

## **University Strategic Plan**

### **DIVERSITY AND INCLUSION White Paper**

**September 2010**

#### **Submitted by:**

**Cate Brinson**, Workgroup Co-Chair, Professor, Mechanical Engineering  
**Barnor Hesse**, Workgroup Co-Chair, Associate Professor, African American Studies

**Carlos Abril**, Associate Professor, Music Education

**Galen Bodenhausen**, Professor, Psychology and Marketing

**Dona Cordero**, Assistant Provost for Faculty Development, Provost's Office/OCM

**David Dana**, Professor, Law

**Stephanie Graham**, Deputy General Counsel, Office of General Counsel

**Theo Greene**, Graduate Student, Sociology

**Tamara Johnson**, Interim Executive Director, Multicultural Student Affairs

**Kathleen Ledvora**, Undergraduate Student, McCormick School of Engineering and Applied  
Science

**Brittany Mason**, Undergraduate Student, School of Education and Social Policy

**Nancy Pinchar**, Assistant Controller and Director, Accounting Services

**Pamela Pirtle**, Director, Office of Equal Opportunity and Access

**Monica Russel y Rodriguez**, Associate Dean WCAS and Senior Lecturer, Anthropology and  
Latina/o Studies

**Edd Taylor**, Assistant Professor, Learning Sciences

**Christopher Watson**, Dean of Undergraduate Admission, Undergraduate Admissions

**Ji-Yeon Yuh**, Associate Professor, History and Asian American Studies

The following report has been redacted from its original form due to the inclusion of confidential peer data. Data tables which included COFHE (The Consortium on Financing Higher Education) have been removed per COFHE data usage guidelines.

It is COFHE policy that senior campus officers may share COFHE reports and data, or portions thereof with trustees, their own campus staffs, and the campus policy committees and task forces with which they work. Whenever such data are used, the group should be informed that the data are confidential and should not be used in any manner that might reduce the willingness of members to provide such information. Comparative COFHE data should not be used in situations that risk reporting in the campus press or other media. Our continued membership with COFHE is conditioned on our compliance with these policies.

*April 2012*

## EXECUTIVE SUMMARY

### UNIVERSITY DIVERSITY – CREATING A NEW MAINSTREAM

Diversity is the future. The demographics of the US are rapidly changing with indications from the 2010 census confirming a trend apparent since 2000: the US is moving towards a ‘majority minority’ future<sup>1</sup>. According to the Wall Street Journal: ‘Whites are on the verge of becoming a minority among newborn children in the US, marking a demographic shift that is already shaping the nation’s politics and economy’<sup>2</sup>. This means diversity is becoming the new demographic mainstream. Taken together with the impact of globalization, these changes in diversity require major rethinking of how universities recruit faculty, teach students, do research and develop a campus community ethos. Yet how to consider and respond to the social and educational implications of these diversity implications is complex and controversial. The inequalities and marginalization shaping different experiences of demographics and their transformations remain a primary concern in expanding the meaning and reality of inclusion.

#### **Diversity Policy Task**

The Diversity and Inclusion workgroup was specifically tasked to: *Create a strategy to recruit and retain talented and diverse students, faculty and staff and create an environment that nurtures the richness that diversity brings*. In addressing this challenge, the workgroup sought input from experts on campus, held focus groups of students, faculty and staff, as well as mined reports dealing with diversity at NU, best practices at peer institutions, and policy literature on diversity.

#### **Defining Diversity**

In order to propose appropriate strategies to truly embrace diversity in the university, diversity itself needs to be defined, with the tone of the definitions recognized as shaping policy choices. We have identified a broad choice between social diversity and cultural diversity approaches in the literature, NU statements on diversity and the responses of our focus groups, which are sometimes rendered distinct, but often muddled.

Social Diversity considers variations and differences in individual backgrounds, personal identities, intellectual approaches, and demographics (e.g. class, gender, ethnicity, sexual orientation, nationality, disability, etc.). In the social diversity approach, experiences of diversity are contingent on where one is located in the university, what activities are available in that location, and the individual effort taken in various forms of socializing and academic inquiry.

Cultural Diversity, while drawing on some of these social ideas, focuses attention on the limits placed on diversity where particular differences of ethnicity, gender and nationality (etc.), are marked by experiences of inequalities and marginalization. Cultural diversity is understood as structural because diversity can only be expanded by removing institutional patterns of behavior which have resulted in the exclusions of particular groups and the underrepresentation of particular communities. Despite the best efforts of individuals these structural features have a significant impact in limiting the possibilities of diversity in the mainstream culture.

---

<sup>1</sup> See Wall Street Journal, ‘US Nears a Racial Milestone’, June 11, 2010

<sup>2</sup> Wall Street Journal, June 11, 2010

The fundamental difference between these two approaches to diversity is one of emphasis and policy choice. Social Diversity sees a level playing field and thus its recommendations are devoted to increasing and diversifying the numbers of the university population, where all are expected to assimilate to an existing mainstream culture. In contrast, Cultural Diversity sees an uneven playing field and thus recommendations are expanded to include developing the mainstream culture to create equality of access, opportunity, participation and representation.

### **Diversity Credibility Gap**

It was clear from our review of available data and reports as well as existing surveys of faculty, staff and student experiences, including the focus groups we commissioned; that there is a *diversity credibility gap between intentions and outcomes at NU*. Our findings indicate that in spite of positive leadership statements and policy initiatives on diversity, progress has been disappointing and significantly negative experiences remain common for underrepresented groups. Overcoming this diversity credibility gap will be a major task.

### **University Diversity**

We suggest an approach which expands the inclusive and interactive ambitions of cultural diversity, emphasizes the importance of individual contributions and competencies, and introduces bold new ideas aimed at mainstreaming diversity. We describe this policy approach as *University Diversity*. It promotes demographic diversity and addresses inequalities, it is both inter-disciplinary and inter-cultural, and brings together both dynamics and capital. *University Diversity* is the policy theme of this report. Its stated aim is to *create a new mainstream culture for Northwestern University*.

## **MAJOR RECOMMENDATIONS**

While NU administration and policy in the past 10 years has on paper been strongly supportive of diversity, the field results have been modest to disappointing. To address this disconnect, both ‘top-down’ leadership and ‘bottom up’ support are of critical importance to develop and expand diversity and inclusion. The university leadership must play a key role in making this issue a priority, ensuring coordination of efforts, availability of infrastructure, and directed policy and financial resources. At the same time it is important for the university community to be empowered to participate in developing the culture of University Diversity. The following high profile and interlocking recommendations are proposed to facilitate significant change and poise Northwestern to be *the place which develops diversity as its mainstream*.

### **Diversify Demographics**

It is of paramount importance to dramatically increase the number of underrepresented people and communities on campus in all disciplines and across the faculty/staff/student stratum. Increasing the diversity of the population stimulates an intellectually, socially, and culturally diverse environment and creates a safer, more welcoming atmosphere. An increased diverse presence aids in continued recruitment and is the basis of developing diversity into further areas in the creation of a new mainstream. This effort requires significant resources. The principle underrepresented groups are African Americans and Latino/as across all departments; Asian Americans in the social sciences and humanities and women, including women of color, in the

STEM fields.

### **Diversify the Environment**

There are significant spatial and cultural aspects of the environment at Northwestern which have proven to be inhospitable, including a historically individual-focused, as opposed to community-focused, atmosphere. Many factors influence the degree to which members of underrepresented groups experience Northwestern as having a welcoming and inclusive climate. It is important to diversify existing opportunities for meaningful and continuous “interactions” among individuals and subsets of the university. While it is not necessary to create new/more interactions, we must be more creative and engaging with diversifying existing interactions in teaching, special events, third spaces and residences.

### **Diversify the Curriculum**

Aimed at the undergraduate student level, this requires all students to take and pass two diversity courses before they can graduate. Diversity courses in their majors would be designed by the relevant department across the university, in their own disciplinary terms. The courses might address a set of themes (e.g. class, gender, ethnicity, sexuality; engineering, environment, renaissance, globalization, healthcare) connected to no less than two from the following American cultural groups: African Americans, Asian Americans, European Americans, Latino/a Americans and Native Americans. The second course would be a distribution requirement.

### **Diversify the Intellectual Culture**

It is important that the research dimensions of diversity be mainstreamed as part of the intellectual culture of the university. This can be accomplished through the development of research centers with a bold and broad interdisciplinary approach (eg, science and technology, social sciences and the humanities).

Centers for Critical Race and Critical Studies, Critical Disability Studies, and Critical Sexuality Studies Option: Initially three research centers are proposed - Center for Critical Race and Cultural Studies; Center for Critical Disability Studies; and Center for Critical Sexuality Studies. The profile of these centers would stimulate a wider level of diversity discussions across the university and would provide a natural home for challenging diversity courses.

Call for Centers Option: We propose central support and funding for 3 new cross-school centers, including a Center for Critical Race and Cultural Studies and two others to be defined by the community. The profile of these centers would stimulate a wider level of diversity discussions across the university and would provide a natural home for challenging diversity courses.

### **Establish a Centrally Organized Diversity Infrastructure and Strategy**

Associate Provost for Diversity Option: While there are excellent examples of isolated people and programs on campus that are making strides in confined areas with respect to increasing diversity, the efforts are disjointed, disconnected, and piecemeal. A strong figure in a senior leadership position is required whose job is to actively coordinate diversity initiatives and support across campus. This person can coordinate efforts, provide accountability, oversee new initiatives, undertake climate studies, monitor progress, and align practices across campus together as well as bring best practices from the outside to NU. In addition, making a visible and

high level appointment such as an Associate Provost for Diversity would signal a substantive commitment to change. It is noted that many of the COFHE schools have such an institution-wide officer.

Diversity Action Council Option: This Council, attached to the Provost's Office , would resemble a development at Georgetown University and would be organized in terms of various action committees (e.g. advocacy, programming, assessment, steering, structure ), which would combine faculty, staff and students, in developing and facilitating events, research and teaching around diversity on the campus.

## UNIVERSITY DIVERSITY

### CREATING A NEW MAINSTREAM

In his inaugural address at the beginning of the academic year, October 2009, the President of Northwestern University, Morton Schapiro observed:

*'how the most prestigious colleges and universities have been far from immune from the popular prejudices of the day. Religion, race, gender, nationality, sexual orientation and class have until quite recently been criteria to exclude talented, potential students from the economic and social benefits of an education at many of our institutions (....).*

*'We have a long way to go before our institutions can be considered truly inclusive. I am not talking about tolerance. People don't want to be tolerated; they want to be full members of the community. All of us deserve to be at an institution that's sensitive to our needs and our aspirations'*

At the end of the academic year, *the Daily Northwestern* (June 14) published one of its top ten stories for the year under the following headline: 'Incidents expose multicultural divisions at Northwestern'. According to the report three distinct events had 'exposed the challenges still facing Northwestern's multicultural communities'. First, it referred to 'multicultural students' and 'multicultural student groups' expressing their concern over the failure to appoint a director for African American student affairs and the state of the 'Black House'. Second, it highlighted complaints of racial profiling and racial abuse concerning Northwestern University Police Department, emphasizing 'the tensions in the Northwestern community'. Third, it commented on the 'black-face incident', when two Northwestern students dressed in black face for Halloween in October 2009, and subsequently ignited a 'public outcry' and the organization of a public forum to discuss the incident and debate 'what is deemed socially acceptable on a college campus where administrators and students advocate for and embrace diversity'.

