyze data on years to undergraduate completion by race and ethnicity and other diversity dimensions by SAS divisions to tailor future initiatives.
- Use the comprehensive climate survey/360 review (via a DEI lens) to identify various needs of students, faculty, and staff
- Build an inclusive and accessible campus that connects disability justice issues with the needs of students, and community
- Facilitate disability accommodations in a manner that reduces fears of retaliation.
- Empower students to serve in positions promoting DEI, either through student clubs and activities or through serving as student reps alongside faculty and staff in school-wide DEI projects

6. **Diversify the graduate student body, especially in fields with underrepresentation**

- Work with School of Graduate Studies (SGS) to create partnerships with minority-serving institutions
- Forge new relationships with Minority Serving Institutions (MSIs) including leveraging opportunities with existing RU organizations such as the Center for Minority Serving Institutions and the Samuel DeWitt Proctor Institute for Leadership, Equity, and Justice

- Continue to nominate graduate students for Dean's Fellowships and SUPER-grad fellowships that facilitate the recruitment of minority graduate students
- Retrieve and analyze data on years to Ph.D. by race/ethnicity and other diversity dimensions by SAS Divisions
- Partner with SGS to learn from their climate survey of graduate students and implementation of Individualized Development Plans
- Identify underrepresented minority undergraduates in SAS that aspire to academic careers and then offers advising services and financial support for them to complete their graduate work at Rutgers

Priority II: Promote Inclusive Scholarship and Teaching

Current state: The School of Arts and Sciences and its legacy schools have created compelling majors, minors, courses, and graduate programs that set a very high standard for inclusive teaching and scholarship. Indeed, our history department is home to the No. 1 ranked programs in women's history and African American history in the country. However, the school's excellent programs tend to proliferate in some departments and divisions and not others. Moreover, these offerings are just one aspect of what it means to promote inclusive scholarship and teaching. True inclusion also involves meeting the needs of all students through equitable access to resources and effective teaching practices. The OUE has begun helping faculty incorporate inclusive pedagogy into their classroom instruction, but more opportunities are needed.

SHOWCASE

Inclusive Scholarship and Teaching: Innovative Approaches in the Arts and Sciences

The programs below developed organically through the vision, creativity, and drive of faculty and staff employees. The SAS diversity strategic plan will build on this energy creating structure and support across the school. See appendix for a full list of similar programs.

- **Girls Like Me: Race and Gender in America:** This course, offered through the Rutgers Writing Program exclusively for transfer students, examines the complex experience of Black women in America. Beginning with a study of Beyoncé Knowles-Carter as an icon of Black womanhood, the course explores the social structures and attitudes that marginalize and create obstacles for women-of-color at home, in the workplace, and throughout society.

- **Program in Women in Politics:** Since the 1980s, this program in the Department of Political Science (SBS) has been known as the "mothership" of graduate studies in women and politics, training generations of influential scholars who brought their knowledge to colleges and universities nationwide.

- **Movement Experiences for Individuals with Disabilities**: The course in the Department of Kinesiology and Health (DSL) provides students who aspire to the health professions extensive exposure to disabled people through course work, volunteerism, guest speakers, visits to rehabilitation centers, and more.

- **Voices of Diversity: Rutgers' Student Stories:** The OUE has developed a panel series in which students share their experiences and identities with faculty, providing an opportunity for Rutgers faculty to learn about their students' diverse perspectives and experiences.

Current Challenges: Over 100 SAS courses are certified as meeting the Core Curriculum's Diversities and Social Inequalities requirement which applies to students matriculated in RBS,

SAS, and SEBS (85% of the New Brunswick undergraduate population). These are supplemented by 21 courses offered by other NB schools. While we also have numerous upper-level courses related to DEI, these more focused courses often have lower enrollments, so we do not reach as many SAS students as we could. In addition, SAS students have uneven access to resources that support their learning such as laptop computers. Finally, achieving a truly inclusive educational environment requires that we recognize the increasingly diverse array of experiences, backgrounds, skills, and learning styles that Rutgers students bring to our classrooms. Faculty should have ample opportunities for professional development and other support as they navigate an ever-changing classroom environment where both traditional and newer teaching styles are employed. The school can begin addressing these myriad issues by developing and articulating clear standards for how inclusive scholarship and teaching should be developed, applied, promoted, and assessed.

What Needs to Happen: Action Plan for Priority II

- Provide a rubric for all departments to regularly review majors and minors, assess potential for new inclusive teaching and scholarship opportunities, and report findings to division deans and the SAS Office of Undergraduate Education Teaching and Learning team
- Set new goals aimed at increasing undergraduate enrollments in courses that explore issues of race, social justice, disability, LGBTQ, and economic inequality
- Provide incentives for faculty participation in inclusive teaching workshops, training, and events
- Leverage existing SAS trainings, Tea & Teaching events, and Voices of Diversity to support DEI initiatives more broadly
- Assess student perception of inclusivity in the classroom (e.g., in collaboration with Office of Teaching Evaluation and Assessment Research (OTEAR) and the new dean DEI office) to promote accountability and identify DEI strengths and weaknesses
- Advocate for the expansion of the physical accessibility of SAS buildings and classrooms, and consider additional inclusivity needs for community members with disabilities (e.g., quiet spaces for those with sensory sensitivity)
- Expand the laptop loaner program that began during remote instruction by the Office of the Dean of students to provide equitable access to technology that facilitates student success
- Create a more cohesive community (e.g., events, professional development access) for postdoctoral scholars in SAS

Priority III: Define Sustainable and Substantive Community Engagement

Current state: Community engagement is a staple of the School of Arts and Sciences. Departments, programs, and centers across the school are motivating exciting and inspiring action

beyond the campus boundaries, including everything from [Documenting Latinx lives](#) in New Jersey to preserving the Lenape language and heritage to supporting victims of sexual abuse and trauma. Yet, as in the inclusive teaching and scholarship priority above, there is not a clearly articulated, schoolwide mission regarding this essential part of the university experience. There is also a dearth of data on existing programs.

SHOWCASE

Sustainable and Substantive Community Engagement: Innovative Approaches in the Arts and Sciences

Below are five examples that show how strong scholarship is channeled to benefit an array of communities. See appendix for a list of additional programs.

- **Extending the Computer Science Pipeline**: The Department of Computer Science (MPS) works with the Graduate School of Education to provide teacher training and outreach to New Jersey school districts with the goal of improving computer science education for underserved communities and bringing diversity to the field.

- **Behavioral Exposure for Interoceptive Tolerance** Researchers in the Department of Psychology (SBS) have developed the Be-Fit intervention to help heart patients recover their health by overcoming exercise anxiety, with particular attention to underserved communities.

- **Keck Center Open House:** On the first Friday of every month, the W. M. Keck Center for Collaborative Neuroscience in DLS opens its laboratory to the public and presents its latest scholarship to visitors who are often in wheelchairs and accompanied by loved ones. This open house event draws people with spinal cord injuries from across the region who come to learn about the potential treatments that the center studies.

- **Summer Institute for Diversity in Philosophy:** The institute was started two decades ago by Rutgers philosophy professors (Division of Humanities) who wanted to provide outreach to undergraduates on a nationwide scale and increase the number of underrepresented minority students headed into philosophy graduate programs and faculty positions.

- **The Allen and Joan Bildner Center for the Study for Jewish Life**: The Bildner Center in SAS connects the university with the greater New Jersey community through programs that promote pluralistic values, including its work in training public school teachers in holocaust history.

Current challenges: The school is long overdue for evaluating and reflecting upon the fundamental premises of community engagement. Faculty and senior leaders need to come together for serious and substantive discussions on how to bring authentic and measurable service

to our neighboring communities and provide an inspiring, engrossing educational experience for students. Currently, community outreach efforts are not sufficiently weighted in the evaluation and promotion of faculty. Moreover, students would benefit from greater opportunities to put their knowledge to practice in community settings.

What Needs to Happen: Action Plan for Priority III

- Establish an SAS advisory board to gather information and promulgate best practices and policies on community engagement with the goal of developing a wealth of options for students from all majors
- Forge partnership with the Rutgers Office of Community Affairs and other schools engaged in applied work and community programs
- Develop and implement department and cross-school grading and tracking system for community involvement and engagement that can be recommended to the university
- Establish outreach programs with Historically Black Colleges and Universities (HBCUs) and universities in Puerto Rico to promote culture, employment, and diversity
- Create programs for community members seeking alternatives to a four-year degree
- Provide students and faculty with structured opportunities to interact with people with disabilities in the community or in professional settings
- Create paid and unpaid internships where students can learn skills relating to individuals with disabilities and their future professions
- Develop relationships with state government programs in human services, health, community affairs, and environmental protection to provide students with opportunities for learning and service

Priority IV: Build the Capacity of Leaders to Create Inclusive Climates

Current State: The School of Arts and Sciences has taken key steps recently to fulfill this strategic priority, including the appointment of faculty fellows, a staff DEI committee, and the creation of the Coalition for Anti-Racism, Social Justice, and Equity (CASE) team. The energy among faculty, student, and staff populations wanting to foster positive and lasting change in the school environment can provide momentum that leaders can harness to develop a visible schoolwide culture of diversity, equity, and inclusion.

