Faculty Diversity Committee
2008 – 2009

Members of the Committee

Pablo Boczkowski, Associate Professor of Communication Studies

Victor L. Goines, Professor of Music Performance Studies

Carole LaBonne, Professor of Biochemistry, Molecular Biology, and Cell Biology

Daniel I. Linzer, Provost (Chair)

Sarah Mangelsdorf, Dean, Weinberg College of Arts and Sciences

Michael D. McGee, Academic Vice President, Associated Student Government

Rick McGee, Associate Dean for Faculty Development, Feinberg School of Medicine

Richard I. Morimoto, Professor of Biochemistry, Molecular Biology, and Cell Biology

Katherine W. Phillips, Associate Professor Management and Organizations

Jennifer A. Richeson, Associate Professor of Psychology

Jacob I. Snzajder, Professor of Medicine

Andrew B. Wachtel, Dean of The Graduate School

Ex Officio Members of the Committee

Dona Cordero, Assistant Provost for Faculty Development and Director, Office of Change Management

Marianna Kepka, Director, Academic Administration, Provost’s Office

Jean E. Shedd, Associate Provost for Budget, Facilities, and Analysis

James B. Young, Associate Provost for Faculty Affairs
Introduction

In October 2000, then Provost Lawrence B. Dumas formed a Faculty Diversity Committee to help him assess Northwestern University’s progress in increasing the number of women and members of underrepresented minority groups on the faculty and to suggest initiatives and mechanisms that might support this goal. A year later, the Committee issued a report that observed that, notwithstanding conscientious efforts to pursue affirmative action in hiring and some progress in increasing female faculty representation, “Northwestern can take little satisfaction in its record in recruiting and retaining underrepresented minority faculty.” Each year since then the Committee has issued reports noting progress and detailing obstacles encountered in University efforts to achieve a faculty more reflective overall of the diversity present within Northwestern and its environs. These previous reports are summarized briefly in Appendix I.

This year’s report looks back at progress achieved during this past academic year. It is important to note at the outset that faculty hiring this year took place against the backdrop of unsettling economic conditions nationally that were reflected locally in a reduction in faculty hiring. While searches to replace departing faculty continued, those projected to add incremental positions were curtailed. Despite the current environment of fiscal constraint, the University remains fully committed to efforts aimed at increasing faculty diversity.

Progress at Northwestern

In each of its eight previous reports, the Committee has presented data regarding members of under-represented groups on the Northwestern faculty. The current report provides updated figures, as well as proportional representation of each under-represented group as part of the faculty as a whole. The current data indicate that the 2008-2009 academic year was a time of stabilization with the numbers of women and under-represented minority faculty remaining relatively unchanged from the previous year. The total number of tenure track faculty declined by 11 (-0.8%) during this past year, led by a reduction of 27 faculty at the medical school.

When they join the University, faculty members are asked to list voluntarily their gender and race/ethnicity on their Personnel Data Forms. To the extent that faculty choose not to provide this information, these annual October snapshots that form the raw data for the current report may misrepresent the full extent of faculty diversity at the University. Furthermore, in accordance with national reporting standards used in this and previous reports, non-U.S. citizens are included in the numbers of under-represented minorities only if they hold permanent residence status in the U.S.

As in past years, progress during the 2008-2009 academic year was limited, as shown in the figures below. The number of women holding tenure track appointments on the faculty rose slightly from 357 in 2008 to 359 in 2009, a smaller increase proportionally than in the previous year. Coupled with the decline in tenure track faculty, women as a percentage of the entire tenure track faculty, however, continued to grow slightly from 26.6% to 27.0%, continuing the slow, steady improvement noted since 2002. Women are especially under-represented in science, technology, engineering and mathematics (STEM) fields; Appendix II contains a list of STEM departments at NU. While women comprised 28.7% of all tenure track appointments in over the past five years, they represented only 17.3% of tenure track appointments in STEM departments and 32.1% of tenure track appointments in non-STEM departments. In addition to problems in recruitment of women into tenure track positions, difficulties in the retention of women faculty have been noted recently (see below). Thus, substantial improvement in the
representation of women on the tenure track is unlikely in the absence of new initiatives to promote recruitment and retention of women in tenure track positions.