In the course of one year we have seen the vision of diversity as a university ethos clearly spelled out by President Schapiro and the problems of realizing that vision exposed in the marginalization and disrespect of minority communities. How do we understand and develop the relationship between espousing diversity and practicing it, as well as fostering the climate in which we intend to develop it? What does diversity and inclusion now mean at Northwestern University? In many respects this requires moving away from trying to include diversity within the mainstream culture of the university and instead developing the culture of diversity as the new mainstream of the university.

### NEGOTIATING THE WORKGROUP TASK

In very broad terms diversity refers to the variety of differences (individual, social, cultural, experiential, etc.) within and between population groupings that are evident in the interactions of any broad community in a university. As an academic value it emphasizes heterogeneity over uniformity in the context of free and open exchanges of perspectives and points of view. As an

ethos it adds the value of community building to our experiences of cooperation, communication, and interaction across various university settings.

Our workgroup on Diversity and Inclusion was formed to consider issues surrounding building a diverse and inclusive environment at Northwestern. Specifically, the charge to the work group was to: *Create a strategy to recruit and retain talented and diverse students, faculty and staff and create an environment that nurtures the richness that diversity brings.* We were mindful that the Northwestern Alumni Association at its Spring Board meeting (March 12, 2010) in its consideration of these issues emphasized the need to be “specific by what we mean by diversity” and added that the “priority issue seems to be cultural diversity”. We also noted that earlier in the year President Schapiro, in a public discussion of diversity issues, had highlighted the importance of addressing: “gender, race, ethnicity and nationality”.

The workgroup met six times, each time with a specific agenda to probe experience at NU, discuss various definitions of diversity, and consider various input from the NU community. To collate information, the workgroup brought in a panel of experts on diversity issues from across the university, contacted university resources working with underrepresented groups, mined reports from peer institutions, as well as reviewed reports, data and policies gathered at NU connected with diversity issues. Workgroup members reached out to several campus offices, including the Disability Services Office for students and Student Affairs. We also drew upon many reports, policies and survey data addressing diversity at NU; as well examining some of the academic literature relevant to our concerns with the conceptual and policy implications of diversity.

In addition, we held focus groups of undergraduate students, graduate students, and faculty to solicit comments and input on views of diversity and experiences at Northwestern. The workgroup also organized three subgroups that discussed the distinctive areas of faculty, staff, and students respectively. Each sub-group was asked to think about diversity where appropriate in terms of Northwestern’s environment, curriculum, image, recruitment/retention, inclusion/participation, and leadership. These categories were also the basis of the questions discussed with the focus groups we solicited. In all, there were four focus groups: an undergraduate group comprising African American studies students; an undergraduate group comprising Engineering students; a graduate group comprising students from various aspects of ‘Ethnic Studies; and a faculty group comprising minority faculty. Each focus group answered a similar set of questions.

While the central theme of this report is the need to formulate policy responses to diversity that involve the creation of a new mainstream culture for Northwestern, it is not enough simply to assert this, but rather support it with reliable data, critical analysis, and effective argument. Consequently the rest of this report is organized in the following sequence: Current Policies, Practices and Demographics of Diversity; Disentangling the Meanings and Policy Options of Diversity; and Diversity Recommendations.



## PART 1: CURRENT POLICIES, PRACTICES, AND DEMOGRAPHICS OF DIVERSITY

Before we can recommend any changes in our approach to diversity, we need an assessment of what has been happening in this area, and what policies are currently in place. Northwestern has a long record of substantial programming and activities in the promotion and support of diversity. In terms of a general overview, two things are immediately apparent.

Firstly, there is a mismatch between the undertakings of policy interventions and actual positive results. Despite our best efforts, attempts to increase diversity have had only modest effect. Efforts to redress the underrepresentation of minority populations (particularly African Americans and Latina/os) among faculty, students, and staff have had little impact. We examine this in more detail below.

Secondly the range of programs and policy directives concerned with diversity in the university is quite expansive. However there appears to be no clear relationship between them all. With different objectives and different nomenclature, and in some instances different philosophies (e.g. compare the Kellogg School of management with the Feinberg School of Medicine), it is not easy to discern a common Northwestern ethos of diversity, contributing to minimal success. There have been, and there remains, many disparate programs across the University that have goals of serving underrepresented minorities in various capacities. In addition it seems that few people beyond those administering the programs are aware of their efforts and effectiveness<sup>3</sup>.

In addition to the programming activities listed in Appendix A, the university has a standing committee run out of the Provost's office since 2000 considering Faculty Diversity issues, especially with respect to hiring (the most recent report from that committee is discussed in the following section). In January 2009 the Provost asked the *Office of Change Management* to conduct an assessment of the diversity efforts of Northwestern University. The purpose of the project was to provide insight on how Northwestern University can affect diversity efforts in a more meaningful and impactful way for faculty, students, and staff. Understanding diversity as inclusive of a broad range of differences, its focus was on underrepresented minority faculty (URM). A small number of people were interviewed to identify programming and activities currently underway as well as to ask for perspectives of the university's efforts toward diversity. Those interviewed included trustees, faculty, students, administrators, and an alumna.

While all the interviewees expressed gratitude for the initiative and were hopeful that effective change would result, they also made critical comments which are worth noting for the purposes of this report. We itemize these below:

- Options are limited for students to take classes with faculty of color because the number of faculty of color is limited, and in many departments non-existent.
- Service commitments of minority faculty are divided among programs and there is no effective accounting for this. In addition they experience extra demands mentoring minority students without this extra work being acknowledged.

---

<sup>3</sup> An appendix to this report contains a list of the various diversity related programming and activities existing on campus.

- Affinity groups are beneficial for students, especially students of color from working class backgrounds, as they provide a greater sense of security. While affinity groups may cause some students to remain or feel distant from the university as a whole, the alternative sense of community seems to be beneficial. This is especially true for students who may have had little or no experience in racially mixed communities, particularly first generation college students, and those from working class families.
- Designated spaces for students of color provide an important signal that the University cares about their well-being and values the importance of their socializing with peers. These spaces can be important as “safe spaces” where students discuss and explore issues facing their communities as well as those of others.
- Underrepresented minority faculty and students feel that due to their limited numbers they are called upon disproportionately to assist in the effort to recruit and support minorities, with their white peers having less of these demands placed upon them.
- There is a perception that the University does not truly value diversity. This perception is based on the low numbers of students and faculty of color, and a perceived lack of action to change Northwestern’s apparent association racial exclusiveness.

At the very least, what these comments suggest are three things. Firstly, NU is not very effective at recruiting minority faculty and students. Secondly, being a minority faculty or student on campus can be quite onerous, demanding and marginalizing. Thirdly, NU is perceived as both lacking and uninterested in diversity.

Although these are only a small selection of comments, as we note later in our findings, comments like these and others more critical were made repeatedly by minority faculty and students in the various data sources we consulted and focus groups we organized. *As we report below there is a serious problem of a lack of diversity at NU.*

### **Findings on Diversity Issues at NU**

In this section we review the demographics and perspectives of underrepresented groups in the areas of students, faculty and staff. By drawing upon available statistics, qualitative survey data and our own focus groups we identify what might be regarded as the diversity environmental issues at NU. The purpose is to provide an overview of the problem of diversity at NU.

#### Student Perspectives

The tables below<sup>4</sup> show the demographics of underrepresented minorities enrolled at Northwestern, two peer group university consortiums (COFHE, AAU)<sup>5</sup>, the Big Ten schools and the general US population. It is immediately apparent that NU enrollments are seriously lagging behind the US population for African American and Latino/a young adults. Given the demographic transformations underway in the US population at large, this gap threatens to

---

<sup>4</sup> Tables removed in redacted version due to COFHE data usage guidelines.

<sup>5</sup> The Consortium on Financing Higher Education (COFHE) is an institutionally supported organization of 31 private colleges and universities. For the purpose of benchmarking, only the 18 universities (not colleges) are included in the COFHE peer group. The Association of American Universities (AAU) is a nonprofit organization of 62 leading public and private research universities in the US and Canada.

widen. While mirroring the US population at large should not be our goal, it is critically important to be aware of impending demographic changes. However, although NU lags behind the COFHE institutions on average in its proportion of African-American and Latino/a students, the gap is not insurmountable. It is also worth noting that NU leads the AAU institutions and the Big Ten averages in both undergraduate and graduate student populations. However, improving these percentages in our student body will require significant effort. Indeed, although Northwestern has made strides in attracting underrepresented students to apply, with increased numbers being admitted at the undergraduate level, the overall percentage of admitted minority students choosing to enroll at NU is much lower than our COFHE peers. [Tables removed]

By reviewing student survey data related to admissions and student life, we can determine some of the factors as to why Northwestern's yield is suffering. When an admitted student is considering several options for college, there are a number of key factors that influence their choice. For all undergraduate students admitted to Northwestern, the most important factors when choosing a college are, in order: academic reputation of the institution; availability of majors; and quality of faculty. For graduate students, the most important factors are opportunity to pursue specific research interests; and quality of department, and quality of faculty.

However, African-American and Latino/a students have greater considerations about on cost and personal attention than any other racial or ethnic group. Compared to our top competitors, the universities with the most overlapping applications (Duke, Wash U, Penn, Princeton, Harvard, Cornell, Notre Dame, Berkeley, Michigan, and Stanford), *Northwestern ranks last in the quality of social life and cost to family, and next-to-last in academic reputation. In addition, our financial aid discount rate for undergraduates rank 15th out of 18 among peer universities.* The quality of student life not only affects the student experience, but it also influences admitted students deciding where to attend college. African-American and Hispanic student are the least satisfied students with regard to climate for minority students on campus, sense of community on campus and sense of security on campus. These findings suggest two things in particular:

First, *we need to examine financial support as a barrier to diversity.* Here it should be noted when undergraduate financial aid eliminated work-study, loans and summer earnings expectations from their financial aid awards, yield increased from 45% to 77%.

Second, *we need to examine quality of student life as a barrier to diversity.* This includes the student experience at Northwestern with regard to campus environment, student orientation, student support, classroom curricula experience and residential life.

The two focus groups we organized with undergraduate students, from Engineering and African American Studies, were useful for illuminating some of the experience of diversity and minority student quality of life at NU. It should be noted these focus groups were not strictly scientific in their selection process, as they were largely comprised from those who responded to a call for participants. In addition while the Engineering focus group was a broad mix of male/female and different ethnicities, though slightly more white students, the African American Studies focus group was comprised largely of black female students.

*Engineering focus group:* The experience of diversity among the group was at times similar, and at other times sharply contrasted, as following responses indicate:

Student A: 'NU gives you the opportunity to be as diverse as you want to be. There are all kinds of people on campus. Everyone has the option of stepping out of their comfort zone and interacting with different people. It's up to each individual to do that'.

Student B: 'NU is as diverse or non-diverse as you want to make it. Students come from all over the country: that's the strength of NU'.

Student C: 'Minorities choose not to come to NU. They hear bad things from current NU students. There was an article somewhere that said NU is rated very low amongst the top 25 universities for diversity'.

Student D: 'Diversity at NU is bad. That's a really bad first impression of diversity at NU. Embarrassingly bad'.