SHOWCASE

Build the Capacity of Leaders to Create Inclusive Climates: Innovative Approaches in the Arts and Sciences

- **The SAS Staff Diversity, Equity, and Inclusion Committee:** More than a dozen staff employees across SAS met throughout 2021-2022, becoming a powerful advocate for DEI awareness. The committee held school-wide trainings, presented public programs, and sent email blasts on a range of DEI issues.

- The **[Coalition for Anti-Racism, Social Justice, and Equity](#)** **(CASE):** Situated within the Office of Undergraduate Education, CASE is comprised of SAS staff dedicated to pursuing anti-racist, inclusive, equity-enhancing ideas and practices. The group's accomplishments include compiling a Social Justice Bibliography and hosting a Social Justice Spotlight Series showcasing the work of SAS scholars to a broad audience of students, staff, and faculty.

Current Challenges: It is unclear how DEI commitments and service are weighted in the selection of senior leadership (including the ongoing search for a new executive dean). As mentioned in Priority 1, there is also no structure within SAS to organize DEI efforts or provide consistent accountability for departments, programs, centers/institutes and divisions.

What Needs to Happen: Action Plan for Priority IV

- Senior leaders must set a consistently high standard, communicating regularly to the school community on matters of DEI, participating in training and programs and actively encouraging employees at all levels to do so
- The in-progress search for a new executive dean needs to include a careful examination of applicants' record on DEI issues, including commitment to forming a diverse leadership team and new positions to support the SAS DEI mission.
- Create a DEI faculty and staff council responsible for oversight of DEI initiatives/communications
- Invest in top-notch DEI training, making programs widely available to faculty and staff and offering incentives such as certificates and credit on performance reviews
- Coordinate and collaborate on DEI initiatives with other schools and academic units within Rutgers
- Create a permanent staff position to work with a faculty representative to ensure that diversity, equity, and inclusion initiatives are consistently available for staff

Priority V: Develop an Institutional Infrastructure to Drive Change

In summary, the School of Arts and Sciences, like Rutgers, has faculty, student, and staff populations that are less diverse than the communities it serves. The school should create a proactive and accountable structure that can produce measurable improvement at all levels.

What Needs to Happen: Action Steps for Priority V

- Create dean-level position to oversee diversity, equity and inclusion
- Diversify senior leadership

- Create new infrastructure such that, for example, each department is required to have a DEI representative (or committee) that reports to the divisional-level faculty fellows that support the work of the DEI Dean and DEI Manager in SAS.
- Establish school-wide DEI council with faculty and staff members
- Advocate for DEI to be a critical part of performance review for senior leaders
- Invest in DEI training and education for staff employees
- Create onboarding or orientation for new employees that focuses on DEI
- With ODASIS as a model, develop programs in other divisions and departments across the school that support students on the path to graduation and careers

Conclusion

This report has its roots in the tragedy of 2020, when the killings of George Floyd and Breonna Taylor by police prompted an outpouring of anger, sorrow and grief that was felt at Rutgers, in our local communities, and around the world. During this time of racial reckoning, the leadership of the School of Arts and Sciences organized an ad-hoc committee of faculty, staff, and students to develop a strategic plan for diversity, equity, and inclusion that would complement similar efforts taking place throughout the university. From the onset, the committee was keenly aware of the challenges posed by the size and complexity of SAS and therefore sought input and feedback from the many communities and constituencies that make up the school. The goal was to develop a plan that would be effective and actionable—one that would engage both faculty and staff and emphasize the critical role of the school's leadership as we seek to move beyond the current moment and create an actionable strategy for lasting change.

DEI Strategic Plan Committee Members:

Elected Faculty:
- SBS: Diana T. Sanchez (co-chair)
- DLS: Joanna Burger, Neuroscience
- MPS: Gene S. Hall, CCB
- Humanities: Emrah E. Khayyat, AMESALL

Appointed faculty:
- Jenevieve Delossantos, OUE & Art History
- Javier Robles, Kinesiology & Health
- Sangya Varma, MPS
- Dawne Mouzon, Sociology

Staff:
- Christina Pasley, SAS Dean's Office (co-chair)
- John Anciano, DLS
- Kareem Mumford, SAS Dean's Office
- John Chadwick, SAS Dean's Office

Students:
- Christen Crosta, Graduate representative
- Luis Fernandez, Undergraduate representative

List of Support Staff for DEI Committee:
Mark Segal, Data Analyst, SAS
Nicole Gangino, Administrative Support
Hazel Anne Johnson-Marcus, DICE Advisor

APPENDIX

Rutgers School of Arts and Sciences comprises a large community of students, faculty, staff, alumni, and community members organized around a structure where the research and teaching of academic divisions intersect with the units that provide support for our mission. Administrators and staff in the offices of the executive dean, administration, advancement, undergraduate education, research and graduate education, and academic affairs provide the underpinning for work done by educators, faculty, administrators, and staff in the four academic divisions: Humanities, Life Sciences (DLS), Mathematical and Physical Sciences (MPS), and Social and Behavioral Sciences (SBS).

One of the essential steps in building a DEI plan is to understand the current state. The tables below represent the most complete information available to us as of spring semester 2023. *Note: much of the data in the tables below are self-reported.*

SAS FACULTY DEMOGRAPHICS:

Faculty Race/Ethnicity Summary

	2019-2020	2020-2021	2021-2022	2022-2023
White	595	569	550	526
Race/Ethnicity Unknown	170	187	189	196
U.S. Non-Resident	110	117	118	124
Asian	107	112	111	112
Black	40	38	35	36
Two or More Races	30	33	34	35
Hispanic/Latino	24	23	23	22
American Indian or Alaska Native	1	1	1	1

Faculty Race/Ethnicity %

	2019-2020	2020-2021	2021-2022	2022-2023
White	55.25%	52.69%	51.84%	50.00%
Race/Ethnicity Unknown	15.78%	17.31%	17.81%	18.63%
U.S. Non-Resident	10.21%	10.83%	11.12%	11.79%
Asian	9.94%	10.37%	10.46%	10.65%
Black	3.71%	3.52%	3.30%	3.42%
Two or More Races	2.79%	3.06%	3.20%	3.33%
Hispanic/Latino	2.23%	2.13%	2.17%	2.09%

American Indian or Alaska Native	0.09%	0.09%	0.09%	0.10%

Faculty: Gender

	2019-2020	2020-2021	2021-2022	2022-2023
Male	59.33%	58.24%	58.06%	57.51%
Female	40.67%	41.76%	41.56%	42.02%
Did not Disclose	0.00%	0.00%	0.38%	0.48%

Faculty: Tenure v. Teaching (NTT) Stream

Faculty	2019-2020	2020-2021	2021-2022	2022-2023
Tenure Stream	**67.50%**	**67.59%**	**66.92%**	**67.02%**
White	57.36%	54.66%	53.94%	52.48%
Race/Ethnicity Unknown	12.38%	13.70%	13.38%	14.04%
U.S. Non-Resident	9.90%	11.37%	12.25%	12.34%
Asian	9.90%	10.14%	10.28%	10.64%
Black	4.68%	4.38%	4.23%	4.40%
Two or More Races	3.03%	3.29%	3.38%	3.55%
Hispanic/Latino	2.61%	2.33%	2.39%	2.41%
American Indian or Alaska Native	0.14%	0.14%	0.14%	0.14%
No Tenure Stream	**32.50%**	**32.41%**	**33.08%**	**32.98%**
White	50.86%	48.57%	47.58%	44.96%
Race/Ethnicity Unknown	22.86%	24.86%	26.78%	27.95%
U.S. Non-Resident	10.86%	9.71%	8.83%	10.66%
Asian	10.00%	10.86%	10.83%	10.66%
Two or More Races	2.29%	2.57%	2.85%	2.88%
Black	1.71%	1.71%	1.42%	1.44%
Hispanic/Latino	1.43%	1.71%	1.71%	1.44%

Faculty Race/Ethnicity by Division

Faculty	2019-2020	2020-2021	2021-2022	2022-2023
Life Sciences		**10.68%**	**10.74%**	**10.56%**	**10.55%**
White		57.39%	55.17%	53.57%	53.15%
Asian		17.39%	17.24%	17.86%	18.02%
Race/Ethnicity Unknown		13.91%	17.24%	15.18%	14.41%
U.S. Non-Resident		7.83%	6.90%	9.82%	10.81%
Two or More Races		1.74%	1.72%	1.79%	1.80%