The number of Native American faculty on the tenure track is too small to be represented meaningfully in a figure similar to those shown here. Figures for underrepresented minorities include only U.S. citizens and permanent residents. Faculty whose ethnicity was not specified are not included in these percentage calculations.

The number and proportion of Asian-Americans on the faculty likewise remained stable during the past year. This total, however, reflects Asian-Americans in all departments at the University, even though Asian-Americans are only considered to be under-represented outside the fields of science, technology, engineering and mathematics (STEM). Throughout the University the Asian-American faculty declined slightly from 172 last year to 170 this year (13.6% of tenure track faculty). Although this year’s data are similar to those from a year ago, over the past five years 21.5% of new tenure track faculty appointments are of Asian ancestry (26.7% in STEM and 19.9% in non-STEM departments), which is consistent with the upward trend noted in the accompanying figure.

Unfortunately, these signs of improvement were not apparent for African-American and Hispanic tenure-track faculty. The number of African-American faculty remained the same as last year at 47, as did their proportion in the total faculty (3.7%). The absence of a net increase continues the pattern of minimal improvement in overall African-American representation on the faculty seen since 2004. The Hispanic portion of the faculty rose by one to 37 and remained unchanged at 2.7% of the faculty in 2009. Although these two groups represent only 6.5% of total tenure track faculty, over the past five years 11.0% of all new tenure track appointments have been either African-American or Hispanic (19 and 17 appointments, respectively, out of
327), a period during which 12.3% of all Ph.D.’s were awarded to African-American or Hispanic students. These Northwestern recruitments represent 8.0% of new tenure track appointments in STEM and 12.0% in non-STEM departments. If recruitment of African-Americans or Hispanics into tenure track positions were to continue at this pace over the next five years, they would still constitute only 9.3% of tenure track faculty at Northwestern (assuming zero growth in tenure track positions). Although in 2007 (the last year for which comparable data are available) only one research university (out of 60 including NU) had a higher percentage of under-represented minorities among tenure track faculty, our aspirations are to bring about a more rapid and significant improvement in faculty diversity.

Although Native Americans are an under-represented group among Northwestern faculty, their numbers have been too low to draw any meaningful conclusions. None of the new tenure track appointees over the past five years identified themselves as Native American. Given that less than 0.5% of all Ph.D.’s awarded over the past five year went to Native Americans, the Committee recognizes that achieving significant progress in this area remains a substantial challenge.

**Progress on a National Level**

In last year’s report from the Faculty Diversity Committee, comparisons were drawn between representation of women and under-represented minorities on the Northwestern faculty with that observed at other U.S. universities using aggregated data obtained from IPEDS (Integrated Postsecondary Education Data System) in which Northwestern is a participant. These data are collected from 33 public and 28 private institutions every other year. Although 2009 is a year in which data are required of all participating institutions, the collected data were not available at the time this report was written.

**Progress in Individual Schools**

![Graphs showing Tenure Track Women Faculty by School and Tenure Track URM Faculty by School](Image)
An in-depth look at trends in faculty diversity at Northwestern is provided by data from the individual schools since the year 2000 or 2001, as shown in the figures on the preceding page. During this period the percentage of women on the tenure track rose from 21.7% to 27.0% for the University as a whole, led by increases in the Law School, the Music School and WCAS. Several schools, however, registered only slight increases and even a decrease in women faculty, including Medill, Kellogg and MEAS. Similarly, the percentage of URM faculty rose from 4.2% to 6.6% for the University as a whole, led by substantial increases in School of Communication, Music, Law and WCAS, while Feinberg and SESP noted slight reductions. Thus, efforts to diversify the tenure track faculty at Northwestern over the past 10 years have met with variable success in the individual schools.