While the backgrounds of the students who provided these responses are not available, it is clear that experiences of diversity at NU are extremely polarized. Whether we can extrapolate to say these experiences are polarized between the majority white student community and minority students of color is unclear, but it is worth considering. Themes that came up more than once, and were not particularly challenged are taken to indicate some measure of agreement. These included: NU is not particularly welcoming. NU is not 'racially diverse'. Access to the experience of diversity takes effort. There is separation and a lack of contact between different groups and communities.

*African American Studies focus group:* There was general agreement among this group that NU was not very diverse, and there was no suggestion that the experience of diversity was the responsibility of individual exploration. There was a lot more pointed critique. Much discussion centered on the demographic aspects of what a lack of diversity felt like and the cultural and pedagogic implications it had for classroom experiences. These themes are illustrated in the following responses:

Student E: 'the lack of diversity really comes from backgrounds and life experience, vast majority have come from a shared life experience. A homogenous life experience, which includes being top of the class, participating in extracurricular activities, so a huge lack of diversity in experience in that way. This creates isolation and individuality and exclusion, it creates a competitive atmosphere where it seems everyone is great, doing big things, well traveled, led an organization and it breeds a lack of empathy'.

Student F: 'They are very used to sticking to whatever group they're from. Asian, Latino, black, being in their own group, just seeing people's faces not as diverse. I see a lot of black people everywhere I go, larger events. Diversity is not seeing other faces and being the only one. In a two hundred-person lecture and still being the only black person, it's a visceral reaction not seeing other black faces'.

Student G: 'I think that Northwestern has very limited diversity in terms of content and form. White hegemony permeates every discipline. International studies, global history is only about

England and Germany, it is only specific to (the) West. Freshmen learn only about white European discourse’.

Student H: ‘There is no education for the community at large on race itself and how race was developed. We know this as African American Studies majors. There is no larger interest in educating people in that topic. The university sets up it so that nothing outside of white or European is taught. They are asking people to have this conversation based on opinion and not information, it is not conducive to having a conversation, people are not informed’

Student I: ‘There is a lack of white males in African American studies classes. There is a lack of white demographics in the classes’.

African American studies students were on the whole much more critical than the engineering students. This generally carried over into some of the other themes they discussed that were also addressed by the other undergraduate focus group. NU was not seen as particularly welcoming even though it was acknowledged it could be in certain circumstances. It was emphasized that NU was not racially diverse. Lack of access to diversity was attributed not to failures in individual efforts but a lack of effort on the part of the university to create the appropriate conditions. Finally the experience of separation was mainly associated with white spaces of dominance and the divide between the South and North campuses that fractured a wider sense of university community.

*‘Ethnic Studies’ Graduate student focus group:* The various graduate students who took part in this group were all students of color whose work in different ways addressed various minority communities and internationally located populations within a range of different disciplines and departments. Their criticisms of a lack of diversity were quite severe, the experience for graduate students in these areas of study resembled a difficult and uncertain negotiation of departments and professors who either seemed to ignore their presence if they raised ethnic studies related questions or burdened them with being the representatives of their particular ethnic group. They were very focused on the academic and intellectual experience of diversity within teaching and their disciplines. Generally their attitude to diversity at Northwestern was one of unqualified cynicism, isolation and acute discomfort as the following responses indicate:

Student J: ‘I see diversity as a statistic where you are trying to get a particular variation that you hire or students that reflect a politically correct image of the university. So the university is not portrayed negatively’.

Student K: ‘In my department I have been told by faculty that I’m on diversity funding’

Student L: ‘Lack of diversity casts a gaze on you – pigeon holes you’

Student M: ‘Non-white person is always pointed out’

Student N: ‘I would bring up issues and face silence from the class. Professor would rephrase the question and then a student would answer in the case of a homosexual. People do not feel comfortable talking about race’.

Student O: ‘No one wants to interact with you and I don’t want to interact’

Student P: ‘Disrespecting my work because I’m Chinese’

Student Q: ‘A lot of grad students of color because of what we deal with – we seek each other and build community’.

The range of responses above suggests that a deep sense of isolation was paramount among the graduate students in this group. NU was not experienced as a hospitable place for minority students doing graduate research in relation to Ethnic studies. In addition there were three additional themes which emerged connected to this feeling of inhospitality were the following.

*Firstly*, members of the group frequently mentioned being met with ‘silence’ by other students or professors when raising race or ethnic studies aspects of the course or their research.

*Secondly*, there were a number of references to being ostracized, not spoken to or treated with hostility.

*Thirdly*, there was a general sense that ethnic studies related research was disrespected, particularly if it seemed to diverge from what was considered mainstream in their departments, and was demeaned as personal self-exploration or identity politics.

The ethnic studies graduate students provided the most sustained criticism of diversity at NU, particularly with regard to class room experiences and relationships with students and professors from the majority white community mainstream. Their cynicism and sense of departmental isolation suggests that for minority ethnic graduate students doing ethnic related studies at NU may well be an unenviable and beleaguered undertaking.

*Demographic Context:* We can deepen our understanding of the context of these experiences by considering the latest report of NU’s Faculty Diversity Committee, which also examined the progress of diversity at the Graduate school level. Having noted that NU’s record in the recruiting and graduation of women in its PhD programs ‘compares quite favorably with those of other universities’, it goes on to say:

‘The picture for underrepresented minorities (URM) is not quite so encouraging. As noted in last years report, the number of PhDs awarded to URM students has been on the decline since AY2001-01 and AY2001-02. Since that time, (...), PhDs awarded to African Americans have averaged just under 12 per year for the past seven years and those awarded to Hispanic (sic) students averaged less than 4 per year. During this 7-year period (AY2002-03 through AY2008-09) URM students received 8.5% of the PhDs awarded by Northwestern. By contrast, nationally the proportion of PhDs awarded to URM students who were US 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 PhDs to URM students over the past seven years is approximately 30% below the national average*’ (pp. 7-8, emphasis added).

While on the face of it this might suggest that NU is simply failing to recruit as many graduate students from underrepresented communities as its peer institutions, observations elsewhere in the report suggest it is more complex than a demographic problem, it may also extend to the social and learning environment of NU since recruitment rates have been improving. According to the report:

‘Given that the number of URM students entering graduate programs at Northwestern has been rising, the decline in PhDs 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’ (p.8).

This reference to a problem of graduate school ‘attrition’ for underrepresented graduate students as at NU whole resembles our description of a ‘beleaguered’ experience reported by ethnic studies graduate students. It underlines that the difficulties posed by a lack of diversity for NU and its current graduate students from minority communities, do not arise from demographics alone, they raise serious questions about stigmatization and marginalization in the learning and social environments.

### *Diversifying the Learning Environment*

At this point we want to consider the implications these themes raise for diversity interventions in the learning environment that could address some (though not all) of the negative student perspectives reported above. Studies by education scholars Mitchell Chang at UCLA, Mark Engberg at Loyola University, and Sylvia Hurtado of UCLA have shown that diversity course requirements and experiences of diversity have significant positive effects on student levels of learning, democratic behaviors, and moral reasoning. They focus specifically on racial diversity. These scholars are at the forefront of education research that studies the impact of diversity at colleges and universities. Research in this area is relatively recent, most of it published since the late 1990s. Overall, it identifies three locations of diversity: a) student body racial composition; b) diversity in curricular content (courses on race, ethnicity, social inequalities); and c) student-to-student cross-racial interaction. The research suggests that while the demographics of student body racial composition alone has minimal benefits, the greatest benefits accrue from curricular diversity and from cross-racial interaction. The big surprise is how far-reaching the benefits are.

Engberg, Hurtado, and Chang<sup>6</sup> found that students benefit not only when they themselves take

---

<sup>6</sup> Denson, N., & Chang, M.J. (2009). Racial diversity matters: The impact of diversity-related student engagement and institutional context. *American Educational Research Journal*, *46*(2), 322-353.

Chang, M.J. (2002). The impact of an undergraduate diversity course requirement on students’ level of racial prejudice, *Journal of General Education*, *51*(1), 21-42.

Chang, M.J. (2001). Is it more than about getting along?: The broader educational implications of reducing students’ racial biases. *Journal of College Student Development*, *42*(2), 93-105.

Hurtado, S., Mayhew, M., & Engberg, M.E. (under revision). Diversity in the classroom and students’ moral reasoning. *The Journal of College Student Development*.

courses and engage in ‘cross-racial’ interaction, but even when they do not take courses, they benefit as long as they are enrolled in a college campus where other students in high proportions are taking diversity courses and/or interacting with students of other communities. In other words, a campus-wide culture of diversity fostered by a high rate of students taking diversity courses and engaging in cross-racial interaction is beneficial to all students. The higher the overall rate of participation, the higher the benefits for all students, whether or not they themselves directly participate.

The benefits are that ‘cross-racial’ interaction has positive effects on inter-group community, inter-personal skills, and the lessening racial prejudice and frictions, with the caveat that if interactions are dominated by negative experiences, then the effects become negative rather than positive. The real surprise is in the benefits of coursework on diversity, specifically coursework that examines issues and histories of race, racial minorities, and social inequalities. Taking such courses was found to have a positive effect not only on increasing understanding of systematic racial inequalities, fostering support for policies to eliminate racial inequality, and higher commitment to engaged social participation, but also on critical thinking skills, cognitive and affective development, academic self-confidence, and general academic skills.

#### Faculty Perspectives

The table below<sup>7</sup> compiles data for NU, the COFHE, AAU, and Big Ten institutions tenure-track faculty, along with national statistics from the census on general population demographics. The numbers demonstrate that NU is on par with other top institutions on average with underrepresented faculty, though the percentages for African-American, Latino/a and female faculty are significantly less than the general population. While the percentage of female faculty at NU is slightly lower than that of the Big Ten, it is noted that evaluation of ASEE (American Society of Engineering Education) data reveals 11.2% female tenure-track faculty in engineering at NU compared to 11.5% over all the Big Ten schools (see data in Appendix B). [Table removed]

The most recent report of the Faculty Diversity Committee for the year 2008 – 2009, indicates a steep decline in the progress of diversity recruitment at NU. According to the report, Asian Americans are strongly represented in the natural sciences, and poorly represented in the humanities. Women generally and African Americans and Latino/as in particular are lowest in the natural sciences and highest in the humanities. At the same time however, the faculty appointment of women generally and African Americans and Latino/as in particular has been severely arrested. With regard to women generally the report states:

‘Women are especially underrepresented in science, technology, engineering and mathematics (STEM) fields... While women comprised 28.7% of all tenure track appointments over the past five years, they represented only 17.3% of tenure track appointments in STEM departments and

---

Nelson Laird, T.F., Engberg, M.E., & Hurtado, S. (2005). Modeling accentuation effects: Enrolling in a diversity course and the importance of social action engagement. *The Journal of Higher Education*, 76(4), 448-476.

<sup>7</sup> Table removed in redacted version due COFHE usage guidelines.



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. 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’

With regard to African Americans and Latino/as the report also states:

‘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 small increases in the percentage of new hires of African American faculty were noted, no data on retention was provided. This is critical given the report does cite troubling statistics regarding the retention of women in STEM fields. Here it was reported that women faculty are lost at a rate higher than their percentage representation on the faculty. Thus an increased rate of hiring can be quickly erased by loss through retention problems.