	2019-2020	2020-2021	2021-2022	2022-2023
Black	0.87%	0.86%	0.89%	0.90%
Hispanic/Latino	0.87%	0.86%	0.89%	0.90%
Humanities	**38.44%**	**38.80%**	**39.11%**	**39.64%**
White	56.52%	54.18%	52.77%	50.84%
Race/Ethnicity Unknown	19.08%	21.24%	23.37%	24.46%
Asian	7.73%	7.88%	7.71%	8.39%
Black	6.04%	5.49%	4.82%	4.80%
U.S. Non-Resident	5.07%	5.97%	5.78%	5.52%
Two or More Races	2.66%	2.86%	3.13%	3.60%
Hispanic/Latino	2.66%	2.15%	2.17%	2.16%
American Indian or Alaska Native	0.24%	0.24%	0.24%	0.24%
Mathematical and Physical Sciences	**32.03%**	**31.30%**	**31.20%**	**30.80%**
White	50.14%	47.93%	48.04%	45.99%
U.S. Non-Resident	17.39%	17.75%	17.52%	19.75%
Race/Ethnicity Unknown	15.07%	15.68%	15.41%	15.74%
Asian	13.33%	14.50%	14.80%	14.51%
Two or More Races	1.74%	1.78%	1.81%	1.85%
Hispanic/Latino	1.45%	1.48%	1.51%	1.23%
Black	0.87%	0.89%	0.91%	0.93%
Social and Behavioral Sciences	**18.38%**	**18.52%**	**18.57%**	**18.54%**
White	60.10%	56.50%	56.35%	53.85%
Race/Ethnicity Unknown	11.11%	12.00%	11.68%	13.33%
U.S. Non-Resident	10.10%	12.00%	12.69%	12.82%
Black	5.56%	5.50%	5.58%	6.15%
Two or More Races	5.05%	6.00%	6.09%	5.64%
Asian	4.55%	4.50%	4.06%	4.10%
Hispanic/Latino	3.54%	3.50%	3.55%	4.10%

*Data from the Dean's Office, UOE, and International Interdisciplinary Programs included only 1-2 faculty and thus, are not included in the Table.

Faculty Gender by Division

Division	2019-2020	2020-2021	2021-2022	2022-2023
Life Sciences	**10.68%**	**10.74%**	**10.56%**	**10.55%**
Did not Disclose	0.00%	0.00%	0.89%	0.90%
Female	45.22%	46.55%	43.75%	45.95%
Male	54.78%	53.45%	55.36%	53.15%
Humanities	**38.44%**	**38.80%**	**39.11%**	**39.64%**
Did not Disclose	0.00%	0.00%	0.48%	0.72%
Female	52.90%	53.70%	53.49%	53.24%
Male	47.10%	46.30%	46.02%	46.04%
Mathematical and Physical Sciences	**32.03%**	**31.30%**	**31.20%**	**30.80%**
Female	22.03%	22.19%	23.26%	24.07%

Male	77.97%	77.81%	76.74%	75.93%
Social and Behavioral Sciences	**18.38%**	**18.52%**	**18.57%**	**18.54%**
Did not Disclose	0.00%	0.00%	0.51%	0.51%
Female	44.44%	45.50%	45.18%	44.62%
Male	55.56%	54.50%	54.31%	54.87%

*Data from the Dean's Office, UOE, and International Interdisciplinary Programs included only 1-2 faculty and thus, are not included in the Table.

<mark>**SAS STAFF DEMOGRAPHICS:**</mark>

Staff by Race/Ethnicity

	2019-2020	2020-2021	2021-2022	2022-2023
White	271	249	242	240
Race/Ethnicity Unknown	115	117	103	96
Black	56	51	49	51
Asian	43	43	40	42
Hispanic/Latino	27	27	29	26
Two or More Races	25	24	26	31
U.S. Non-Resident	5	5	6	6

	2019-2020	2020-2021	2021-2022	2022-2023
White	50.00%	48.26%	48.89%	48.78%
Race/Ethnicity Unknown	21.22%	22.67%	20.81%	19.51%
Black	10.33%	9.88%	9.90%	10.37%
Asian	7.93%	8.33%	8.08%	8.54%
Hispanic/Latino	4.98%	5.23%	5.86%	5.28%
Two or More Races	4.61%	4.65%	5.25%	6.30%
U.S. Non-Resident	0.92%	0.97%	1.21%	1.22%

Staff by Gender

	2019-2020	2020-2021	2021-2022	2022-2023
Female	71.03%	69.96%	70.10%	70.53%
Male	28.97%	29.84%	29.90%	29.47%

Staff Race/Ethnicity by IPEDS Role

	2019-2020	2020-2021	2021-2022	2022-2023
Other Professionals	**87.27%**	**88.37%**	**91.72%**	**90.85%**
White	48.41%	47.15%	48.90%	47.65%
Race/Ethnicity Unknown	21.99%	22.81%	20.26%	19.02%
Black	10.78%	10.53%	10.35%	11.19%

Asian	7.82%	8.33%	7.93%	8.50%
Hispanic/Latino	5.07%	5.26%	5.73%	5.37%
Two or More Races	5.29%	5.26%	5.51%	6.94%
U.S. Non-Resident	0.63%	0.66%	1.32%	1.34%
Technical/Paraprofessional	**4.80%**	**5.43%**	**3.64%**	**3.66%**
Race/Ethnicity Unknown	26.92%	35.71%	38.89%	38.89%
White	46.15%	35.71%	27.78%	38.89%
Asian	11.54%	14.29%	16.67%	16.67%
Hispanic/Latino	7.69%	7.14%	11.11%	5.56%
Two or More Races	0.00%	0.00%	5.56%	0.00%
U.S. Non-Resident	7.69%	7.14%	0.00%	0.00%
Executive/Admin/Managerial	**3.87%**	**3.88%**	**2.83%**	**3.66%**
White	85.71%	85.00%	78.57%	83.33%
Race/Ethnicity Unknown	0.00%	5.00%	7.14%	5.56%
Asian	4.76%	5.00%	7.14%	5.56%
Hispanic/Latino	4.76%	5.00%	7.14%	5.56%
Black	4.76%	0.00%	0.00%	0.00%
Clerical/Secretarial	**3.87%**	**2.13%**	**1.62%**	**1.63%**
White	57.14%	63.64%	50.00%	62.50%
Race/Ethnicity Unknown	19.05%	18.18%	37.50%	37.50%
Black	14.29%	18.18%	12.50%	0.00%
Asian	9.52%	0.00%	0.00%	0.00%

*Service/Maintenance is not included because we only had one data point.

Staff Race/Ethnicity by IPEDS Role

Row Labels	2019-2020	2020-2021	2021-2022	2022-2023
Other Professionals	**87.27%**	**88.37%**	**91.72%**	**90.85%**
Female	72.94%	71.49%	70.70%	71.14%
Male	27.06%	28.29%	29.30%	28.86%
Did not Disclose	0.00%	0.22%	0.00%	0.00%
Technical/Paraprofessional	**4.80%**	**5.43%**	**3.64%**	**3.66%**
Male	57.69%	46.43%	33.33%	33.33%
Female	42.31%	53.57%	66.67%	66.67%
Executive/Admin/Managerial	**3.87%**	**3.88%**	**2.83%**	**3.66%**
Female	52.38%	55.00%	57.14%	61.11%
Male	47.62%	45.00%	42.86%	38.89%
Clerical/Secretarial	**3.87%**	**2.13%**	**1.62%**	**1.63%**
Female	80.95%	72.73%	62.50%	62.50%
Male	19.05%	27.27%	37.50%	37.50%