**Variability in Progress among Disciplines**

Disparities across disciplines in the representation of women and minorities on the faculty are well-recognized. Within WCAS, for example, Americans of Asian descent holding 7.6% of tenure track positions are represented in greatest number in the natural sciences (12.9%) and lowest in the humanities (1.8%). Women and under-represented minorities show the opposite profile, being lowest in the natural sciences (15.4% and 2.3%, resp.) and highest in the humanities (47.9% and 15.3%, resp.).

In an attempt to address the problem of under-representation of women and minorities in the STEM disciplines, the National Science Foundation created a competitive grant program called ADVANCE ("Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers"). In preparation for the ADVANCE competition in 2009, Northwestern and the University of Chicago (UofC) agreed to collaborate on a joint application. The two institutions together have 843 faculty with tenure line appointments in 38 STEM departments during AY2008-09. Of these STEM faculty 16.4% were women at Northwestern and 16.1% at UofC. Representation of women in various STEM subfields was likewise similar at NU and UofC, as illustrated in the figure below on the left.

Despite similarities in the gender distribution, examination of additions and departures of tenure track faculty within STEM departments revealed unexpected differences between institutions. The right-hand figure above illustrates the percentages of women added to (Faculty Hires) or departing from the tenure track (Faculty Departures) exclusive of deaths or retirements over the
10-year period from AY1998-99 to AY2008-09. Additions and departures of pre-tenure and tenured faculty are shown separately. While the data did not distinguish between voluntary or involuntary departures for pre-tenure faculty, examination of tenure reviews over this period revealed no gender difference in the fractions of favorable or unfavorable outcomes in STEM departments at either NU or UofC.

Entry of women into tenure eligible positions in the biological sciences did not differ between the two institutions, but the percentage of women hired into tenured positions was lower at UofC than at NU, a difference of borderline statistical significance ($P<0.1$, chi-square analysis). By contrast, NU exhibited a greater percentage of women leaving the tenure track faculty than UofC. These differences were statistically significant when looking at both pre-tenure and tenured faculty in the biological sciences ($P=0.026$) or when comparing tenured faculty in the biological and physical sciences together ($P=0.031$). Moreover, at NU, but not at UofC, the percentage of women among departing tenured faculty was approximately twice as high as their percentage on the faculty in the biological and physical sciences and engineering departments. Analysis of potential factors underlying the higher departure rates of NU women faculty was not possible. The preliminary conclusions drawn from these differences suggest that NU is marginally more successful than UofC at recruiting women into tenured faculty positions, while UofC appears more successful than NU at retaining tenured women faculty. These differences suggest that in-depth, parallel investigations of faculty dynamics in STEM departments at NU and UofC may provide insights into institutional shortcomings that may not be apparent from comparisons of single institutions with national norms.

**Progress at the Graduate School Level**

An important component of efforts to increase the number of women and underrepresented minorities on the faculties of Northwestern and other U.S. universities is continued focus on the presence of women and minorities in Ph.D. training programs. As federal agencies have recognized this need and expanded their programs to recruit and train women and minorities for academic careers, especially in science and engineering fields, Northwestern has competed successfully for funding under these initiatives, as described below. While these efforts have been accompanied by an increase in entry of underrepresented groups into Ph.D. training programs at Northwestern, problems remain and additional efforts will be required before improvements in the diversity of entering graduate students are translated into a deepening of the applicant pool for available faculty positions.

Northwestern’s record in the recruitment and graduation of women in its Ph.D. training programs compares quite favorably with those of other universities in the U.S. As depicted in the chart to the left, 160 women were awarded Ph.D.’s by Northwestern in AY2008-09; of all Ph.D.’s conferred by Northwestern, women received 44.7% and men 55.3%, a distribution similar to that observed over the past 9 years in which women have received 42.0% of Northwestern Ph.D.’s and men 58.0%. These data are also similar to national figures from the Doctorate Recipients from U.S. Universities Summary Report 2007-08 of the Survey of Earned Doctorates compiled by the National
Science Foundation. Across all fields of study, U.S. women earned 46.1% of doctorates in 2008, up from 42.0% in 1998 and 45.4% in 2003.