These issues were highlighted when the Office of Change Management conducted a comprehensive assessment of the diversity efforts of the medical school during September 2009 - February 2010. It focused on underrepresented minorities and women. Chairs, faculty, and administrators were asked to rate the progress of the medical school with regard to the recruitment of URM faculty. They collectively noted a less than favorable satisfaction rate. A rating scale of 1 to 5 was used with 5 being “very well” and 1 being “very poor.” A total of 83% of all who responded (34 out of 43) gave a rating of “1” or “2” for the recruitment of URM faculty. Regarding URM faculty retention, faculty rated retention of URM faculty (average or above) at sixty-seven percent, and administrators indicated forty percent, average or above. To improve the percentages of URM faculty, it is clear that both recruitment and retention deserve critical attention.

The findings of these reports and data suggest a serious problem of faculty recruitment and retention of women in the sciences, Asian Americans in the humanities and African Americans and Latino/as in both the sciences and the humanities.

*Faculty Focus Group:* The faculty gathered together in this focus group comprised minority faculty. They provided a greater overview of departments and the university than the undergraduate and graduate students. Their criticisms of a lack of diversity compared to peer institutions were also quite robust and nuanced, including more historical, structural and comparative dimensions. Three groups of dominant themes that emerged were problems that focused on the lack of diversity on recruitment, mentorship and retention; marginalization, discomfort and isolation; and leadership, representation and education. The following responses are illustrative:

Faculty 1: ‘Every year at least one woman faculty has left McCormick for a variety of unrelated reasons. Thus, this focus group itself is a biased sample – it does not reflect the opinions of those who have left’

Faculty 2: ‘Don’t think my department is very diverse. There is a terrible record of retaining minorities. Previous job at university in Los Angeles had much more diversity’.

Faculty 3: ‘Medill has one woman tenure-track faculty member out of thirty-five and she is about to retire. There is a disparity in class. Medill faculty members are white men while the Medill staff has more women and minorities. Students see this disparity and it sends a message’

Faculty 4: Hardin Hall. It’s filled with portraits of white men. There’s a coldness to it. The Guild Lounge is bad too. It’s stuffy.

Faculty 5: ‘Faculty don’t want to talk about it [diversity], but students do. Faculty assume students don’t want to talk about it. Faculty didn’t learn to talk about it.’

Faculty 6: ‘Desire to change is artificial. Some engineering faculty members only want minorities to get extra funding. They don’t see a problem with the amount of diversity.’

Faculty 7: ‘Diversity is not part of Searle teaching workshops. Diversity should be incorporated’.

Faculty 8: ‘Being a female faculty member is a huge contribution to the next generation. It shows that this career path is a possibility’.

Faculty 9: It’s a feedback loop. NU doesn’t retain minority faculty members so there are no mentors for minority junior faculty and minority students don’t come to NU’.

*Diversity Credibility Gap:* What is striking about these responses is that they come from minority faculty who remained at NU and whose critical evaluations of a lack of diversity have become part of how they experience their employment in the university. It also seemed to be combined with the onus of having to find a way to develop a career path in that context, despite their misgivings. This suggests that finding the underlying reasons why URM and women in STEM fields leave NU would also greatly contribute to addressing conditions for those who remain. Despite many initiatives undertaken and declarations made about diversity, what we see in this focus group is an evaluation of that history, where there is a mismatch between good intentions and bad outcomes. These experiences form the end point of a NU continuum from the African American studies undergraduate focus group, through the ethnic studies graduate student focus group to the level of the faculty focus group, where a diversity credibility gap is increasingly experienced to the detriment of underrepresented minorities, many of whom are women.

### Staff Perspectives

The demographics of the current NU staff are as shown in the following table, compared alongside the US population of the relevant age group. It is seen that the African-American staff percentage overall reflects well the US population, while the Latino/a percentage is below the

national average and the Asian-American staff percentages are more than double the national numbers. While this may seem an encouraging indication of the diversity of the staff at Northwestern, these figures do obscure the fact that the numbers of underrepresented groups in supervisory staff roles is significantly less than this overall picture (see Appendix C). Therefore, attention should be paid to maintaining and improving staff diversity through supporting and enabling equal opportunities for upward mobility of underrepresented groups.

2009-10 Staff Profile

	NU	National*
White	67.4%	75.5%
Black or African American	13.9%	12.0%
Asian American	10.4%	4.2%
Hispanic or Latino	7.1%	12.2%
Unknown	1.1%	5.4%
American Indian or Alaska Native	0.1%	0.9%
Two or more races	0.0%	2.1%
Female	60.1%	50.9% **

\* Based on Age 18-64 in 2000 Census. Does not equal 100% because Hispanic is asked as a question in addition to race.

\*\* Based on total population 2000 Census

The staff subcommittee met on a number of occasions and interviewed several Northwestern community members including Renee Redd, Director of the Women’s Center, Beth Clifford Smith, WCAS Manager of Administrative Services, and Rebecca Cooke, Senior Associate Dean for Administration at the Feinberg School of Medicine. In addition, they gathered extensive information from Pam Pirtle in her role as Affirmative Action/Equal Employment Opportunity (AA/EEO) Officer as well as the members of the panel who presented to the full Diversity and Inclusion Committee at our April 12, 2010 meeting.

The subgroup determined that increasing staff, faculty, and student diversity is closely linked and that success with one group cannot occur without success with the others. The sub-group met with many individuals who felt alienated from NU because there were so few people from their communities at all levels of employment. This seems to be an experience that is aligned with a wider perception of NU as an employer that does not seek to attract underrepresented communities.

Five major issues were identified with respect to staff diversity issues as follows:

1. The Affirmative Action/Equal Employment Opportunity Office needs additional resources and visibility. While there are many diversity-related activities occurring around campus, they are not coordinated in one place so there is no efficient sharing of information and leveraging of existing resources.
2. Minorities and women in the community have a perception that opportunities at the University are limited due to race, national origin, and gender. This perception was a

common theme communicated both in the community outreach performed by the AA/EEO Office as well as the Women's Center on both campuses. This perception at times results in a reluctance of women and minorities to apply for staff positions at the University. In addition, the University does not have clear career tracks for staff so they can progress and have incentive to stay at NU rather than looking for opportunities for advancement elsewhere. This lack of transparency leads to a perception (and, at times, a reality) that minorities and women do not have an equal opportunity for career advancement at NU. Both the Women's Center and the EEO/AA Office report hearing this complaint repeatedly – particularly from women of color who feel discouraged from applying for opportunities for promotion.

3. While we have a diverse applicant pool in the Chicago area, the University has not succeeded in ensuring that we pull a diverse interview group for staff positions that will, in turn, result in a diverse group being chosen for staff positions. Managers are not aware of the tools that are available through HR to ensure that the recruiting process includes the disbursement of job openings to sources for diverse candidates on a routine basis. Those tools appear to be used only when a manager knows to ask for them and pursues them actively.
4. Diversity has not been made an important factor in management assessment or in training so supervisors only focus on it as a goal if they are individually motivated to do so. In addition, the University has provided little or no training to managers on how to recruit and sustain a diverse workforce.
5. The University does not have an on-site child care facility. While this point may not seem to be directly related to diversity issues, it came up repeatedly in each of our interviews as both a practical issue for staff and a symbol to many that NU has not invested in issues that address a healthy work-life balance and affordable child care.

#### Disability Diversity

Overall, we found that students, staff, and faculty with disabilities or who work on disabilities issues, perceive that NU does not treat disability as a kind of diversity that deserves attention and can enrich the whole community. Students and staff noted that disability is 'kept in the shadows' at Northwestern, and not even included in aspirational statements made by the university regarding diversity.

Northwestern has a significant community of disabled students, staff and faculty, but has a relatively small number of students, staff or faculty with outwardly-apparent, mobility-affecting physical disabilities. In part this because NU is not perceived as providing a readily accessible learning and work environment. An important dimension of diversifying the environment of NU draws attention to the built ambience. For example, increased physical accessibility on both the Evanston and Chicago campuses would contribute to achieving fuller, less burdensome accessibility to buildings by students, faculty and staff in wheelchairs and as well as those with other physical challenges. NU's profile of diversity becomes more inclusive with the incorporation of disability as an underrepresented group.

#### LGBT Diversity

In the Spring 2010, surveys asking about individual perceptions of diversity and inclusion at

Northwestern were sent to GLUU (Gay and Lesbian University Union - An organization for LGBT grad students, faculty, staff and alumni at Northwestern University) and Rainbow Alliance (the undergraduate lesbian, gay, bisexual, transgender, queer, questioning, intersex, and allied student group on campus).<sup>8</sup> The responses were particularly significant for reinforcing many of the findings we have already discussed and adding important dimensions that we have so far not addressed. The following responses are illustrative:

*Students:* When students were asked about places in the university in which they felt ‘more or less comfortable’ there were many expressions of feeling generally comfortable, although the Norris Center was specifically mentioned, and there was an overwhelming identification of the South side of the Campus as a comfortable location. This contrasted starkly with the North side of the campus which was seen by many as an uncomfortable place to be. In addition the Greek fraternity system was seen as a particular source of discomfort and anxiety.

Student R: ‘North campus and the Greek system. But that’s not my thing anyway, so I stay away. The Greek system, across the country is built to make diversity, specifically socio-economic diversity, harder to come by at universities’

Student S: ‘More comfortable: Norris, South Campus. Less comfortable: Greek life (though they’re working on this), North Campus, Sports games’.

*Staff:* As all but three of the respondents identified themselves as staff, we are interpreting these responses as coming from staff rather than faculty. When asked the same question, locations of comfort were again identified generally, occasionally immediate place of work was mentioned and once again the South part of the campus was overwhelmingly seen as a comfort zone. The Northern part of the campus was identified as a location of discomfort, as were encounters with the prejudices of undergraduate students and being visible or ‘out’. The following responses are illustrative:

Staff 1: ‘I work at McCormick and found out recently that the northern end of the campus is less accepting of alternative views and lifestyles. It’s “common knowledge” to the students that south campus (Evanston) is the more welcoming part of the campus. After being told that a lot of things that happened to me up here made more sense’

Staff 2: ‘I find NU to be a very welcoming place although there seems to be a significant stigma associated with sexual orientation among medical students that may preclude some/many of them from expressing variances from the “norm”, heterosexuality’.

When *students* were asked about feeling part of the Northwestern community or feeling alienated from it, all had positive, individualized things to say about belonging to the community. Only half of these students indicated aspects of alienation, mostly referring to the Greek system, North campus and a lack of attention to the needs of LGBT students.

