University Diversity Council
2011 – 2012

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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 under-represented minorities (URM) on the faculty and to suggest initiatives that might promote progress in this area. The following year, the Committee issued a report observing 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, the first since conversion of the Faculty Diversity Committee into the University Diversity Council, looks back at progress achieved during the last completed academic year (AY2011-12).

Progress on the Faculty at Northwestern

In each of its 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 tenure track faculty as a whole. The current data indicate that the composition of the faculty in the fall of 2012, reflecting faculty recruitments and departures during AY2011-12, showed modest increases in total faculty numbers and in those of under-represented groups. The total number of tenure track faculty rose by 3 (0.2%) during this past year. These data are taken from the Faculty and Staff Information System (FASIS) in October, 2012 in order to include all new and departing faculty as of September 1, 2012. In addition to serving as the primary information for this report, the faculty data are reviewed and analyzed by The Office of Institutional Research prior to reporting yearly updates to national databases. As a consequence these diversity reports focus on changes in the faculty that took place in the preceding academic year.

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. The focus on tenure track faculty in this and in previous reports, in part, reflects the fact that this category of faculty is the most similar throughout all Northwestern schools, in contrast to lecturer and clinical faculty categories that may be emphasized to a greater extent in one school than in another.

As in past years, progress during AY2011-12 was limited, as shown in the figures on the following page. The number of women holding tenure track appointments on the faculty rose slightly from 370 in 2011 to 377 in 2012. In relation to the entire tenure track faculty, the percentage of women grew slightly from 27.6% to 28.2%, continuing the slow, progressive rise noted since 1987 when women represented only 15.7% of tenure line faculty. Women are especially under-represented in science, technology, engineering and mathematics (STEM) fields; Appendix II contains a list of STEM departments at NU. It was noted in last year’s report that women represented 16.2% of tenure track faculty in STEM departments and only 16.6%
this year. In addition to problems in recruitment of women into tenure track positions, difficulties in the retention of women faculty were also noted. A joint program between Northwestern and the University of Chicago began in AY2011-12 to identify and address problems limiting success in the recruitment and retention of women and minorities in STEM fields at the two institutions. A preliminary report from that study is anticipated in the Spring, 2013. Thus, further improvement in the representation of women on the tenure track in STEM fields is problematic in the absence of specific efforts both to promote recruitment and to support retention of women faculty in these areas.

Purple bars refer to the number of faculty, while the blue circles refer to the percentage of a given group among all tenure-track faculty. 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. 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 STEM fields. Throughout the University the number of Asian-American faculty has remained relatively constant for the past five years and was 170 this year (13.2% of tenure track faculty).
Slight, but continued improvement was seen for African-American and Hispanic tenure-track faculty. The number of African-American faculty rose slightly from 52 to 55, as did their proportion in the total faculty (from 4.0% to 4.3%). The Hispanic portion of the faculty showed a small increment from 40 to 43 and their proportion on the tenure track likewise increased from 3.1% to 3.3% in 2012. These changes, though small, continue the progressive rise in representation noted over the past decade.

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. The Council recognizes that achieving significant progress in this area will remain a substantial challenge.

**Progress in Individual Schools**

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 following page. During this period the percentage of women on the tenure track rose from 22.1% to 28.2% for the University as a whole, led by increases in the School of Music (+47%), WCAS (+40%) and FSM (+31%). Similarly, the percentage of URM faculty rose from 4.2% to 7.3% for the University as a whole, led by substantial increases in the School of Communication (+245%), WCAS (+120%), McCormick (+57%) and SESP (+88%). Thus, efforts to diversify the tenure track faculty at Northwestern over the past 10 years have met with variable success in the individual schools.

![Tenure Track Women Faculty by School](image)

![Tenure Track URM Faculty by School](image)

**University Diversity Council**

Over the past year significant effort has been devoted to identifying and implementing ways to create and support a diverse and inclusive campus community at Northwestern, a community that fosters the personal and intellectual growth of our students by bringing together faculty,
students, and staff from different backgrounds and perspectives to engage in a mutual exchange of ideas and experiences. This section provides an update on what has been achieved to date and on efforts planned and underway.