The record of Northwestern’s Ph.D. programs at recruiting and graduating women over the past decade is comparable to national data when the programs are subdivided into STEM and non-STEM fields. In the STEM fields where women have been historically underrepresented, women received 42.4% of Northwestern Ph.D.’s in 2008 (63.9% in the life sciences, 26.7% in the physical sciences and 24.6% in engineering). These proportions compare favorably to national data indicating that women received 36.2% of Ph.D.’s awarded to U.S. women in STEM fields (52.8% in the life sciences, 27.9% in the physical sciences and 21.5% in engineering).

The figures below show the number of women admitted to various Ph.D. programs, the number of first-time enrollees and the number of Ph.D. recipients since AY2000-01. Over this interval the number of women admitted to and those who enrolled in STEM programs remained relatively constant; in contrast, the number of women admitted to non-STEM programs increased by an average of 4 students/year \((P<0.025)\) and the number enrolling by 2 students/yr \((P<0.02)\). Despite the lack of change in female enrollees in STEM programs, the number of Ph.D. recipients rose by an average of 4.6 students/yr \((P<0.05)\) since AY2000-01. On the other hand, the increase in female enrollment in non-STEM programs was not (yet) reflected in an elevation in the number awarded their Ph.D. As a change in enrollment per se would not be expected to affect the number of Ph.D.’s awarded for 6-9 years, the 9-year increase in Ph.D.’s awarded to women in STEM disciplines despite a stable number of enrollees suggests that the likelihood a woman would complete her Ph.D. program has improved over this time period.

The picture for underrepresented minorities (URM) is not quite so encouraging. As noted in last year’s report, the number of Ph.D.’s awarded to URM students has been on the decline since AY2000-01 and AY2001-02. Since that time, as shown on the next page, Ph.D.’s awarded to African-Americans have averaged just under 12 per year for the past seven years and those awarded to Hispanic students averaged less than 4 per year. During this 7-year period (AY2002-03 through AY2008-09) URM students received 8.5% of the Ph.D.’s awarded by Northwestern. By contrast, nationally the proportion of Ph.D.’s awarded to URM students who were U.S. citizens or permanent residents rose from 11.8% in AY2002-03 to 12.7% AY2008-09,
averaging 12.2% over this period. Thus, Northwestern’s awarding of Ph.D.’s to URM students over the past seven years is approximately 30% below the national average.

The two bottom figures on the following page depict the selection, enrollment and awarding of Ph.D.’s to URM students by STEM and non-STEM disciplines. Admission and subsequent enrollment of URM into STEM training programs has increased progressively over the past 10 years, an average increase of 2.1 students/year in admissions ($P=0.02$) and 1.7 students/year in first-time enrollment ($P \leq 0.0001$). Despite these increases in enrollment, the number of Ph.D.’s awarded to URM students remained unchanged. In non-STEM fields admissions have also increased by 2.1 students/year ($P<0.01$). While enrollments have gone up an average of 0.9 students/year, the number of Ph.D.’s awarded has actually decreased by an average of 1.3 students/year ($P=0.03$). In the STEM fields, URM students received 5.9% of Northwestern Ph.D.’s in 2008 (9.5% in the life sciences, 0% in the physical sciences and 5.8% in engineering). These proportions fall below national data indicating that URM students received 10.9% of Ph.D.’s awarded in STEM fields (12.3% in the life sciences, 9.0% in the physical sciences and 10.3% in engineering).