When *staff* were asked the same question, all of those responding (15) had extremely positive

---

<sup>8</sup> Respondents to the GLUU survey included 17 staff, 1 faculty, and 2 non-identified. Respondents to the Rainbow Alliance survey included 21 undergraduate students, 5 graduate students, and 11 non-identified

individualized things to say. About two thirds also expressed feelings of alienation around a lack of leadership on diversity, failures to recognize discrimination against transgender people, and anxieties about being visible. When *students* were asked about suggestions for improving diversity they largely recommended an increase of minority and LGBT students to improve the experience of diversity at Northwestern. Asked the same question *staff* emphasized the importance of training, support services, and policy leadership. The following responses are illustrative

Student T: ‘Embracing our LBGT and minority students more and not tolerating racism and homophobia in the classroom. Tenure should not be an excuse’

Staff 3: ‘The strategic plan should address diversity issues directly and mention the subgroups like beliefs, sexual orientation, gender etc, to make sure the importance of this topic is front and center with other ideas’

### **Conclusion: Diversifying the Environment**

Achieving greater diversity is central to our core missions of conducting creative research and scholarship, providing high-quality educational experiences to our students, and contributing to the improvement of society on local, national, and global levels. We need the contributions of the best and brightest minds from all quarters of our society. Building a richly diverse faculty, staff, and student body cannot be regarded as optional – it must be top priority at all administrative levels, to reach our highest institutional potential. However, diversity is not demographics alone; the environment in which diversity is defined and enacted is a crucial part of the picture. It is a failure to address this relationship which seems to have resulted in a serious lack of diversity at Northwestern that has steadily accumulated over the last ten years despite the best efforts of the university’s leadership. We can summarize our findings as:

- Lack of progress in addressing the serious underrepresentation of African American and Latino/a faculty generally and women faculty in the sciences/engineering.
- Lack of progress in the serious underrepresentation of African American and Latino/a students both at undergraduate and graduate level.
- Significant concerns about the retention of minority faculty.
- Significant concerns about the PhD completion rate of the small number of minority graduate students who are recruited.
- Significant concerns about the underrepresentation of minority communities and women at the supervisory levels of staff.
- Significant concerns about a public perception that Northwestern is an exclusive institution rather than a diverse one.
- The neglect of people with disability as part of our concerns with diversity.
- Significant concerns about the lack of diversity in the undergraduate and graduate student curricula
- Lack of interactions among different groups and communities on campus.
- Significant concerns among minority graduate students engaged in ethnic studies about support and respect for their areas of research.
- Significant concerns about the North side of the campus as an area of intolerance
- Considerable feelings of isolation and marginalization among underrepresented groups.

### Diversity Credibility Gap

While it can be a little overwhelming to see these issues and concerns listed in this way, it should not lead us to conclude hastily that that Northwestern is an undesirable place to be. It really all seems to depend on who you are, which communities or groups you are associated with, where you are located and how you handle your personal experiences race, gender, ethnicity, sexuality, disability, nationality and so on. It was also a noticeable part of our findings, that many of the respondents in the focus groups and surveys reported extremely positive and welcoming experiences at Northwestern. However the problem is that where the question of diversity is concerned there was also a consistent reporting of the above findings. Northwestern seems to be positioned within a series of polarities or contradictions where diversity is concerned. This suggests there is a 'diversity credibility gap' at Northwestern. A few examples should suffice to illustrate this.

- Consistently, extremely positive and extremely negative things are said by minorities about the university environment.
- The university is perceived as both welcoming and unsettling.
- The university is better at recruiting than retaining minority faculty.
- The university finds itself excluding underrepresented minority students while trying to include them.
- The optimistic policy intentions have produced disappointing policy outcomes.
- Strong advocacy has been met with weak implementation.

Each of these factors underlines the experience of diversity as a lack at Northwestern despite what is also experienced as a genuine commitment to address this lack. However it is the gap between the two which strains credibility, and it is here perhaps we need to revisit and rethink our relation to the university environment for diversity.

### University Environment

The university environment can be understood as a series of interactions. Access to these interactions is defined by a culture of values, including accreditation, expectations, visibility, behaviors, resourcing, orientations, representations, contributions and co-operations. It is interactions permitted by this access that become part of the mainstream culture.

Where that access is restricted, the university environment will develop a mainstream culture largely characterized by homogeneity, uniformity and absence of diversity.

However if that access is widened but not extended to the university's interactions, the university environment will develop a mainstream culture largely characterized by a lack of diversity. It is the diversity of access and the experience of diversity inside or outside the mainstream culture which determines how people experience the environment of the university. If diversifying access is to extend to recruitment and retention, education and mentoring, participation and representation, involvement and cooperation, mobility and visibility, then it is the interactions of the university that need to become the focus of diversity.

In part 2 of this report we engage the policy issues and definitions that need to be clarified before

we can introduce a new policy approach we describe as University Diversity. In part 3 we described the recommendations which follow from this policy approach.



## PART 2: DISENTANGLING THE MEANINGS AND POLICY OPTIONS OF DIVERSITY

‘Diversity is not easy to discuss. The definition of it is still evolving, as is the field devoted to it. When we speak of diversity, are we referring to a work force, including all levels of management, in which the proportions of men and women and ethnic and racial groups are the same as for the population in general? Are there other dimensions of difference that should be included, such as cognitive styles? What aims and methods should the field include? Should action be addressed primarily to the individual, the organization or society in general?’<sup>9</sup>

So far we have managed to present much of this report without saying a great deal as to what we mean by diversity. As in many discussions of diversity, simply invoking the term is often considered sufficient for ‘us’ to know what we mean, but is this really satisfactory? We began this report by referring to diversity generally as the variety of differences (individual, social, cultural, experiential, etc.) within and between population groupings that are evident in the interactions of any broad community in a university. We suggested that as an academic value it emphasizes heterogeneity over uniformity in the context of free and open exchanges of perspectives and points of view. At this point we need to acknowledge that beyond its aficionados, diversity is not a subject that is usually thought out in a coherent and systematic manner<sup>10</sup>. It is at the same time an essentially contested concept. However, where universities are concerned it is not simply that there are different perspectives involved. There are also different concerns that motivate the advocacy of diversity and policy directions. It is important to be aware of this.

There are three concerns in particular which we need to think about immediately, each of which informs choices we have to make about how to discuss diversity, which approaches to emphasize and how to make it happen<sup>11</sup>.

The first concern is how to avoid *losing talented individuals* from various communities through recruiting failures and how to retain individual talent from these communities once they have been recruited. The second concern is the shifting demographics of a changing national population profile and the need to be increasingly familiar with *cultural differences*, particularly in the age of globalization. Third, there is the concern to respond to *inequalities* and discrimination which historically have created the underrepresentation and social disadvantage of various groups within the organization.

Taken separately these concerns say something about the commitment to diversity in an organization. Each concern defines the characteristics of diversity which are given primary importance in a particular strategy. Although these concerns are not mutually exclusive, part of

---

<sup>9</sup> ‘Making Diversity Happen: Controversies and Solutions’: Ann M. Morrison, Marian N. Ruderman, Martha, Hughes-James (1993, Center For Creative Leadership), p.3

<sup>10</sup> Morrison et al

<sup>11</sup> Morrison et al.

the difficulty in agreeing what is meant by diversity hinges on a *failure to distinguish* between them.

### **Social Diversity versus Cultural Diversity?**

Another significant difficulty for understanding and addressing the problem of diversity turns on the *question of emphasis*. These issues came up in the focus groups we organized. In analyzing the way the respondents discussed diversity, two dominant emphases emerged. The first was a social diversity discourse and the second a cultural diversity discourse. In the *social diversity* discourse, diversity meant a variety of individual backgrounds, identities, intellectual approaches, and demographics (e.g. class, gender, ethnicity, sexual orientation, nationality, etc.) all of which were mostly understood in highly personal and contingent terms. In other words this was social because diversity was understood as the identities individuals chose to represent themselves in their relations with other individuals. Diversity was understood as choice, and a celebration of differences. It was contingent on where one was located in the university, the range of diversity available in that location, and the effort taken to pursue diverse experiences. Insofar as diversity was perceived a problem it was strictly a *quantitative problem*, a problem of numbers in the incidence of different individual backgrounds. It assumed a level playing field and that the solution was to encourage more kinds of different people to apply to NU.

In the *cultural diversity* discourse, diversity was named more explicitly in terms of different ethnicities and nationalities, race and gender, and the experience of minorities. Here diversity was not so much celebrated as problematised and understood structurally. In other words, diversity in this account was associated with the routines and conventions, of university life in which particular ethnicities, cultures and nationalities, were excluded from the mainstream, treated as stereo-types, and reproduced inequalities. The problem of diversity was understood structurally because these experiences did not seem to shift with the turn over of students and faculty; a particular pattern of experiencing diversity as limited and marginalized, as a lack, had become customary for particular ethnicities and communities. Although the question of numbers was highlighted, this was placed alongside the *qualitative problem* of transforming the academic, intellectual, and social mainstream of university culture to make it more inclusive.

### **Diversity as Contested Policy Choices**

There are at least four important implications that arise from the meaning of the social and cultural diversity discourses that found expression in our focus groups. *Firstly*, those respondents who thought in the terms of social diversity were more satisfied with, and less critical of, the diversity experience at NU than those who thought in terms of cultural diversity.

*Secondly*, both approaches reflected significant differences in perspective, emphasis, and vision that took place in the working group. Here the social diversity discourse promoted ideas of diversity which encompassed all individual backgrounds; it construed the diversity task as the *equal recognition of different identities*. In contrast the cultural diversity discourse questioned ideas of diversity that reproduced mainstream majority/marginalized minority experiences; it construed the diversity task as impeded by the *neglect of particular structural inequalities* (namely, race and gender).

*Thirdly*, while there is a convincing argument that these strategies are not mutually incompatible,

it also seems evident that prioritizing diversity as the *equal recognition of different identities*, can all too easily involve the *neglect of particular structural inequalities*. In the former strategy the emphasis is clearly given to expanding diversity within an existing mainstream culture; in contrast the emphasis of the latter strategy is more readily associated with developing diversity as the basis of a new mainstream culture, absent of structural inequalities.

*Fourthly*, there are distinct strategic choices of ethos and vision to be made when considering diversity policies. Not all roads to diversity lead in the same direction. Disagreements about the meaning of diversity, or its policies, are often disagreements about its ethos and vision (e.g. social diversity or cultural diversity). This question of ethos and vision cannot be separated from the fact that contemporary discussions of diversity in American universities are increasingly being shaped by policy developments that have taken place in the Corporate America. In that context diversity is socially and economically tied to public relations, high caliber recruitment, market value, customer relations and profitability, all of which in their different ways have significant import for the university. Universities are also the recent inheritors of another tradition of diversity, in which they have played a prominent part furthering cultural and intellectual associations with educational values of civil liberties, social justice and human rights. This raises the related questions of whether there is a conflict of ethos and vision between Corporate Diversity and University Diversity, or whether the two can and should be combined.

### **Corporate Diversity or University Diversity?**

#### Corporate Diversity

An important and challenging development in corporate diversity thinking which attempts to include other sectors, is associated with the work of Scott Page<sup>12</sup>. Page argues we should understand diversity as meaning ‘cognitive diversity’, this describes ‘differences in how people see, categorize, understand and go about improving the world’. Among other things ‘cognitive diversity’ emphasizes diverse perspectives (different ways of representing situations and problems); diverse interpretations (different categories used to classify events and outcomes); diverse heuristics (different tools used to solve problems and generate solutions to problems; and diverse predicative models (different ways of inferring cause and effect). What should be apparent, from this approach, is that diversity produced by distinctive individuals contributes to organizational productivity or produces benefits for the organization.

Page contrasts cognitive diversity with what he calls ‘identity diversity’, generally associated with questions of race, gender and ethnicity. His argument is that identity diversity does not necessarily lead to diverse perspectives and does not add much to problem solving or generating solutions to problems. Identity diversity is only significant where it is correlated with cognitive diversity. For Page cognitive diversity increases innovation, preference diversity leads to ‘squabbles’, or as Page puts it more diplomatically at a different point: ‘race, gender and ethnicity matter, but so do our experiences, the friendships, road trips, chance meetings and pancake breakfasts that combine to form a life. Education and training also influence our collections of cognitive tools. Diversity has many causes’ (p.15).

---

12. Scott Page, 2007, ‘The Difference: How the power of Diversity creates better groups, firms, schools and societies’, Princeton University press.