Staff Race/Ethnicity by Division

	2019-2020	2020-2021	2021-2022	2022-2023
Dean's Office	**20.66%**	**21.32%**	**22.22%**	**23.17%**
White	51.79%	51.82%	49.09%	50.00%
Race/Ethnicity Unknown	22.32%	24.55%	20.91%	20.18%
Asian	9.82%	10.00%	10.91%	10.53%
Black	8.04%	6.36%	8.18%	8.77%
Two or More Races	4.46%	4.55%	7.27%	6.14%
Hispanic/Latino	3.57%	2.73%	3.64%	4.39%
Life Sciences	**13.28%**	**14.53%**	**14.14%**	**14.23%**
White	45.83%	44.00%	45.71%	44.29%
Race/Ethnicity Unknown	23.61%	29.33%	24.29%	24.29%
Asian	15.28%	14.67%	11.43%	14.29%
Black	6.94%	5.33%	5.71%	4.29%
Two or More Races	4.17%	2.67%	5.71%	7.14%
Hispanic/Latino	4.17%	4.00%	5.71%	4.29%
U.S. Non-Resident	0.00%	0.00%	1.43%	1.43%
Humanities	**13.84%**	**12.79%**	**13.94%**	**13.41%**
White	49.33%	50.00%	49.28%	48.48%
Race/Ethnicity Unknown	20.00%	18.18%	21.74%	24.24%
Black	12.00%	12.12%	10.14%	9.09%
Two or More Races	8.00%	7.58%	7.25%	6.06%
Hispanic/Latino	8.00%	7.58%	5.80%	6.06%
Asian	2.67%	4.55%	4.35%	4.55%
U.S. Non-Resident	0.00%	0.00%	1.45%	1.52%
International and Interdisciplinary Programs	**1.11%**	**0.97%**	**0.81%**	**0.61%**
White	50.00%	20.00%	50.00%	100.00%
Race/Ethnicity Unknown	16.67%	40.00%	25.00%	0.00%
Hispanic/Latino	0.00%	20.00%	25.00%	0.00%
Black	33.33%	20.00%	0.00%	0.00%
Mathematical and Physical Sciences	**25.28%**	**23.84%**	**22.22%**	**21.54%**
White	53.28%	52.03%	58.18%	55.66%
Race/Ethnicity Unknown	22.63%	21.14%	15.45%	13.21%
Black	8.76%	8.94%	10.91%	13.21%
Asian	8.03%	8.94%	8.18%	9.43%
Two or More Races	2.92%	4.07%	3.64%	4.72%
U.S. Non-Resident	2.92%	3.25%	2.73%	2.83%
Hispanic/Latino	1.46%	1.63%	0.91%	0.94%
Social and Behavioral Sciences	**8.86%**	**8.91%**	**8.89%**	**9.76%**
White	58.33%	58.70%	59.09%	54.17%
Race/Ethnicity Unknown	18.75%	19.57%	25.00%	22.92%

Black	12.50%	13.04%	9.09%	10.42%
Hispanic/Latino	4.17%	4.35%	4.55%	4.17%
Two or More Races	4.17%	4.35%	2.27%	8.33%
Asian	2.08%	0.00%	0.00%	0.00%
Undergraduate Education	**16.97%**	**17.64%**	**17.78%**	**17.28%**
White	42.39%	37.36%	34.09%	37.65%
Race/Ethnicity Unknown	18.48%	20.88%	21.59%	17.65%
Black	14.13%	15.38%	14.77%	15.29%
Hispanic/Latino	10.87%	12.09%	14.77%	12.94%
Asian	7.61%	7.69%	9.09%	8.24%
Two or More Races	5.43%	5.49%	4.55%	7.06%
U.S. Non-Resident	1.09%	1.10%	1.14%	1.18%

Staff Gender by Division

	2019-2020	2020-2021	2021-2022	2022-2023
Female	**71.03%**	**69.96%**	**70.10%**	**70.53%**
Dean's Office	16.36%	16.62%	16.71%	16.71%
Division of Life Sciences	12.73%	15.51%	14.41%	14.99%
Humanities	17.92%	16.90%	18.44%	17.87%
International and Interdisciplinary Programs	1.30%	1.39%	0.86%	0.86%
Mathematical and Physical Sciences	20.26%	18.01%	17.87%	17.58%
Social and Behavioral Sciences	11.17%	11.36%	11.53%	11.82%
Undergraduate Education	20.26%	20.22%	20.17%	20.17%
Male	**28.97%**	**29.84%**	**29.90%**	**29.47%**
Dean's Office	31.21%	32.47%	35.14%	38.62%
Division of Life Sciences	14.65%	12.34%	13.51%	12.41%
Humanities	3.82%	3.25%	3.38%	2.76%
International and Interdisciplinary Programs	0.64%	0.00%	0.68%	0.00%
Mathematical and Physical Sciences	37.58%	37.01%	32.43%	31.03%
Social and Behavioral Sciences	3.18%	3.25%	2.70%	4.83%
Undergraduate Education	8.92%	11.69%	12.16%	10.34%
Did not Disclose	**0.00%**	**0.19%**	**0.00%**	**0.00%**
Mathematical and Physical Sciences		100.00%		

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Fall 2021 NB SAS Undergraduate Enrollment: Race/Ethnicity

Race/Ethnicity	Full-Time		Part-Time		Total	
	#	%	#	%	#	%
U.S. Non-Resident	1,874	9.8%	50	7.0%	1,924	9.7%
Hispanic/Latino	2,684	14.0%	118	16.6%	2,802	14.1%
American Indian or Alaska Native	13	0.1%	2	0.3%	15	0.1%
Asian	5,876	30.6%	147	20.7%	6,023	30.2%
Black or African American	1,347	7.0%	56	7.9%	1,403	7.0%
Native Hawaiian or Other Pacific Islander	21	0.1%	4	0.6%	25	0.1%
White	6,398	33.3%	296	41.6%	6,694	33.6%
Two or More Races	721	3.8%	23	3.2%	744	3.7%
Race/Ethnicity Unknown	273	1.4%	15	2.1%	288	1.4%
Total	**19,207**	**100.0%**	**711**	**100.0%**	**19,918**	**100.0%**

Fall 2021 NB SAS Undergraduate Enrollment: Gender

Gender	Full-Time		Part-Time		Total	
	#	%	#	%	#	%
Men	9,245	48.1%	437	61.5%	9,682	48.6%
Women	9,962	51.9%	274	38.5%	10,236	51.4%
Total	**19,207**	**100.0%**	**711**	**100.0%**	**19,918**	**100.0%**

*Based on federal survey: The Integrated Postsecondary Education Data System (IPEDS)

Fall 2021 NB SAS Undergraduate Enrollment: State Residency

State Residency	Full-Time		Part-Time		Total	
	#	%	#	%	#	%
New Jersey	16,282	84.8%	639	89.9%	16,921	85.0%
U.S. Nonresident/International	1,874	9.8%	50	7.0%	1,924	9.7%
Out-of-State/Unknown	1,051	5.5%	22	3.1%	1,073	5.4%
Total	**19,207**	**100.0%**	**711**	**100.0%**	**19,918**	**100.0%**

Fall 2021 NB SAS Undergraduate Enrollment: First Generation Status

First Generation Status	Full-Time		Part-Time		Total	
	#	%	#	%	#	%
First Generation	6,102	31.8%	272	38.3%	6,374	32.0%
Not First Generation or Unknown	13,105	68.2%	439	61.7%	13,544	68.0%
Total	**19,207**	**100.0%**	**711**	**100.0%**	**19,918**	**100.0%**

*First Generation: a student whose parent(s) did not receive a bachelor's degree.

Fall 2021 NB SAS Undergraduate Enrollment: Traditional/Nontraditional- Age

Age Category*	Full-Time		Part-Time		Total	
	#	%	#	%	#	%
Nontraditional	581	3.0%	315	44.3%	896	4.5%
Traditional	18,626	97.0%	396	55.7%	19,022	95.5%
Total	**19,207**	**100.0%**	**711**	**100.0%**	**19,918**	**100.0%**

*Age > 24 as nontraditional, <24 as traditional.

Fall 2021 NB SAS Undergraduate Enrollment: Housing

Housing Status	Full-Time		Part-Time		Total	
	#	%	#	%	#	%
Y*	7,008	36.5%	25	3.5%	7,033	35.3%
N	17,192	89.5%	706	99.3%	17,898	89.9%
Total	**19,207**	**100.0%**	**711**	**100.0%**	**19,918**	**100.0%**

*Students with housing status between 2021-08-01 and 2021-12-31 as Y.

Fall 2021 NB SAS Undergraduate Enrollment: Military Service

Military Service Category*	Full-Time		Part-Time		Total	
	#	%	#	%	#	%
Active/Reserves or Guard	205	1.1%	10	1.4%	215	1.1%
Veteran	79	0.4%	9	1.3%	88	0.4%
Dependent Beneficiary	57	0.3%	3	0.4%	60	0.3%
None	18,866	98.2%	689	96.9%	19,555	98.2%
Total	**19,207**	**100.0%**	**711**	**100.0%**	**19,918**	**100.0%**

*These three categories are defined by Military Times Survey; they are mutual exclusive.

Fall 2021 NB SAS Undergraduate Enrollment: EOF Status

Admitted EOF Status	Full-Time		Part-Time		Total	
	#	%	#	%	#	%
EOF	689	3.6%	25	3.5%	714	3.6%
Not EOF	18,518	96.4%	686	96.5%	19,204	96.4%
Total	**19,207**	**100.0%**	**711**	**100.0%**	**19,918**	**100.0%**

Fall 2021 NB SAS Undergraduate Enrollment: PELL Status*

PELL Status	Full-Time		Part-Time		Total	
	#	%	#	%	#	%
PELL	5,613	29.2%	123	17.3%	5,736	28.8%
Not PELL	13,594	70.8%	588	82.7%	14,182	71.2%
Total	**19,207**	**100.0%**	**711**	**100.0%**	**19,918**	**100.0%**

*PELL number from 2021-22 preliminary raw data file from UES Financial Aid office.