Given that the number of URM students entering graduate programs at Northwestern has been rising, the decline in Ph.D.’s awarded to URM students raises the possibility that attrition during graduate school may be a more significant problem for minority students than for other groups.
If so, it would be overly simplistic to assume that further increases in enrollment per se would ameliorate the low Ph.D. graduation rates for URM students at Northwestern. Some students elect not to designate their ethnicity. Since the number of non-reporting students rose from seven in AY2000-01 (out of 233 graduates) to 17 in AY 2008-09 (out of 234), these comparisons over time are subject to the limitation that any minority students who decline to report of their ethnicity decrease the accuracy of the annual estimates. Because of the potential importance of differential rates of attrition among graduate students from different ethnic backgrounds, further efforts are clearly required to determine the extent and basis of this problem.

**Recruitment and “Pipeline” Initiatives**

Programs to increase diversity within the graduate student population have been mentioned in previous reports from this committee. Although not yet reflected in increasing numbers of Ph.D.’s awarded to women and minority candidates, the number of internal initiatives and externally-funded projects (the latter listed in the following table) is a source of cautious optimism for the future. (It is entirely conceivable that, in the absence of initiatives to promote recruitment of minority students, the changes in graduation rates depicted above would be even worse). In addition to the projects noted in last year’s report are two that have since been funded, the IRCDA proposal by Larry Henschen and the proposal to study career decision-making in women science faculty by Rick McGee. The former provides support for post-doctoral trainees who are willing to devote 25% of their time during the 3-year award to teaching at Northeastern Illinois University, a minority-serving institution. The latter project will examine factors influencing career decision-making among female graduate students in the biomedical and life sciences.

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Principal Investigator</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FUNDED PROJECTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chicago State-Northwestern MS-Ph.D. Bridge to the Future</td>
<td>Kathleen Rundell</td>
<td>CLIMB Program</td>
</tr>
<tr>
<td>Mentoring For Success: Developing Fundamental Skills For Biomedical Research (under IMSD RFA)</td>
<td>Rick McGee</td>
<td>CLIMB Program</td>
</tr>
<tr>
<td>IMSD-Stimulated Institutional Transformation Toward Increasing Student Diversity</td>
<td>Rick McGee</td>
<td>Supplement to IMSD</td>
</tr>
<tr>
<td>Midwest Crossroads AGEP Program (AGEP STEM/SBES)</td>
<td>Larry Henschen</td>
<td></td>
</tr>
<tr>
<td>Research on Interventions that Promote Research Careers</td>
<td>Rick McGee</td>
<td>Focus on URM</td>
</tr>
<tr>
<td>Mellon Mays Undergraduate Fellowship</td>
<td>Eugene Lowe, Jr.</td>
<td>Humanities</td>
</tr>
<tr>
<td>Pivotal Career Decisions Guiding Potential Women Science Faculty</td>
<td>Rick McGee</td>
<td>Focus on women</td>
</tr>
<tr>
<td>Institutional Research and Career Development Award</td>
<td>Larry Henschen</td>
<td>Post-doctoral support</td>
</tr>
<tr>
<td><strong>SUBMITTED PROPOSALS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADVANCE Across Chicago: A Plan of Transformation</td>
<td>Katherine Faber</td>
<td>Joint proposal with UofC, plus Argonne and Fermilab</td>
</tr>
</tbody>
</table>

ADVANCE = Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers
In addition to these funded programs, one other proposal deserves note. Katherine Faber in the McCormick School of Engineering and Applied Sciences spearheaded a contingent of NU faculty and administrators that joined with a similar group from the UofC in submitting a proposal to NSF for an ADVANCE Institutional Transformation Award. This joint effort was based on the idea that the larger number of STEM faculty at two, rather than one, mid-size universities would provide the critical mass necessary for the research and programmatic components of the ADVANCE program. Moreover, the differences in faculty dynamics noted above emphasize potential advantages to conducting parallel, in-depth studies of STEM faculty at the two institutions.