In addition to the already existing roles to support our diversity and inclusion efforts, three new staffing appointments have been made to create a stronger infrastructure. In April of 2012 Dona Cordero assumed the role of Assistant Provost for Diversity and Inclusion, in September 2012 Lesley-Ann Brown assumed the role of Director of Campus Inclusion and Community within the Division of Student Affairs and in October 2012 Devin Moss was hired as the new full-time Director of the LGBT Resource Center. This position had previously been a part-time position.

Recently, a Diversity Leaders’ Group (those with formal responsibility for diversity and inclusion efforts across the university) was formed to begin strengthening a coordinated approach to addressing institutional issues of diversity and inclusion. It is comprised of the Assistant Provost for Diversity and Inclusion, Director of Equal Opportunity and Access, Assistant Dean for Student Life and Multicultural Affairs, Director of Community and Inclusion (Student Affairs), Executive Director of Multicultural Student Affairs, Director of the Women’s Center, Director of Diversity and Inclusion – Kellogg, Director of Minority Affairs - Feinberg School of Medicine, and the Director of Diversity Education and Outreach - Law School.

The Assistant Provost for Diversity and Inclusion chairs the University Diversity Council, which was established in 2012 and is comprised of faculty, students, staff, and alumni. The Council has been working to identify efforts and strategies to move the University forward. The Council has utilized five working groups focusing on key areas of improvement.

- An Academics/Education working group has drafted a proposal to establish a diversity curricular and co-curricular requirement for undergraduate students. This proposal is the first ever university requirement and will be reviewed by deans and faculty for final approval. It was recently shared with individuals throughout the University community to get different perspectives and will soon be presented to the Council of Deans for further discussion and a determination of next steps.
- A Faculty Recruitment and Retention working group is determining the type of support and resources that can be provided to faculty search committees in order to support the recruitment of underrepresented faculty.
- A Pipeline working group is developing an outreach and recruitment database to better identify and track opportunities to increase student diversity and expose underrepresented students to Northwestern, and will determine how to better leverage existing efforts and create new opportunities.
- A Campus Life working group has worked to identify existing events and programming that foster inclusion and is working on ways to better communicate opportunities for students, faculty and staff to engage with one another.
- A Lifetime Connections working group has identified ways to increase underrepresented alumni engagement with the university community.

These working groups will continue to provide support to the Council’s on-going efforts.

The Director of Campus Inclusion and Community has formed a task force of graduate and undergraduate students to assist with the planning, implementation and evaluation of services and programs related to diversity and inclusion over the next year. This coming spring will see the implementation of the Sustained Dialogue (SD) methodology. SD provides a tool that helps
students make time to understand the different perspectives of individuals they otherwise would not meet, and equips students with communication skills necessary for increasingly diverse academic, social, and work environments.

There has also been progress on creating and maintaining an open and supportive environment. The Bias Incident Response Team (BIRT) has been established, which is a group of administrators who are committed to creating a proactive response to instances of hate and bias. When a student reports a bias/hate incident through Respect NU one of the BIRT members will support the student, connect them with the appropriate resources, and follow-up with them until the situation has been resolved.

These are some of the many efforts we are making to create and sustain the type of learning and living community that we strive to be.

Conclusions

As mentioned in previous reports, Northwestern and its peer institutions have made progress toward greater representation of women and minorities among tenure-line faculty over the past two decades. Compared to peer institutions, Northwestern has improved representation of minorities in tenure track faculty positions over the past decade. Representation of women at Northwestern, while showing clear progress, continues to lag behind that of other peer institutions. For both women and under-represented minorities, data in this year’s report indicate that while the percentages are rising, the rate of increase has slowed from what it was a few years ago despite persistent efforts to recruit and retain faculty from under-represented groups.