Fall 2021 NB SAS Undergraduate Enrollment: Financial Aid*

Financial Aid Type	Full-Time		Part-Time		Total	
	#	%	#	%	#	%
Need based only	436	2.3%	15	2.1%	451	2.3%
Non Need/Merit based only	3,415	17.8%	140	19.7%	3,555	17.8%
Both Need and Non Need/Merit based	9,523	49.6%	204	28.7%	9,727	48.8%
No award	5,833	30.4%	352	49.5%	6,185	31.1%
Total	**19,207**	**100.0%**	**711**	**100.0%**	**19,918**	**100.0%**

*Award type data from 2021-22 preliminary raw data file from UES Financial Aid office.

SAS Undergraduate Students Registered with the Office of Disability Services

	Undergraduate Students	
	#	% of SAS
Students registered with ODS	1,786	9.0%
Students not registered with ODS	17,827	91.0%
Total	**19,613**	**100.0%**

Undergraduate Enrollment: Historical by Race/Ethnicity

	2019-01-01	2019-09-01	2020-01-01	2020-09-01	2021-01-01	2021-09-01	2022-01-01	2022-09-01
White	36.15%	34.78%	34.53%	33.28%	33.28%	33.06%	33.06%	31.55%
Asian	27.32%	27.88%	27.92%	29.36%	29.92%	30.72%	31.08%	31.82%
Hispanic/Latino	12.43%	12.03%	12.05%	11.84%	11.67%	11.89%	12.03%	13.45%
U.S. Non-Resident	9.09%	10.89%	10.73%	10.70%	10.42%	9.55%	9.21%	8.74%
Black or African American	8.04%	7.13%	7.22%	6.99%	6.88%	6.99%	6.91%	7.21%
Two or More Races	5.36%	5.60%	5.84%	6.07%	6.10%	6.19%	6.09%	5.33%
Race/Ethnicity Unknown	1.43%	1.49%	1.49%	1.52%	1.52%	1.42%	1.45%	1.72%
Native Hawaiian or Other Pacific Islander	0.16%	0.15%	0.17%	0.15%	0.14%	0.10%	0.09%	0.08%
American Indian/Alaskan Native	0.04%	0.05%	0.06%	0.07%	0.08%	0.07%	0.07%	0.09%

Undergraduate Enrollment: Historical by Gender

	2019-01-01	2019-09-01	2020-01-01	2020-09-01	2021-01-01	2021-09-01	2022-01-01	2022-09-01
Female	51.87%	51.30%	51.33%	51.38%	51.91%	51.95%	52.08%	51.86%
Male	48.07%	48.66%	48.63%	48.59%	48.06%	48.04%	47.91%	48.13%
Other	0.04%	0.03%	0.03%	0.02%	0.02%	0.01%	0.01%	0.00%
Non-Binary	0.01%	0.01%	0.02%	0.01%	0.01%	0.01%	0.01%	0.01%

Undergraduates by Division and Race/Ethnicity

Undergraduates by Division and Race/Ethnicity	2019-01-01	2019-09-01	2020-01-01	2020-09-01	2021-01-01	2021-09-01	2022-01-01	2022-09-01
Division of Life Sciences	**10.20%**	**8.19%**	**10.48%**	**8.95%**	**11.35%**	**9.00%**	**11.30%**	**9.23%**
Asian	36.06%	36.07%	37.47%	37.16%	38.42%	37.32%	37.70%	37.29%
White	32.79%	32.69%	32.13%	32.83%	31.96%	32.83%	32.65%	32.49%

Hispanic/Latino	11.44%	11.77%	11.85%	12.06%	11.53%	10.93%	11.14%	11.66%
Black or African American	10.33%	9.03%	8.49%	6.87%	6.74%	6.84%	7.12%	8.07%
Two or More Races	4.43%	5.36%	5.34%	6.17%	6.40%	6.44%	5.69%	5.58%
U.S. Non-Resident	3.06%	3.32%	3.15%	3.23%	3.27%	3.97%	4.03%	3.43%
Race/Ethnicity Unknown	1.58%	1.46%	1.22%	1.38%	1.42%	1.50%	1.52%	1.49%
Native Hawaiian or Other Pacific Islander	0.26%	0.29%	0.36%	0.29%	0.24%	0.17%	0.15%	0.00%
American Indian/Alaskan Native	0.05%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Humanities	**5.69%**	**5.59%**	**5.13%**	**4.35%**	**4.80%**	**3.76%**	**4.68%**	**4.14%**
White	53.78%	52.13%	51.56%	51.43%	51.27%	50.34%	49.41%	48.09%
Asian	15.50%	16.55%	15.38%	15.20%	16.05%	14.86%	15.40%	14.18%
Hispanic/Latino	12.19%	11.86%	12.37%	11.88%	11.32%	13.20%	15.05%	15.91%
Two or More Races	6.33%	6.66%	6.76%	7.96%	8.43%	9.22%	9.00%	8.75%
Black or African American	5.86%	5.89%	6.13%	6.06%	6.00%	5.50%	4.98%	5.06%
U.S. Non-Resident	5.39%	5.72%	6.03%	5.82%	5.31%	4.81%	4.15%	5.43%
Race/Ethnicity Unknown	0.85%	1.02%	1.56%	1.43%	1.50%	1.93%	2.01%	2.59%
American Indian/Alaskan Native	0.09%	0.09%	0.10%	0.12%	0.12%	0.00%	0.00%	0.00%
Native Hawaiian or Other Pacific Islander	0.00%	0.09%	0.10%	0.12%	0.00%	0.14%	0.00%	0.00%
International and Interdisciplinary Programs	**0.29%**	**0.51%**	**0.44%**	**0.36%**	**0.46%**	**0.39%**	**0.54%**	**0.47%**
White	51.85%	34.58%	36.59%	38.57%	33.73%	33.33%	32.99%	33.70%
Asian	31.48%	34.58%	30.49%	27.14%	34.94%	37.33%	38.14%	41.30%
Hispanic/Latino	7.41%	13.08%	8.54%	8.57%	4.82%	8.00%	7.22%	8.70%
Black or African American	5.56%	5.61%	8.54%	8.57%	8.43%	8.00%	7.22%	8.70%
Race/Ethnicity Unknown	1.85%	3.74%	2.44%	1.43%	2.41%	1.33%	3.09%	4.35%
U.S. Non-Resident	1.85%	0.93%	2.44%	2.86%	6.02%	5.33%	5.15%	1.09%
Two or More Races	0.00%	6.54%	9.76%	12.86%	9.64%	6.67%	6.19%	1.09%
Native Hawaiian or Other Pacific Islander	0.00%	0.93%	1.22%	0.00%	0.00%	0.00%	0.00%	1.09%
Major Outside SAS	**23.99%**	**21.44%**	**24.52%**	**21.86%**	**23.93%**	**17.60%**	**21.25%**	**17.88%**

White	37.71%	37.02%	36.57%	35.64%	34.63%	34.29%	34.20%	33.08%
Asian	24.08%	24.49%	24.79%	26.45%	27.47%	27.53%	28.28%	27.26%
Hispanic/Latino	13.63%	13.05%	12.84%	12.55%	12.75%	11.74%	12.01%	13.46%
Black or African American	9.08%	7.97%	7.89%	8.08%	8.41%	8.82%	8.33%	8.73%
U.S. Non-Resident	9.04%	10.57%	10.58%	9.41%	8.99%	9.53%	8.80%	9.32%
Two or More Races	5.07%	5.43%	5.76%	6.17%	6.07%	6.53%	6.71%	6.42%
Race/Ethnicity Unknown	1.21%	1.29%	1.33%	1.42%	1.41%	1.47%	1.57%	1.60%
Native Hawaiian or Other Pacific Islander	0.16%	0.11%	0.17%	0.17%	0.19%	0.09%	0.10%	0.14%
American Indian/Alaskan Native	0.02%	0.07%	0.07%	0.12%	0.07%	0.00%	0.00%	0.00%
Mathematical and Physical Sciences	**9.93%**	**9.55%**	**10.29%**	**9.25%**	**10.84%**	**9.50%**	**11.03%**	**9.94%**
Asian	38.44%	40.73%	39.70%	42.99%	45.42%	45.34%	46.35%	48.31%
White	31.08%	27.69%	26.81%	23.12%	21.94%	21.47%	22.75%	21.13%
U.S. Non-Resident	16.35%	18.24%	18.84%	19.32%	18.47%	18.47%	17.11%	17.64%
Hispanic/Latino	6.01%	5.60%	6.47%	6.14%	5.68%	5.23%	5.13%	5.08%
Two or More Races	4.17%	4.05%	4.66%	4.36%	3.68%	4.52%	3.93%	3.54%
Black or African American	2.38%	2.20%	2.17%	2.18%	2.56%	2.72%	2.72%	2.46%
Race/Ethnicity Unknown	1.46%	1.35%	1.24%	1.79%	2.05%	2.02%	1.76%	1.59%
Native Hawaiian or Other Pacific Islander	0.11%	0.15%	0.10%	0.11%	0.10%	0.11%	0.05%	0.00%
American Indian/Alaskan Native	0.00%	0.00%	0.00%	0.00%	0.10%	0.11%	0.20%	0.26%
Social and Behavioral Sciences	**16.36%**	**15.80%**	**16.23%**	**13.82%**	**15.80%**	**13.22%**	**16.35%**	**13.82%**
White	43.14%	41.87%	43.14%	42.36%	42.75%	42.54%	42.01%	41.42%
Asian	18.02%	18.94%	19.21%	19.51%	19.97%	20.13%	20.16%	20.18%
Hispanic/Latino	15.75%	15.14%	14.71%	14.43%	13.65%	14.22%	14.76%	15.42%
Black or African American	9.04%	8.40%	8.34%	7.96%	7.62%	7.13%	6.75%	6.38%
U.S. Non-Resident	7.17%	8.64%	7.45%	8.15%	8.11%	7.91%	7.74%	7.97%
Two or More Races	5.52%	5.47%	5.75%	6.06%	6.25%	6.35%	6.89%	7.19%
Race/Ethnicity Unknown	1.25%	1.42%	1.25%	1.42%	1.47%	1.49%	1.46%	1.22%
American Indian/Alaskan Native	0.07%	0.06%	0.10%	0.04%	0.07%	0.16%	0.17%	0.15%