Progress at the Undergraduate Level

Increasing diversity within the undergraduate student population contributes to the overall climate on campus and is an important University aim. Northwestern’s efforts to recruit under-represented groups expanded during this past year and included:

- Joining QuestBridge a non-profit application clearinghouse for the nation’s best low-income students and committed to funding 15 full scholarships for QuestBridge students;
- Formalizing a long-standing practice of waiving the application fee for students from Chicago Public Schools and a select group of community-based organizations;
- Sponsoring campus visits for urban and magnet school counselors in October;
- Creating two new visit programs targeting African-American and Latino/a students;
- Sponsoring Northwestern students to visit high schools in their home towns during breaks in December and March;
- Creating a new diversity brochure targeting under-represented student populations;
- Mailing letters from NUBAA President Ce Cole Dillon and ASG VP Michael McGee to parents and students, respectively;
- Sending a letter from Associate Provost Mike Mills to parents of National Merit and National Achievement Semifinalists, congratulating them on their children’s accomplishments;
- Visiting high-achieving high schools serving predominantly minority students in Chicago, New York, Washington, Atlanta, and other major cities;
- Bringing to campus for a visit the best minority students admitted in the Spring;
- Continuing the practice of NU student “phone-a-thons” to prospective African-American students in October.

These activities were ultimately successful in increasing enrollment of minority students among incoming freshmen for Fall, 2009.
Funding for Faculty Diversity

With the inception of the Faculty Diversity Committee in AY2000-01 the University initially set aside $1,000,000 to support efforts to increase diversity among tenure and tenure-track faculty at Northwestern referred to as the Fund for Faculty Diversity. The Committee invited administrators and faculty members to propose appropriate uses for these resources. Since that invitation was issued, a number of proposals have been received and funded each year. These initiatives were funded on a co-venture basis in which departments and/or schools shared in funding the proposals along with the Provost’s Office. Last year’s report noted that over $700,000 had been expended and that additional commitments totaled more than $350,000; at this writing expenditures now total slightly more than $1,000,000 (and existing commitments another $378,000). The concept of shared investment in diversity initiatives nonetheless remains active. The Provost is willing to entertain proposals from department chairs and/or deans for opportunistic investment in the recruitment of established faculty or of highly promising pre-faculty (post-doctoral fellows or ABD graduate students) who will add diversity in disciplines where they are currently underrepresented.

Initiatives Undertaken during 2008-09

Several initiatives were begun during this past academic year that promise to boost diversity efforts in the coming years. These include:

- Appointment of Dona Cordero as Assistant Provost for Faculty Development;
- Preliminary construction of an improved website focusing on diversity issues at Northwestern;
- New, additional approaches to improve diversity in undergraduate recruitment, as mentioned above;
- Development of new academic programs, such as Latina/o Studies in WCAS;
- An early acceptance process in The Graduate School for high-performing students participating in the Summer Research Opportunity Program.

In addition, several initiatives that began during 2008-09 came to fruition during fall quarter 2009-10, including:

- Planning for a University-wide forum focusing on activities to enhance student diversity, to be held in the Fall of 2009;
- Preparations for resubmission of an ADVANCE proposal to NSF to support activities promoting the recruitment and career development of women faculty in STEM disciplines, a proposal being prepared jointly with the University of Chicago;
- Initial planning for a workgroup focused specifically on issues relating to diversity in the University Strategic Planning process getting underway in 2009-10.

Conclusions

As mentioned in last year’s report, Northwestern and its peer institutions have made considerable progress toward greater representation of women and minorities among tenure-line faculty over the past two decades. Last year’s report noted that, compared to peer institutions, Northwestern demonstrated above average increases in representation of minorities in tenure track faculty positions over the previous 15 years, but below average progress in representation of women. Despite continued attention to this issue, data in this year’s report suggest that progress in diversifying the faculty has slowed over the past 4-5 years. Although
recruitment efforts have led to the hiring of women and minorities into tenure track positions at
higher percentages than their representation on the faculty, evidence suggests that problems
related to faculty retention may pose an additional challenge in bringing about significant and
sustained growth in the number of women and under-represented minorities on the faculty.
Whatever institutional shortcomings contribute to the loss of faculty to other institutions, these
must be identified and addressed, since, apart from their impact on faculty retention and
diversity, they detract from the overall quality of academic life at Northwestern.