On the face of it, this is quite a compelling approach to diversity for a university. The concept is particularly rich given its emphasis on cognition, with differences of perspective and differences of interpretation. This approach, however, seems remarkably similar to what we described as social diversity, which tends to downplay inequalities and highlight individuality. There are three main problems here that would undermine its unqualified inclusion within a university diversity approach concerned with addressing inequalities and exclusions. Firstly, cognitive diversity, in stressing the individual as the exclusive unit of diversity, conflates life chances with life style. It seems to suggest that race, gender and ethnicity, like road trips or pancake breakfasts, simply influence our choices cognitively and equally, rather than also influence our range of choices structurally and unequally. Secondly, it seems to associate race, gender and ethnicity, with ‘group think’ as if the only way to produce different perspectives and interpretations is to disregard these aspects of cultural diversity. Thirdly, it has no concern with issues of underrepresentation and inclusion, it simply assumes that members of an organization have an equal opportunity of access, and that cognitive diversity rather than cultural diversity is the major focus on recruitment, mentoring, and development.

Overall, the main problem with utilizing the cognitive/social diversity approach seems to be that it readily runs the risk of embracing a form of diversity in which differences of perspective and interpretation can function in an organization whose demographic profile and dominant cultural setting remain relatively unchanged. It also runs the risk of introducing diversity into a mainstream organizational culture which in terms of its priorities, standards, values and hierarchies largely remains the same. The challenge for us is to recognize what is entailed, implied and required in a university culture that commits itself to being defined by and facilitated through, its own conception of diversity.

### University Diversity

What we are calling *University Diversity* is the ethos of creating a new mainstream culture as the basis for a more interactive and competency oriented diversity, the dynamics of which are resourced by investments in intellectual and cultural capital.

Within this framework, no particular individuals or groups are identified with “embodying diversity”, but rather the various interactions between different individuals and groups in the university are seen as “representing diversity”. Minorities, women, underrepresented groups are not required to carry the burden or representing diversity as if it was their obligation alone.

To achieve this vision of university diversity we will need to eliminate institutional inequalities and the marginalization of minorities. This will allow us to develop shared and accountable conceptions of university citizenship. In summarizing the rationale of *University Diversity* we can say:

1. Its ethos involves developing a new climate of shared university membership among faculty, staff and students, in which the objective is to expand and sustain a greater variety of inclusiveness, emphasizing equity in access and equality of opportunity in the pursuit of excellence.
2. In practice it requires creating recurrent experiences of interacting with different

disciplines and histories, different curricula and cultures, different scholars and communities, and different perspectives and identities, in the development of competencies across esteemed teaching, rigorous research, artistic creativity and sporting achievements.

3. The basis for achieving the above can be found both in existing resources and an expansion of resources that draw upon and develop the university's current and potential holdings in intellectually diverse capital and culturally diverse capital.

The ideas introduced briefly in points 1-3 above are described in more detail below.

### **Two Dimensions of University Diversity: Dynamics and Capital**

It is important to think about diversity not only in definitional terms but operationally or methodologically. The impulse of University Diversity is both inter-disciplinary and inter-cultural, encouraging different perspectives and different demographics in a diverse meeting of different minds and a diverse sharing of different experiences and histories.

In order to do this *University Diversity* involves bringing together both *dynamics* and *capital*. 'Diversity Dynamics' refers to what is involved as agency, activity and objectives when diversity takes place. 'Diversity Capital' refers to what is involved in the resourcing and production of diversity to make ensure it is afforded the opportunities to take place.

#### Diversity Dynamics

As dynamics, diversity refers to relations between representative demographics, institutional interactions and individual competencies in addressing inequalities, engaging cultural differences and developing academic excellence. Here we discuss the significance of interactions and competencies.

*Diversity as Interaction:* There are two fallacies when thinking about diversity in the university or other organizations. The first is that diversity is identical with changes in demography and the second is that once this is accomplished, the problem is creating spaces where different kinds of people can interact. While making more diverse the demographic profile of a university is clearly very important, so is the spread, levels and distribution of the diversity across the whole population in terms of potential recruits and existing faculty, staff and students. The distribution makes possible *diversifying existing interactions and communications*, without isolating or marginalizing individuals through the overreliance on special events divorced from the mainstream university culture. It bears reminding that from classrooms, to conferences, faculty meetings, research teams, and various kinds of events and activities, the university is made up of many kinds of interactions, involving many forms of communication, cooperation and organization. It is these interactions that should primarily become the focus of diversification, in terms of people, idea, and practices. *In short, this describes how we expand diversity.*

*Diversity as Competency:* It is important to stress that no single individual or community embodies diversity or bears the particular burden or representing it, since diversity is a quality of interaction in the context of a diverse population. There are however, more or less skilled or informed, enlightened, respectful, or engaging interactions; and these largely depend on the

competencies of the individuals concerned. Greater familiarity with and understanding of different kinds of ideas, cultures, histories, languages, sensitivities, and people, make for better rapport and more engaging interactions. Increasing individual competency in the intellectual and participatory aspects of diversity also contributes to a new mainstream university culture. *In short this describes how we participate in diversity.*

### Diversity Capital

As capital, diversity refers to the drawing upon, investment in and expansion of existing university resources, including finance, materials, policies, ideas and relationships that in underwriting the dynamics of diversity enable it to take place and make things happen. This diversity capital takes two forms: intellectual and cultural.

*Intellectually Diverse Capital:* This refers to what the university has already accumulated as ideas, creativity and knowledge, both formulated and unformulated, which gives value to diversity in terms of the university's capabilities, policies, courses, research, teaching and innovations in funding applications. Intellectually diverse capital also describes more specifically the range of different dialogical approaches, institutional skills and relationships involved in producing in inter-disciplinary perspectives, cross-cultural applications, teaching and funding which address the diversity implications of nationality, race, gender, sexuality, ethnicity, disability, class and so on. With intellectually diverse capital it is important not only to have some general kind of inventory, but indications of where it might need to be expanded, its quality improved or its range extended. *In short, this describes what we as a university invest in diversity.*

*Culturally Diverse Capital:* This refers to the capacities and skills individuals bring to and deploy in the university that enable them to participate in and facilitate diverse educational and social settings. These capacities and skills are cultural, social and intellectual in range, including accomplishments that are accumulated and generated from experiences of engaging with different social locations, cultures, languages, histories, knowledges and perspectives. They include aspirations as well as attainments, and have some familiarity with or a considered understanding of the relations between diversity and inequality, both locally and globally. As capital these capacities and skills arrive with, emerge in and are sustained by the university's demographics, including those recruited, supported, mentored and taught; as well as those who teach, research, administer, and provide services. These capacities and skills are the basis for individual competencies. They have the potential for endowing the university with an interactive and dialogical culture, based on ways of being, doing and thinking; both acquired and learned inside and outside the university. *In short this describes what we as individuals bring to diversity.*

It is the University's use of both *intellectually diverse capital* and *culturally diverse capital* as resources that influences and shapes how the dynamics of diversity may be supported and enhanced. Through the utilization diversity capital in our existing resources we can strengthen the university's commitment to overcome issues of inequality and underrepresentation, and address concerns over stigmatization and greater inclusion. In these ways Northwestern can establish University Diversity as a new mainstream.

### **PART 3: DIVERSITY AND INCLUSION RECOMMENDATIONS**

The introduction and development of University Diversity at Northwestern will require careful planning and comprehensive communication. In this context ‘top down’ leadership and ‘bottom-up’ support is of critical importance in order to bridge the credibility gap we discussed in part 2. The university leadership must play a key role in making this policy approach a priority, ensuring coordination of efforts, infrastructure, communication and financial resources. Support from students, staff and faculty must equally play a key role in discussing and developing the policy, contributing ideas, demonstrating applications, and establishing interactive projects. In the immediate term there are a number of inter-locking, high profile but substantive objectives which can serve as a catalyst to the policy of University Diversity. These address demographics, environment, curriculum, intellectual culture, and organizational strategy.

#### **Diversify Demographics**

It is of paramount importance to dramatically increase the number of underrepresented people on campus in all disciplines and across the faculty/staff/student stratum. Increasing the diversity of the population stimulates an intellectually, socially, and culturally diverse environment and creates a safer, more welcoming atmosphere. Thus we must prioritize the building of a critical mass of underrepresented students, faculty, and staff in order to make Northwestern feel like a genuinely good fit for all individuals who are contemplating joining our community. Within 5-10 years as part of University Diversity we therefore propose to double the populations of the underrepresented groups in undergraduate students, graduate students, faculty and staff across the university. Specifically for students and faculty:

- a) Double the number of African Americans across all departments
- b) Double the number of Latino/as across all departments
- c) Double the number of Asian Americans in the humanities and the social sciences
- d) Double the number of women of all ethnicities, including women of color, in the STEM fields.
- e) Double the number of underrepresented (African American and Latino/as) staff in supervisory roles.

#### **Diversify the Environment**

An important dimension of the environment is the availability to participate on the characteristic interactions of the university. However there are significant spatial and cultural aspects of the environment at Northwestern which have proven to be inhospitable. Many factors influence the degree to which members of underrepresented groups experience Northwestern as having a welcoming and inclusive climate. Some issues are localized and highly variable across departments and offices, but others are pervasive and require comprehensive, institutional solutions. It is important to diversify existing opportunities for “interactions”. While it is not necessary to create new/more interactions, we can be more creative and engaging with diversifying existing interactions in teaching, special events, residences. These developments will require more data and discussion.

4. It is recommended that:

- a) A survey be carried out of the visual, iconic and symbolic aspects of the public image of the

university environment that may be expanded to include representations and messages of University Diversity.

- b) We create a number of ‘third’ spaces on campus, where people from different departments, schools and locations can interact and connect, work and socialize on the campus.
- c) We develop a systematic series of forums within different schools and departments, organized in conjunctions with those schools/departments about the meaning, implications and applications of University Diversity.
- d) Support and facilitate discussions organized by undergraduate and graduate student groups about the meaning, implications and applications of University Diversity.

### **Diversify the Curriculum**

The importance of understanding diversity as an intellectual project and not simply a demographic one is an important development of University Diversity. The expansion and deepening of the intellectual culture in these terms needs to begin with how we organize undergraduate education and the opportunities we make available to students to develop their intellectual and social skills as forms of competency in cultural diversity.

5. It is recommended that:

- a) Every department/school design diversity courses (in consultation if necessary with relevant scholars at Northwestern) in their own disciplinary terms addresses interactions, themes, issues, connected with underrepresented groups and their experiences and/or histories. The courses might address a set of themes (e.g. class, gender, ethnicity, sexuality; engineering, environment, renaissance, globalization, healthcare) connected to no less than two from the following American cultural groups: African Americans, Asian Americans, European Americans, Latino/a Americans and Native Americans. The second course would be a distribution requirement.
- b) Every student in order to graduate must take and pass two diversity courses, one in their major and one as a distribution requirement.

### **Diversify the Intellectual Culture**

It is important that the research dimensions of diversity be mainstreamed as part of the intellectual culture of the university. This can be accomplished through the development of new research centers, whose goal would be to critically address various topics beyond their conventional treatments. In particular their involvement in the development of interdisciplinary approaches (science and technology, social sciences and the humanities) would provide an essential contribution to the intellectual culture. The profile of these new centers, and the already established Center on the Science of Diversity, would stimulate a wider level of diversity discussions across the university. There are two options for recommendation here:

6a. It is recommended that we establish the following university wide research centers

- a) Center for Critical Race and Cultural Studies;
- b) Center for Critical Disability Studies;



c) Center for Critical Sexuality Studies.