Native Hawaiian or Other Pacific Islander	0.03%	0.06%	0.07%	0.07%	0.11%	0.08%	0.07%	0.07%
Undergraduate Education	**33.53%**	**38.92%**	**32.92%**	**41.41%**	**32.82%**	**46.52%**	**34.84%**	**44.52%**
White	31.01%	30.35%	29.25%	29.42%	29.30%	30.91%	29.37%	28.45%
Asian	30.19%	30.03%	29.75%	30.96%	30.38%	31.90%	32.94%	33.99%
Hispanic/Latino	12.22%	11.86%	11.95%	11.86%	12.12%	12.76%	12.90%	14.89%
U.S. Non-Resident	10.44%	12.64%	13.16%	12.51%	13.18%	9.70%	10.08%	8.26%
Black or African American	8.16%	7.15%	7.49%	7.27%	7.00%	7.27%	7.64%	7.94%
Two or More Races	6.00%	6.01%	6.28%	6.12%	6.34%	6.07%	5.77%	4.40%
Race/Ethnicity Unknown	1.70%	1.72%	1.88%	1.60%	1.47%	1.21%	1.15%	1.90%
Native Hawaiian or Other Pacific Islander	0.22%	0.17%	0.18%	0.16%	0.12%	0.10%	0.11%	0.09%
American Indian/Alaskan Native	0.05%	0.06%	0.06%	0.09%	0.10%	0.09%	0.05%	0.09%

Undergraduates by Division and Gender	**2019-01-01**	**2019-09-01**	**2020-01-01**	**2020-09-01**	**2021-01-01**	**2021-09-01**	**2022-01-01**	**2022-09-01**
Division of Life Sciences	**10.20%**	**8.19%**	**10.48%**	**8.95%**	**11.35%**	**9.00%**	**11.30%**	**9.23%**
Female	57.04%	58.92%	59.18%	59.55%	59.97%	59.63%	59.30%	58.07%
Male	42.91%	41.03%	40.77%	40.39%	39.98%	40.37%	40.70%	41.93%
Other	0.05%	0.06%	0.05%	0.06%	0.05%	0.00%	0.00%	0.00%
Humanities	**5.69%**	**5.59%**	**5.13%**	**4.35%**	**4.80%**	**3.76%**	**4.68%**	**4.14%**
Female	59.17%	57.68%	58.94%	59.86%	59.82%	60.11%	61.97%	62.89%
Male	40.36%	41.98%	40.64%	39.79%	39.84%	39.61%	37.91%	36.99%
Other	0.28%	0.17%	0.21%	0.12%	0.12%	0.00%	0.00%	0.00%
Non-Binary	0.19%	0.17%	0.21%	0.24%	0.23%	0.28%	0.12%	0.12%
International and Interdisciplinary Programs	**0.29%**	**0.51%**	**0.44%**	**0.36%**	**0.46%**	**0.39%**	**0.54%**	**0.47%**
Female	66.67%	69.16%	68.29%	75.71%	73.49%	58.67%	61.86%	70.65%
Male	33.33%	30.84%	31.71%	24.29%	26.51%	41.33%	38.14%	29.35%
Major Outside SAS	**23.99%**	**21.44%**	**24.52%**	**21.86%**	**23.93%**	**17.60%**	**21.25%**	**17.88%**

Female	58.32%	55.45%	56.08%	55.92%	57.28%	57.29%	56.97%	56.83%
Male	41.68%	44.52%	43.89%	44.08%	42.72%	42.71%	43.03%	43.17%
Other	0.00%	0.02%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Non-Binary	0.00%	0.00%	0.02%	0.00%	0.00%	0.00%	0.00%	0.00%
Mathematical and Physical Sciences	**9.93%**	**9.55%**	**10.29%**	**9.25%**	**10.84%**	**9.50%**	**11.03%**	**9.94%**
Male	73.74%	75.06%	74.79%	75.15%	73.76%	75.10%	75.74%	76.46%
Female	26.15%	24.89%	25.16%	24.79%	26.24%	24.90%	24.26%	23.54%
Other	0.11%	0.05%	0.05%	0.06%	0.00%	0.00%	0.00%	0.00%
Social and Behavioral Sciences	**16.36%**	**15.80%**	**16.23%**	**13.82%**	**15.80%**	**13.22%**	**16.35%**	**13.82%**
Female	55.57%	56.19%	56.93%	57.27%	58.44%	60.05%	60.60%	59.79%
Male	44.39%	43.81%	43.04%	42.69%	41.52%	39.91%	39.36%	40.21%
Other	0.03%	0.00%	0.03%	0.04%	0.04%	0.04%	0.03%	0.00%
Undergraduate Education	**33.53%**	**38.92%**	**32.92%**	**41.41%**	**32.82%**	**46.52%**	**34.84%**	**44.52%**
Female	50.14%	50.76%	49.30%	50.08%	49.09%	50.95%	50.07%	51.23%
Male	49.84%	49.23%	50.70%	49.92%	50.91%	49.05%	49.93%	48.77%
Other	0.02%	0.01%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

*Please note that this data was derived from a resource that needs to be updated by the Financial Aid Office. SAS-IT has requested access and we are still awaiting their response.

Graduate Student Race/Ethnicity Summary

	2019-09-01	2020-01-01	2020-09-01	2021-01-01	2021-09-01	2022-01-01	2022-09-01
U.S. Non-Resident	858	850	787	770	921	882	1153
White	654	619	621	595	614	594	564
Asian	151	152	165	164	179	164	173
Hispanic/Latino	126	129	140	132	135	122	141
Black or African American	72	72	88	83	83	80	82
Two or More Races	33	31	40	41	49	47	53
Race/Ethnicity Unknown	44	42	40	45	40	37	32
Native Hawaiian or Other Pacific Islander	2	2	4	3	2	3	2
American Indian/Alaskan Native	1	1	1				

Graduate Student Race/Ethnicity Percentages

	2019-09-01	2020-01-01	2020-09-01	2021-01-01	2021-09-01	2022-01-01	2022-09-01
U.S. Non-Resident	44.20%	44.78%	41.73%	42.01%	45.53%	45.72%	52.41%
White	33.69%	32.61%	32.93%	32.46%	30.35%	30.79%	25.64%
Asian	7.78%	8.01%	8.75%	8.95%	8.85%	8.50%	7.86%
Hispanic/Latino	6.49%	6.80%	7.42%	7.20%	6.67%	6.32%	6.41%
Black or African American	3.71%	3.79%	4.67%	4.53%	4.10%	4.15%	3.73%
Two or More Races	1.70%	1.63%	2.12%	2.24%	2.42%	2.44%	2.41%

Race/Ethnicity Unknown	2.27%	2.21%	2.12%	2.45%	1.98%	1.92%	1.45%
Native Hawaiian or Other Pacific Islander	0.10%	0.11%	0.21%	0.16%	0.10%	0.16%	0.09%
American Indian/Alaskan Native	0.05%	0.05%	0.05%	0.00%	0.00%	0.00%	0.00%

Graduate Student Gender Summary

	2019-09-01	2020-01-01	2020-09-01	2021-01-01	2021-09-01	2022-01-01	2022-09-01
Male	53.99%	54.21%	52.97%	52.92%	54.87%	54.59%	56.64%
Female	45.80%	45.57%	46.71%	46.75%	44.83%	45.10%	43.14%
Other	0.21%	0.21%	0.32%	0.33%	0.30%	0.31%	0.23%