As a Ph.D.-granting university Northwestern plays a potentially important role in preparing
students for scholarly careers within academia or in other institutions requiring a highly
educated workforce. This report highlights both bright spots and unsettling areas in Ph.D.
training at this institution. The fact that the numbers of women awarded Ph.D.’s in STEM
disciplines increased despite stable rates of entry suggests that a higher percentage of
enrollees go on to complete their degree. Moreover, the higher representation of women
among Ph.D. awardees than among tenure track faculty in STEM departments has been noted
elsewhere and indicates a potential opportunity to expand the applicant pool for future faculty
openings. For under-represented minorities, the results remain a cause for concern. Not only
has the number of Ph.D.’s in STEM fields shown no change despite a decade-long increase in
the enrollment, but the number of Ph.D.’s in non-STEM fields has undergone a sustained
decline. Though it is possible that under-representation of minorities among Ph.D. recipients
may arise, in part, from uncertainties in ascertainment of ethnic status, that may be an overly
optimistic interpretation. It is anticipated that this issue will be re-examined during the 2009-10
academic year when all students and faculty will need to recertify their ethnicity in light of new
federal regulations. Nonetheless, the plethora of extramurally-funded programs designed to
promote diversity with graduate training programs at Northwestern focuses attention on this
issue and offers opportunities to address any deficiencies in recruitment or retention of trainees.
Further efforts need to be made to ensure that these programs actually yield the improvement in
graduation rates and in student selection of academic and research careers for which they were
developed.
**Appendix I**

**SUMMARIES OF PREVIOUS FDC REPORTS**

**2001:** The report analyzed the demographics of the faculty over the past decade or so and provided data that compared the situation at Northwestern with that at a number of peer, private research universities. The report also discussed the challenge posed by the limited availability in many fields of young African-American and Latino scholars and Northwestern’s effort to develop that “pipeline” of future faculty. Acknowledging that “the University faces a significant challenge if it is to have a faculty that more closely resembles the increasingly diverse population of the United States,” the Committee outlined a number of initiatives which, if pursued, might help Northwestern to achieve its aspiration “to lead peer, private research institutions in the representation of women, African-Americans and Latinos.” The report can be found online at: www.northwestern.edu/provost/committees/diversity/FDC_Report_2001.pdf.

**2002:** The Faculty Diversity Committee issued a “Report to the Community” describing initiatives undertaken during the 2001-02 academic year pursuant to the recommendations of the Faculty Diversity Committee. That Report also provided updated figures regarding the demographics of the Northwestern University faculty and, importantly, recent data comparing the demographics at Northwestern with that at a group of peer research universities. The 2002 “Report to the Community” can be found online at: www.northwestern.edu/provost/committees/diversity/FDC_Report_2002.pdf.

**2003:** The “Report to the Community” provided a further update on activities of the Faculty Diversity Committee as well as the most current available data regarding the representation of various groups on the University’s faculty. Among the developments described in that report was the decision of the Faculty Diversity Committee to include among its concerns the representation of Asian-American faculty in academic fields where they are currently underrepresented. The 2003 report also presented information about the representation of Asian-Americans on the Northwestern University faculty in comparison with their representation at a selected group of member institutions of COFHE (The Consortium for the Funding of Higher Education). That report can be found online at: http://www.northwestern.edu/provost/committees/diversity/FDC_Report_2003.pdf.

**2004:** The report again provided information regarding the representation of various groups on the Northwestern faculty and described the activities of the Committee during 2003-04, including a major longitudinal study regarding faculty offers made over an eight year period by various academic units to members of underrepresented groups and the success of those units in converting those offers into acceptances. That report can be found online at: http://www.northwestern.edu/provost/committees/diversity/FDC_Report_2004.pdf.