While the numbers of under-represented groups on the Northwestern faculty provide convenient metrics for monitoring progress, efforts to improve conditions for diversity at Northwestern are not based on numbers alone. Broadening diversity initiatives, as reflected in the transformation of the Faculty Diversity Committee into the University Diversity Council, seeks to emphasize qualitative measures that contribute to a welcoming, inclusive and intellectually stimulating environment for a wide range of individuals. This, in turn, should reinforce recruitment efforts from under-represented groups for faculty, student and staff positions.
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: [http://www.northwestern.edu/provost/committees/diversity/FDC_Report_2006.pdf](http://www.northwestern.edu/provost/committees/diversity/FDC_Report_2006.pdf)

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 academy. That report can be found online at: [http://www.northwestern.edu/provost/committees/diversity/FDC_Report_2007.pdf](http://www.northwestern.edu/provost/committees/diversity/FDC_Report_2007.pdf)

2008: The 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](http://www.northwestern.edu/provost/committees/diversity/FDC_Report_2008.pdf)

2009: The report looked at the trends in diversity of tenure-line faculty at Northwestern since 1999. In addition, the review included school-by-school comparisons within the University of representation for women and under-represented minorities (URM) over this same time period. Comparisons were drawn between recruitment and retention of women and URM on the faculty in science, technology, engineering and mathematics (STEM) departments at Northwestern and the University of Chicago. The report also noted efforts in The Graduate School to recruit under-represented groups. That report can be found online at: [http://www.northwestern.edu/provost/committees/diversity/FDC_Report_2009.pdf](http://www.northwestern.edu/provost/committees/diversity/FDC_Report_2009.pdf)

2010: The report looked at the trends in diversity of tenure-line faculty at Northwestern since 1999. In addition, the review included school-by-school comparisons within the University of representation for women and under-represented minorities (URM) over this same time period. The report also noted efforts in The Graduate School to recruit under-represented groups. That report can be found online at: [http://www.northwestern.edu/provost/committees/diversity/FDC_Report_2010.pdf](http://www.northwestern.edu/provost/committees/diversity/FDC_Report_2010.pdf)

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report can be found online at:
## Appendix II

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

<table>
<thead>
<tr>
<th>Dept Name</th>
<th>Fall, 2010</th>
<th>Fall, 2011</th>
<th>Fall, 2012</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Total TT Faculty</td>
<td>%F</td>
<td>%URM</td>
</tr>
<tr>
<td><strong>BIOLICAL SCIENCES</strong></td>
<td>160</td>
<td>21.9%</td>
<td>3.8%</td>
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<tr>
<td>Molecular Biosciences</td>
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<tr>
<td>Neurobiology</td>
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<td>Psychology</td>
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<tr>
<td>Communication Sciences &amp; Disorders</td>
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<tr>
<td>Cell &amp; Molecular Biology</td>
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<tr>
<td>Microbiology &amp; Immunology</td>
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<tr>
<td>Molecular Pharmacology &amp; Biochemistry</td>
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<tr>
<td>Physiology</td>
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<tr>
<td><strong>PHYSICAL SCIENCES</strong></td>
<td>97</td>
<td>14.4%</td>
<td>1.1%</td>
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<tr>
<td>Chemistry</td>
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<tr>
<td>Earth &amp; Planetary Sciences</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Physics &amp; Astronomy</td>
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<tr>
<td>Statistics</td>
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<tr>
<td><strong>ENGINEERING</strong></td>
<td>174</td>
<td>11.5%</td>
<td>5.3%</td>
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<tr>
<td>Biomedical Engineering</td>
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<tr>
<td>Chemical &amp; Biological Engineering</td>
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<td>Civil &amp; Environmental Engineering</td>
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<tr>
<td>Electrical Engineering &amp; Computer Science</td>
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<tr>
<td>Engineering Sciences &amp; Applied Mathematics</td>
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<tr>
<td>Industrial Engineering &amp; Management Sciences</td>
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<tr>
<td>Materials Science &amp; Engineering</td>
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<tr>
<td>Mechanical Engineering</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>431</td>
<td>16.0%</td>
<td>3.8%</td>
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</table>