Graduate Student Race/Ethnicity by Division

	2019-09-01	2020-01-01	2020-09-01	2021-01-01	2021-09-01	2022-01-01	2022-09-01
Division of Life Sciences	**10.56%**	**10.12%**	**10.82%**	**10.75%**	**10.68%**	**11.30%**	**9.86%**
White	42.44%	40.10%	40.69%	40.61%	41.67%	40.83%	40.55%
U.S. Non-Resident	25.85%	26.56%	22.55%	23.35%	20.83%	22.02%	26.27%
Asian	12.20%	13.02%	12.25%	11.17%	11.57%	11.01%	8.76%
Hispanic/Latino	11.71%	11.98%	11.76%	11.68%	9.26%	9.17%	9.22%
Black or African American	3.90%	4.17%	8.33%	8.63%	10.19%	10.55%	8.29%
Two or More Races	1.95%	2.08%	2.45%	2.54%	4.17%	4.13%	5.53%
Race/Ethnicity Unknown	1.95%	2.08%	1.96%	2.03%	2.31%	2.29%	1.38%
Humanities	**25.86%**	**26.08%**	**26.25%**	**26.62%**	**22.94%**	**23.64%**	**20.14%**
White	49.80%	49.29%	47.47%	46.52%	42.46%	43.64%	40.41%

U.S. Non-Resident	21.71%	21.82%	21.01%	21.93%	24.78%	24.78%	26.64%
Hispanic/Latino	9.96%	11.11%	11.52%	11.07%	12.50%	11.84%	12.42%
Black or African American	8.17%	8.08%	8.28%	7.99%	6.68%	6.80%	6.77%
Asian	3.98%	4.24%	4.65%	4.71%	5.82%	5.92%	6.32%
Two or More Races	2.39%	2.22%	3.64%	3.69%	4.31%	4.17%	4.51%
Race/Ethnicity Unknown	3.78%	3.03%	3.03%	4.10%	3.45%	2.85%	2.93%
American Indian/Alaskan Native	0.20%	0.20%	0.20%	0.00%	0.00%	0.00%	0.00%
Native Hawaiian or Other Pacific Islander	0.00%	0.00%	0.20%	0.00%	0.00%	0.00%	0.00%
Mathematical and Physical Sciences	**45.39%**	**45.73%**	**44.80%**	**44.14%**	**47.45%**	**46.71%**	**51.86%**
U.S. Non-Resident	66.40%	66.71%	63.08%	63.29%	65.31%	65.59%	72.48%
White	18.62%	18.09%	19.53%	18.91%	18.75%	18.76%	13.76%
Asian	8.97%	9.10%	10.53%	11.25%	10.31%	9.88%	8.33%
Hispanic/Latino	3.18%	3.23%	3.67%	3.34%	2.81%	2.77%	2.98%
Race/Ethnicity Unknown	1.25%	1.50%	1.42%	1.36%	1.04%	1.11%	0.61%
Two or More Races	0.91%	0.81%	1.07%	1.11%	1.25%	1.22%	0.88%
Black or African American	0.45%	0.35%	0.47%	0.49%	0.42%	0.44%	0.88%
Native Hawaiian or Other Pacific Islander	0.23%	0.23%	0.24%	0.25%	0.10%	0.22%	0.09%
Social and Behavioral Sciences	**18.19%**	**18.07%**	**18.13%**	**18.49%**	**18.93%**	**18.35%**	**18.14%**
White	43.34%	41.11%	40.35%	39.82%	38.38%	38.70%	35.09%
U.S. Non-Resident	31.44%	32.65%	30.41%	30.97%	34.99%	36.72%	37.84%
Hispanic/Latino	6.80%	6.71%	8.19%	8.26%	7.83%	6.50%	8.02%
Asian	7.65%	7.87%	8.19%	8.26%	7.31%	6.78%	7.77%
Black or African American	5.38%	6.12%	7.60%	6.78%	6.79%	6.21%	6.02%
Race/Ethnicity Unknown	2.83%	2.92%	2.63%	2.95%	2.35%	2.54%	2.26%
Two or More Races	2.55%	2.62%	2.34%	2.65%	2.09%	2.26%	2.76%
Native Hawaiian or Other Pacific Islander	0.00%	0.00%	0.29%	0.29%	0.26%	0.28%	0.25%

Graduate Student Gender Summary by Division

	2019-09-01	2020-01-01	2020-09-01	2021-01-01	2021-09-01	2022-01-01	2022-09-01
Division of Life Sciences	**10.56%**	**10.12%**	**10.82%**	**10.75%**	**10.68%**	**11.30%**	**9.86%**
Female	55.61%	56.77%	55.39%	56.85%	55.09%	55.05%	56.22%
Male	44.39%	43.23%	44.61%	43.15%	44.91%	44.95%	43.78%
Humanities	**25.86%**	**26.08%**	**26.25%**	**26.62%**	**22.94%**	**23.64%**	**20.14%**
Female	64.14%	64.85%	64.65%	64.96%	64.44%	64.91%	66.14%
Male	35.06%	34.34%	34.34%	34.02%	34.48%	33.99%	32.96%
Other	0.80%	0.81%	1.01%	1.02%	1.08%	1.10%	0.90%
Mathematical and Physical Sciences	**45.39%**	**45.73%**	**44.80%**	**44.14%**	**47.45%**	**46.71%**	**51.86%**
Male	74.35%	75.23%	72.66%	73.30%	72.81%	72.92%	73.79%
Female	25.65%	24.77%	27.22%	26.58%	27.08%	26.97%	26.12%
Other	0.00%	0.00%	0.12%	0.12%	0.10%	0.11%	0.09%
Social and Behavioral Sciences	**18.19%**	**18.07%**	**18.13%**	**18.49%**	**18.93%**	**18.35%**	**18.14%**
Female	64.31%	64.14%	63.74%	62.83%	59.79%	59.60%	59.15%
Male	35.69%	35.86%	36.26%	37.17%	40.21%	40.40%	40.85%

SAS POSTDOCTORAL DEMOGRAPHICS

Postdoctoral Students by Race/Ethnicity Summary

	2019-2020	2020-2021	2021-2022	2022-2023
U.S. Non-Resident	80	85	72	74
Race/Ethnicity Unknown	16	22	35	43
White	20	20	12	7
Black	5	1	3	
Hispanic/Latino	1	3	2	1
Asian	3	2	1	
Two or More Races				1

Postdoctoral Students by Race/Ethnicity Percentages

	2019-2020	2020-2021	2021-2022	2022-2023
U.S. Non-Resident	64.00%	63.91%	57.60%	58.73%
Race/Ethnicity Unknown	12.80%	16.54%	28.00%	34.13%
White	16.00%	15.04%	9.60%	5.56%
Black	4.00%	0.75%	2.40%	0.00%
Hispanic/Latino	0.80%	2.26%	1.60%	0.79%
Asian	2.40%	1.50%	0.80%	0.00%
Two or More Races	0.00%	0.00%	0.00%	0.79%

Postdoctoral Students by Gender

	2019-2020	2020-2021	2021-2022	2022-2023
Male	66.40%	66.17%	67.20%	66.67%
Female	32.80%	33.83%	32.80%	33.33%
Did not Disclose	0.80%	0.00%	0.00%	0.00%

Postdoctoral Students by Division by Ethnicity

	2019-2020	2020-2021	2021-2022	2022-2023
Division of Life Sciences	**13.60%**	**14.29%**	**12.80%**	**14.29%**
U.S. Non-Resident	88.24%	89.47%	68.75%	83.33%
White	11.76%	5.26%	12.50%	5.56%
Race/Ethnicity Unknown	0.00%	0.00%	12.50%	11.11%
Hispanic/Latino	0.00%	5.26%	0.00%	0.00%
Black	0.00%	0.00%	6.25%	0.00%
Humanities	**9.60%**	**9.77%**	**12.80%**	**13.49%**
White	33.33%	7.69%	12.50%	5.88%
U.S. Non-Resident	33.33%	15.38%	6.25%	11.76%
Black	25.00%	7.69%	12.50%	0.00%
Race/Ethnicity Unknown	8.33%	61.54%	62.50%	76.47%
Hispanic/Latino	0.00%	7.69%	6.25%	5.88%
International and Interdisciplinary Programs	**4.00%**	**5.26%**	**7.20%**	**7.14%**
Race/Ethnicity Unknown	60.00%	57.14%	66.67%	77.78%
Black	20.00%	0.00%	0.00%	0.00%
U.S. Non-Resident	20.00%	28.57%	22.22%	22.22%
White	0.00%	14.29%	11.11%	0.00%
Mathematical and Physical Sciences	**70.40%**	**66.92%**	**63.20%**	**60.32%**
U.S. Non-Resident	68.18%	69.66%	69.62%	69.74%
White	14.77%	17.98%	8.86%	6.58%
Race/Ethnicity Unknown	13.64%	8.99%	18.99%	22.37%
Asian	2.27%	2.25%	1.27%	0.00%
Hispanic/Latino	1.14%	1.12%	1.27%	0.00%
Two or More Races	0.00%	0.00%	0.00%	1.32%
Social and Behavioral Sciences	**2.40%**	**3.01%**	**4.00%**	**4.76%**
White	33.33%	25.00%	0.00%	0.00%
Asian	33.33%	0.00%	0.00%	0.00%
Black	33.33%	0.00%	0.00%	0.00%