**2005:** Like its predecessors, the 2005 report provided information regarding the representation of various groups on the Northwestern faculty and described the activities of the Committee during the 2004-05 academic year. For the Committee, the 2004-05 report was particularly disappointing because it recorded an absolute decline in the number of African-Americans holding tenure-track appointments and the stalling of the University’s recent modest success in increasing the numbers of Hispanics in those faculty ranks. (As the 2004-05 report explained, the figures set forth there included the correction of some previously reported figures.) That report can be found online at: http://www.northwestern.edu/provost/committees/diversity/FDC_Report_2005.pdf.
2006: The report included information on activities of the Committee during the previous year as well as the latest available data regarding the representation of women and minorities on the tenured/tenure-track faculty. Data clearly reflected notable increases during 2005-06, as compared with the previous year. Nonetheless the report emphasized the clear need for further vigorous efforts if the University is to meet its ambitions to increase the various kinds of diversity it seeks in its faculty. That report can be found online at: 

2007: The report again included the latest figures regarding the representation of various groups on the Northwestern faculty and described the activities of the Committee during the 2006-2007 academic year. Additionally, it highlighted the results of a survey conducted by the Provost's Office of all individuals who had received offers of tenure-track positions at Northwestern to determine issues of importance in the prospective faculty member's decision-making process and the reasons for accepting or rejecting the offer. The survey confirmed the beliefs that certain factors were important, such as the search process itself, while surprising the committee on the importance of other factors. Like its predecessors, the report continued to emphasize the need to monitor and strengthen the number of doctoral degrees granted to underrepresented groups as a means of increasing the pool of minorities entering the academe. That report can be found online at: 

2008: The 2008 report looked at the trends in diversity of tenure-line faculty at Northwestern over the previous two decades and compared those trends with data available from other research universities. In addition, the review included school-by-school comparisons within the University of representation for women and under-represented minorities (URM) over the previous eight years. In addition, the report highlighted efforts undertaken at the graduate school level to increase numbers of under-represented groups. That report can be found online at: http://www.northwestern.edu/provost/committees/diversity/FDC_Report_2008.pdf
### Appendix II

Representation of Women and Under-represented Minorities in STEM Departments at NU

<table>
<thead>
<tr>
<th>Dept Name</th>
<th>AY 2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total TT Faculty</td>
</tr>
<tr>
<td><strong>BIOLOGICAL SCIENCES</strong></td>
<td>162</td>
</tr>
<tr>
<td>Biochem/Molec Biology/Cell Biology</td>
<td></td>
</tr>
<tr>
<td>Neurobiology &amp; Physiology</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Communication Sciences &amp; Disorders</td>
<td></td>
</tr>
<tr>
<td>Cell &amp; Molecular Biology</td>
<td></td>
</tr>
<tr>
<td>Microbiology &amp; Immunology</td>
<td></td>
</tr>
<tr>
<td>Molecular Pharmacology &amp; Biochemistry</td>
<td></td>
</tr>
<tr>
<td>Physiology</td>
<td></td>
</tr>
<tr>
<td><strong>PHYSICAL SCIENCES</strong></td>
<td>96</td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>Earth &amp; Planetary Science</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Physics &amp; Astronomy</td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td></td>
</tr>
<tr>
<td><strong>ENGINEERING</strong></td>
<td>177</td>
</tr>
<tr>
<td>Biomedical Engineering</td>
<td></td>
</tr>
<tr>
<td>Chemical &amp; Biological Engineering</td>
<td></td>
</tr>
<tr>
<td>Civil &amp; Environmental Engineering</td>
<td></td>
</tr>
<tr>
<td>Electrical Engineering &amp; Computer Sci</td>
<td></td>
</tr>
<tr>
<td>Engineering Sciences &amp; Applied Math</td>
<td></td>
</tr>
<tr>
<td>Industrial Engineering &amp; Mgmt Sci</td>
<td></td>
</tr>
<tr>
<td>Materials Science &amp; Engineering</td>
<td></td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>435</td>
</tr>
</tbody>
</table>