6b. A Center for Critical Race and Cultural Studies is clearly called for based on the findings from this report. In addition, a call for two additional centers should be given to the intellectual research community at Northwestern. Such a call will provide a fertile stage for the campus scholars to come together and discuss and embrace diversity in ways not previously considered and to contribute to the creation of the new direction of the campus diversity climate. Thrusts for possible centers include, for example, Center for Critical Disability Studies, Center for Women's Leadership, Center for Socioeconomic Diversity Studies, Center for Critical Sexuality Studies, and Center for International Diversity. Central resources and support are required for establishment of these research centers.

### **Establish a Centrally Organized Diversity Infrastructure and Strategy**

While there are excellent examples of professionals and programs across the campus that are carrying out important work, many of these the efforts are disjointed and disconnected in relation to each other. Undertaking the policy of University Diversity will require a strategic overview and resources devoted to support its efforts in operationalization, coordination, review and implementation. There are two options for recommendation here:

7a: Associate Provost for Diversity. A strong figure in a senior leadership position is required whose job is to actively coordinate diversity initiatives and support across campus. This person can coordinate efforts, provide accountability, oversee new initiatives, undertake climate studies, monitor progress, and align practices across campus, as well as bring best practices from the outside to NU (See Appendix D). In addition, making a visible and high level appointment such as an Associate Provost for Diversity would signal a substantive commitment to change.

It is noted that a number of the COFHE schools have a Vice President or Vice Provost or Associate Provost for diversity, typically reporting directly to the president. A dedicated role would demonstrate Northwestern's commitment to "recruiting and retaining talented and diverse students, faculty and staff and creating an environment that nurtures the richness that diversity can bring". This position can also ensure leadership on this critical issue, connect the recommendations in this report and actualize the vision.

7b: Diversity Action Council Option. This Council, attached to the Provost's Office, would resemble a development at Georgetown University and would be organized in terms of various action committees (e.g. advocacy, programming, assessment, steering, structure), which would combine faculty, staff and students, in developing and facilitating events, research and teaching around diversity on the campus. It would combine 'top-down leadership' and 'bottom-up' support and be principally involved in developing the high-profile interlocking objectives above.

## SPECIFIC CONSTITUENT RECOMMENDATIONS

### Student

1. To reach potential students even before applying: Expand high school institutes to provide more on-campus contact for potential students, especially those in the Chicagoland area. Make NU more accessible to low and middle income students. Increase outreach to underserved schools and communities.
2. To improve yield of diverse students once admitted: The single largest barrier for African- American and Latino student groups is one of financial aid – thus significantly improved financial aid packages for underrepresented groups is the clear strategy to improve yield of this demographic.
3. To improve the environment and support on campus after enrolling: Increasing conversations about diversity in the residential colleges and in the classroom experience, as noted in the major recommendations on curriculum and environment are essential. To facilitate an infusion of diverse perspectives in courses and better understanding and inclusion of diversity in courses, training for faculty and instructors is crucial. For new tenure-track faculty, a module could be added to the Searle Teaching Fellow program on diversity. Ohio State also provides a best practice of a “bias hotline” to report incidents and address problems. Finally, peer and faculty mentoring on diversity across disciplines can provide great broadening of the faculty viewpoints.

### Faculty

1. Solicit faculty input on recruitment/retention factors and satisfaction
  - a. Every five years, administer a survey of underrepresented minority faculty to identify the factors that were important in making the decision to join the Northwestern community and the factors that are important in creating an environment that supports retention. Understanding the drivers of faculty satisfaction and vitality would provide unprecedented diagnostic and comparative management insights, along with significant opportunities to explore targeted interventions when appropriate.
  - b. Annually, utilize an external organization to conduct exit interviews with faculty who leave Northwestern to determine why.
2. Enhance the faculty recruitment process. Currently, there is an expectation that search committees pursue and consider underrepresented minority faculty candidates and an assumption that those involved in the searches know the best ways to source and evaluate candidates. Some schools, and one would assume departments, do a better job at recruitment of diverse faculty than others.
  - a. Utilize data to set expectations of deans and department chairs to increase the number of underrepresented minority faculty in their schools/departments. This would provide a framework for greater oversight and self-evaluation at all levels.
  - b. Recognize departments for their recruitment successes. Ask units to present their efforts and acquired knowledge at a general faculty meeting for dissemination and discussion.
  - c. Provide training for search committees to raise awareness of search policies, existing resources for identifying potential candidates, and potential unconscious

- bias in the search process.
- d. Actively engage the faculty diversity committee in the recruitment process to share information across programs and departments with search committees (e.g. quantifiable measures of success in minority faculty recruiting and retention, and pipeline issues such as minority graduate student recruiting).
- 3. Significantly expand the pool of potential candidates. There are existing programs, such as AGEF, CLIMB, etc. that help students make transitions as well as visiting scholars and postdoctoral programs that increase exposure to Northwestern.
  - a. Target excellent students at less competitive undergraduate institutions for graduate school.
  - b. Increase the numbers of prestigious postdoctoral/visiting scholar programs.
  - c. Develop programs that enable departments to build relationships with early and pre-career URM.
- 4. Establish regular, formal and informal forums for underrepresented minority faculty to interact with and get to know one another. The goal is to build connections and support for daily campus life. Both newer and longer term faculty have expressed an interest in opportunities to establish and build professional and personal relationships with other URM faculty.

## **Staff**

1. Increase the resources to and raise the visibility of the AA/EEO Office in order to centralize all diversity activities under one active proponent with central administration support. This would leverage the work already begun, promote information sharing and avoid duplicate efforts. In addition, raising the profile of the Office would emphasize the importance of diversity to the University.
2. Improve its reputation as an employer in the diverse community. One important symbol for such improvement would be to allow staff to have a holiday on Martin Luther King Day rather than requiring only staff to work. In interviews, it became clear that and the current situation holds a great deal of negative symbolism. As an outreach activity, the University could hold a diversity job fair to demonstrate the opportunities available. In addition, the University could provide more translated hiring materials.
3. Create clear paths for promotion and career progression within the University so that recruiting and retention will be a transparent process and diverse candidates will be encouraged to stay at the University and apply for advancement. In addition, the University needs to make obtaining a diverse pool of applicants a routine part of the hiring process so they are built in automatically rather than an individual manager having to know to ask.
4. Make diversity a clear priority by weaving it into both training programs and supervisory evaluation. In addition, the University could help maintain a sense of community by creating interest groups for staff and facilitating the periodic mixing of those groups to prevent feelings of isolation.
5. Focus on creating an on-site child care facility to provide support for staff and faculty.

## **Disability as Diversity**

A different and more welcoming environment for students with disabilities could be promoted with modest changes such as:

1. Northwestern's explicit inclusion of disability as a category of diversity on its website and elsewhere
2. Funding of disability education for non-disabled students and inclusion of disability issues in programming for students on diversity or multiculturalism generally;
3. Funding of disability education for TAs and faculty. Many faculty and graduate TAs do not understand the range of disabilities student may have and harbor stereotypes about what is and is not a "real" disability.

Although some of the physical accessibility issues around campus are difficult as they relate to the age of the architecture and winter weather conditions, there are modest steps Northwestern can and should take to promote physical accessibility on campus such as:

1. Adding a requirement that all events on campus include a message regarding the accessibility of the event location and a contact number for students who may need special accommodations
2. Including on the web page for the university a link or page for disability issues that provides contacts and that provides updates as to changes on campus (such as construction and elevator outages) that may pose accessibility problems
3. Providing annual funding for upgrading the accessibility of older buildings on both campuses
4. Providing for transportation services around each campus -- but especially the Evanston campus -- that are tailored to the needs of disabled students.

## APPENDIX A

### **Diversity-related Programming and Activities (2009)**

Over a period of years, Northwestern has put much effort into programming and activities that promote and support diversity. The impact of the efforts has been inconsistent in terms of increasing the underrepresented minority population of faculty, students, and staff. There have been, and there remains, many disparate programs across the University that have goals of serving underrepresented minorities in various capacities, and while they are, generally meeting these goals, it appears that few people beyond the participants and those administering the programs are fully aware of the efforts and their impact.

While every effort has been made to comprehensively identify the current programs and initiatives underway at the University, any not included were not intentionally omitted.

Following is an inventory of current programmatic offerings. The inventory starts with programming aimed at student recruitment and support.

#### ***Office of Undergraduate Admissions***

The Office for Undergraduate Admissions has put much hard work into increasing the number of applications and the matriculation rate of underrepresented minorities. These activities and programs have no doubt enhanced the visibility of Northwestern, which has and will continue to attract a more diverse student population as long as the efforts are sustained. Among the initiatives are:

1. QuestBridge – A non-profit application clearinghouse for the nation's best low-income students
2. LEAD Program (Leadership Education and Development Program in Business) – Relationship with a community-based program
3. Waiver of application fees for Chicago Public School students and others
4. Organized campus visits for high school counselors from targeted areas
5. Two new campus visit programs for prospective students (fall and spring)
6. NU students visiting high schools – NU Ambassadors program and Council of Latino Admission Volunteers for Education (CLAVE)
7. Diversity brochure targeting underrepresented minority students
8. Letters to parents and prospective students from faculty, students, and alumni
9. Established relationships with community-based programs (e.g. Venture Scholars, ABC, 100 Black Men)

#### ***Office of Multicultural Student Affairs***

The office, reporting within the Division of Student Affairs, was established to promote the interests and celebrate the cultural diversity of the Northwestern University community. An Executive Director of Multicultural Affairs and three Directors heading the departments of African American Student Affairs, Asian/Asian American Student Affairs, and Hispanic/Latino Student Affairs lead the Office. The office works to:

- Design and implement student learning initiatives that enable students to develop multicultural competence and knowledge.
- Research and design a comprehensive assessment vehicle that will assess campus climate and cultural awareness.
- Work with affiliated student groups and organizations to facilitate cross-cultural interactions and initiatives in support of student learning.
- Enhance the social climate for the development of males of color.
- Create strong university, alumni, and external collaborations that will be in alignment with and support of the academic mission.
- Increase technological capability within MSA facilities that will enable greater student use and increase overall satisfaction.

### ***Office of Student Life and Multicultural Affairs (The Graduate School)***

The Graduate School has worked in partnership with other schools in support of efforts to recruit and support underrepresented minority students. Examples of programs and initiatives are listed below in the section titled ***School-based Initiatives and Support***.

### ***Center for Talent Development***

The Center for Talent Development (CTD) offers opportunities for the youngest of the prospective student population. Programs target students from grades 3 through 12 and most are for multiple weeks during the summer, Saturdays, and on-line. These programs are highly successful, in that the enrollment is usually at capacity. Underrepresented minorities participate in the various programs.