Race/Ethnicity

Unknown	0.00%	50.00%	40.00%	66.67%
U.S. Non-Resident	0.00%	25.00%	60.00%	33.33%

Postdoctoral Students by Division by Gender

	2019-2020	2020-2021	2021-2022	2022-2023
Division of Life Sciences	**13.60%**	**14.29%**	**12.80%**	**14.29%**
Male	52.94%	52.63%	68.75%	55.56%
Female	47.06%	47.37%	31.25%	44.44%
Humanities	**9.60%**	**9.77%**	**12.80%**	**13.49%**
Female	66.67%	69.23%	68.75%	41.18%
Male	25.00%	30.77%	31.25%	58.82%
Did not Disclose	8.33%	0.00%	0.00%	0.00%
International and Interdisciplinary Programs	**4.00%**	**5.26%**	**7.20%**	**7.14%**
Female	60.00%	57.14%	66.67%	77.78%
Male	40.00%	42.86%	33.33%	22.22%
Mathematical and Physical Sciences	**70.40%**	**66.92%**	**63.20%**	**60.32%**
Male	77.27%	77.53%	81.01%	78.95%
Female	22.73%	22.47%	18.99%	21.05%
Social and Behavioral Sciences	**2.40%**	**3.01%**	**4.00%**	**4.76%**
Female	66.67%	50.00%	80.00%	66.67%
Male	33.33%	50.00%	20.00%	33.33%

Resources for Priority I: Recruit, Retain, and Develop Diverse Community

Programs within the School of Arts of Sciences:

- Rutgers English Diversity Institute
- Summer Institute for Diversity in Philosophy
- Athena in Action (promoting women in philosophy)
- Economics Bridge Program
- David and Dorothy Cooper Fellowship (Psychology)/UG
- Advancing Women in Computer Science (AWiCS)
- Computer Science Living Learning Community (CSLLC)
- Student Excellence, Equity, and Diversity in Data Science (SEED2S)
- The Office of Diversity and Success in the Sciences (ODASIS)

Available Programs within Rutgers:

- Ronald E. McNair Postbaccalaureate Achievement Program
- Research Intensive Summer Experience (RISE)
- RU1st Initiative
- Upward Bound
- Educational Opportunity Fund
- Rutgers Future Scholars
- Summer Research Opportunity Program (SROP)
- Research Experiences for Undergraduates (REU)
- Aresty Research Center
- The Louis Stokes Alliance for Minority Participation (LSAMP)

Resources for Priority II: Promote Inclusive Scholarship and Teaching

The academic pursuits within SAS are inherently related to broadening our understanding of diverse communities and perspectives. For example, numerous majors and minors include this focus (Comparative and Critical Race and Ethnic Studies, Africana Studies, LCS, Latin American Studies, Sexualities Studies, Social Justice). See other examples: Majors and Minors (rutgers.edu). In addition, SAS is partnering with other NB schools to create a Disabilities minor.

Many undergraduate courses with DEI themes are offered under the core goal of "Contemporary Challenges: Diversities and Social Inequalities." The full "Contemporary Challenges: Diversities and Social Inequalities" certified undergraduate course list can be accessed here.

A sample of the current course offerings:

- Black Lives Matter
- The American Dream
- Banned Books
- Rhymes and Reasons: Hip Hop and Philosophy
- Nothing About Us Without Us
- Extinction
- Human Nature and Human Diversity
- Famous Trials
- Religions Now: 21st Century Controversies
- The Color of Health: How Does Racial Inequality Get Under the Skin.
- Girls Like Me: Race and Gender in America

- Previously offered courses:
  - Global East Asia
  - Past Today
  - Color-Lines and Borderlands
  - Our World: Social Justice and the Environment
  - Immigrant States: Jersey's Global Reach
  - From Plantation to White House

- Others course offered that incorporate some DEI focus include:
  - Inequality
  - Heroism
  - Cities
  - Wars, Wayfarers, and the Wall: A History of the U.S.-Mexican Border
  - The Arts of Power

- The Coalition for Anti-Racism, Social Justice, and Equity (CASE) is a comprised of staff members from SAS dedicated to pursuing anti-racist, inclusive, equity-enhancing ideas and practices in all aspects of OUE's functioning. The group has compiled a Social Justice Bibliography of work done by SAS scholars that explores various facets of social justice scholarship across disciplines. They also host a Social Justice Spotlight Series where featured SAS scholars present their research and work to a broad audience of students, staff, and faculty.
- The Office of Undergraduate Education provides Inclusive Teaching Strategies Resources through their Tea and Teaching Events and Voices of Diversity.
  - The SAS Teaching and Learning Team offers a wide variety of programming that aims to support instructors in making their teaching more inclusive and equitable. The team regularly offers workshops like "Discussing Difficult Content in the Classroom", "Designing Equitable and Inclusive Courses with Design Justice", and "Equity-Minded Syllabus Revision Workshop" both to specific departments or more broadly to instructors.

  - Tea and Teaching has been an ongoing series since spring 2020. At first meeting weekly, the forum was a place to support faculty at the height of the pandemic and to create community around inclusive pedagogy. The series, now meeting once a month, regularly focuses its topics on DEI-related subjects such as, supporting students with disabilities, reports from the Office of the Dean of Students, fostering an equity-mindset, using open

educational resources to support student learning, supporting non-native and bi-lingual speakers, etc.

- [Voices of Diversity](#) is now in its third year and is a program designed to give students a space to share their experiences with an audience of faculty and staff. Topics have included: "Women in STEM", "Black Student Stories", "First-Generation College Students at Rutgers", "Non-Traditional Students", 'Students with Disabilities at Rutgers", and more.

Resources for Priority III: Define Sustainable and Substantive Community Engagement

Examples of the School of Arts and Sciences community engagement:

- [New Jersey Folk Festival](#) an annual festival, in collaboration with the American Studies Department, attracts 15,000 people to promote the awareness and appreciation for folklore and folk-life, past and present.
- [The Language Bank](#) is a free service provided by the School of Arts and Sciences. Its mission is to provide high-quality translation and interpreting services to local non-profits, social services organizations, and outreach initiatives. The program provides our volunteers – Rutgers students, staff, and faculty – with the opportunity to engage with and serve the local community
- Collaborative programing between the Paul Robeson Cultural Center (PRCC) and Oaxacan communities
- The Center for African Studies in partnership with RU-Global-Study Abroad launched several [short-term study abroad programs](#) in Africa. This initiative has been made possible by a generous gift from the Mad Rose Foundation. The donation is dedicated to enhancing undergraduate education in African Studies at Rutgers University through travel support for short-term study in Africa programs, substantially reducing costs for students.
- [The Center for Disability Sports, Health and Wellness in the Department of Kinesiology and Health](#) has developed several initiatives including, working on a statewide committee to address Covid-19 and its impact on individuals with disabilities and their families, developing a Disability Sports, Health and Wellness conference, and advancing a national Covid-19 and Disabilities and Health conference.
- [The Youth Sports Research Council (YSRC)](#) in Kinesiology and Health runs a Coaches SAFETY Course that contains a module to coach and include children with intellectual or physical disabilities.
- DIMACS submitted an ASCEND project proposal which seeks to transform STEM learning in underserved, low-income neighborhoods
- Latin Caribbean Studies (LCS) Memory Project Collects Oral histories from Puerto Rican and Latinx alumni, former faculty, and administrators and submit recordings and transcripts to the Rutgers Oral History Archives.
- LCS also leads a New Jersey Oral History project documenting Latinx Lives in the community
- Anthropology is engaged in the Lenape language learning project to preserve the Lenape language with the Lenape community.

- Psychology and Geography faculty and departments serve as consultants in anti-racism education and training and other related topics in DEI.
- Anthropology engages in educational outreach with the incarcerated community.
- Psychology faculty engage in suicide prevention education, HIV/AIDs support programs, and programs to support victims of sexual trauma and abuse.
- Psychology faculty member Elizabeth Torres launched and directs the NJ Autism Center for Excellence to support the study and treatment of individuals living with autism spectrum disorder.
- Clinical psychology faculty members partner with mental health organizations to address DEI.
- Rutgers Psychology Department Faculty developed a grant-funded community exercise program for local cardiovascular patients.
- Summer School Camp on Black Consciousness and Decoloniality for middle school and high school students in collaboration with Bantu Thought and the Blackhouse Kollective, Soweto, South Africa.
- Chemistry and Chemical Biology (CCB) developed an initiative to engage with more local and regional high schools and undergraduate programs, who have a large degree of non-traditional students. CCB has identified several schools and had a handful of young CCB faculty from underrepresented groups lined up to speak at these schools. This was part of a broader pre-college program to recruit the best undergraduates.