The CTD programs that specifically target underrepresented minority students are the following scholarship programs:

1. Jack Kent Cooke Young Scholars Program (grade 7)
2. Project BLAST (grade 8)
3. Project EXCITE (grades 3+)
4. Next Generation Venture Fund (grades 3+)
5. Saturday Enrichment Program (pre-K – grade 9)

### ***Project Excite***

Project Excite is a program that targets underrepresented minority students and works with them from third grade through high school. Specifically, it aims to increase the number of minority high school students taking honors and advanced placement math and science. To do that, it provides academically talented minority students from grades three through eight a solid foundation in math and science. In an article written by Penelope Peterson, Dean of the School of Education and Social Policy, entitled *Identifying and Nurturing Untapped Talent in Mathematics and Science*, it was noted that minority students involved in Project Excite achieved at very high levels in mathematics and science through interventions involving enrichment and support. It was noted that these activities need to be offered at young ages and be sustained over

the years leading up to high school.

### ***The National High School Institute (NHSI)***

The National High School Institute (NHSI) is a summer program. It is the nation's oldest and largest university-based program for outstanding high school students. The program introduces students to intensive college-level study in specialized areas of interest. A small percentage of underrepresented minority students participate in the program. Scholarships are made available for those who need the financial support.

### ***School-based Initiatives and Support***

A number of initiatives and support mechanisms are in place at the school level across the University. Funding support is provided by several sources, including grants, the School, private donors, and/or the University.

Within the professional schools there are positions dedicated to enhancing the recruitment and retention efforts of diverse students. There are also affinity groups that support recruitment efforts, support volunteerism, and serve as a social network for students. Following are the schools and the titles of the positions:

- Kellogg School of Management – Director, Diversity & Inclusion
- Feinberg School of Medicine – Director, Office of Minority and Cultural Affairs
- School of Law – Director, Diversity Education and Outreach

These schools are able to provide focused, coordinated effort toward enhancing the diversity of the schools.

The Law School has implemented a program called the “Black Male Initiative” to increase the number of African American male applicants. Students are actively solicited, brought to campus, are given an opportunity to meet with students, attend classes, and then they are encouraged to apply. The Director of Diversity Education and Outreach noted that the yield has quadrupled as a result of the program’s efforts.

Some of the school-based initiatives include:

1. EXCEL - an intense summer challenge program before beginning undergraduate engineering studies
2. Midwest Crossroads AGEP (Alliances for Graduate Education and the Professoriate) - to increase the number of minority students entering graduate study in the disciplines of science, technology, engineering and math (STEM)
3. Science and Engineering Committee on Multicultural Affairs (SECMA) - recruiting and retaining underrepresented graduate students in academic careers in Sciences and Engineering
4. Communications, Humanities, Economics, Social & Behavioral Sciences Diversity Committee (CHESS) - the primary focus of the committee is on bolstering diversity recruitment and retention efforts for graduate programs in the social and behavioral sciences, economics, humanities and communications

5. Pathways to Career Success - Charged with increasing retention and success of underrepresented students enrolled in Northwestern Science and Engineering programs. This involves helping students navigate all stages of the PhD path -- graduate school, postdoctoral appointments, and ultimately professorial positions.
6. Howard University Northwestern Exchange - Exchange program to enhance diversity of future faculty and the quality of their development
7. Bridge to the Doctorate – Joint program with Chicago State University - a master's degree program designed to provide students with the academic skills, laboratory training, and familiarity with the PhD program environment, that will allow the students to complete the doctoral program at Northwestern University or a similar institution
8. Collaborative Learning and Integrated Mentoring in the Biosciences (CLIMB) Program - facilitates the transition of undergraduate students from diverse academic and socioeconomic backgrounds into one of the five life sciences programs
9. American Psychiatric Association – Minority Medical Student Summer Mentoring Programs
10. FSM Visiting Clerkship Scholarship
11. FSM Minority Student Mentoring Program
12. School of Law - Joyce A. Hughes writing competition for area high school students
13. Chicago LegalTrek – College summer program designed to provide a hands-on, comprehensive overview of the legal profession (for underrepresented minority Chicago area students)
14. Continuing Umbrella of Research Experience (CURE) - college students from underserved minority populations to work alongside top researchers in its state-of-the-art laboratories conducting cancer research

The list initiatives and support mechanisms above is not intended to be all-inclusive but rather to demonstrate that there is substantial effort in Northwestern's schools being put into creating an environment that welcomes and supports diversity.



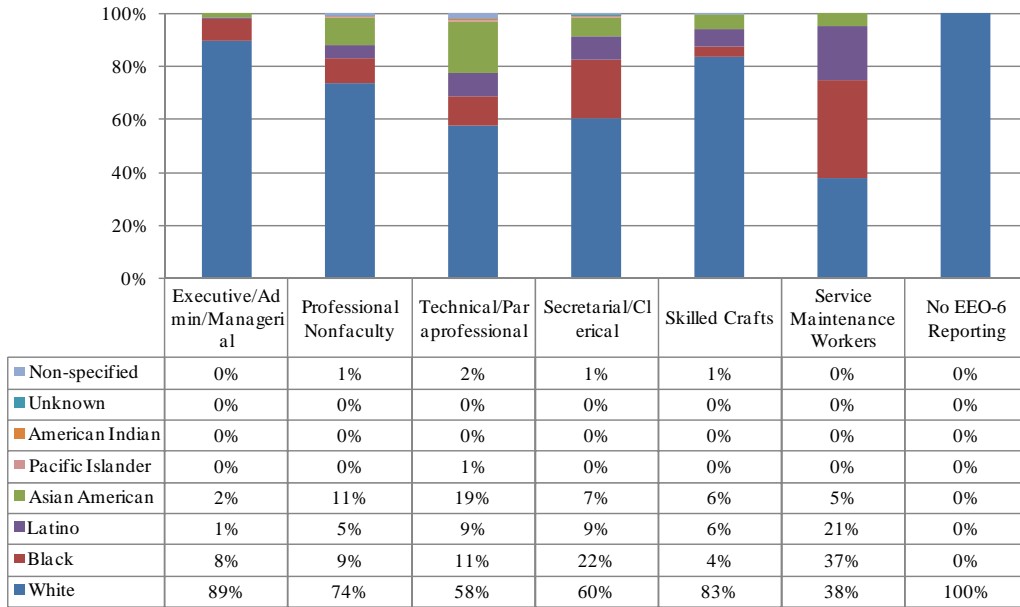
**APPENDIX B**  
**American Society of Engineering Education**  
**Big Ten Data**

<b>Institution</b>		<b>UG</b>		<b>MS and PhD</b>		<b>Tenure Track</b>	
		<b>Students</b>	<b>%</b>	<b>Students</b>	<b>%</b>	<b>Faculty</b>	<b>%</b>
Illinois	Total	6279		2663		418	
	Female	1098	17.5%	449	16.9%	44	10.5%
	African American	140	2.2%	28	1.1%	9	2.2%
	Hispanic	253	4.0%	55	2.1%	11	2.6%
	Native American	12	0.2%	0	0.0%	0	0.0%
	International	1118	17.8%	1240	46.6%		
<hr/>							
Iowa	Total	1411		354		87	
	Female	288	20.4%	130	36.7%	10	11.5%
	African American	27	1.9%	10	2.8%	1	1.1%
	Hispanic	40	2.8%	4	1.1%	1	1.1%
	Native American	4	0.3%	0	0.0%	0	0.0%
	International	48	3.4%	171	48.3%		
<hr/>							
Michigan	Total	5448		2660		346	
	Female	1214	22.3%	542	20.4%	55	15.9%
	African American	217	4.0%	58	2.2%	11	3.2%
	Hispanic	169	3.1%	72	2.7%	3	0.9%
	Native American	25	0.5%	3	0.1%	1	0.3%
	International	617	11.3%	1348	50.7%		
<hr/>							
Michigan State	Total	3030		772		166	
	Female	477	15.7%	178	23.1%	20	12.0%
	African American	185	6.1%	23	3.0%	5	3.0%
	Hispanic	72	2.4%	24	3.1%	3	1.8%
	Native American	21	0.7%	1	0.1%	0	0.0%
	International	364	12.0%	487	63.1%		
<hr/>							
Minnesota	Total	3733		1878		207	
	Female	611	16.4%	334	17.8%	21	10.1%
	African American	11	0.3%	19	1.0%	3	1.4%
	Hispanic	62	1.7%	26	1.4%	3	1.4%
	Native American	20	0.5%	2	0.1%	0	0.0%
	International	409	11.0%	865	46.1%		
<hr/>							
Northwestern	Total	1456		1343		179	
	Female	427	29.3%	343	25.5%	20	11.2%
	African American	34	2.3%	22	1.6%	3	1.7%
	Hispanic	63	4.3%	38	2.8%	8	4.5%
	Native American	1	0.1%	5	0.4%	0	0.0%
	International	173	11.9%	508	37.8%		

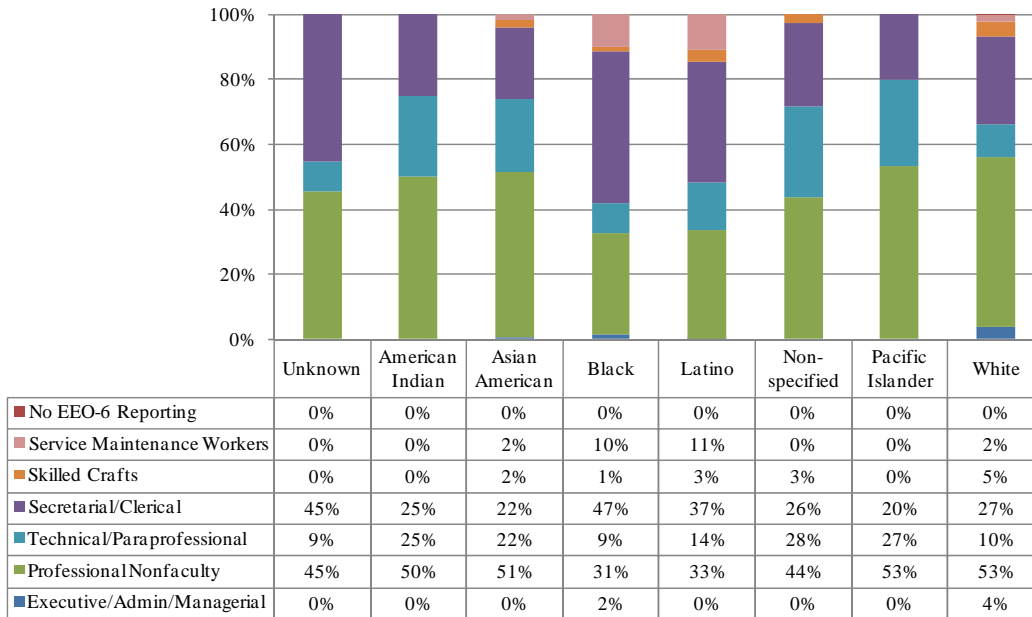
<b>Institution</b>		<b>UG Students</b>		<b>MS and PhD Students</b>		<b>Tenure Track Faculty</b>	
			<b>%</b>		<b>%</b>		<b>%</b>
Ohio State	Total	5617		1509		271	
	Female	877	15.6%	311	20.6%	35	12.9%
	African American	211	3.8%	15	1.0%	4	1.5%
	Hispanic	156	2.8%	24	1.6%	7	2.6%
	Native American	11	0.2%	1	0.1%	0	0.0%
	International	261	4.6%	870	57.7%		
<hr/>							
Penn State	Total	5539		1665		325	
	Female	882	15.9%	361	21.7%	41	12.6%
	African American	106	1.9%	17	1.0%	8	2.5%
	Hispanic	181	3.3%	38	2.3%	13	4.0%
	Native American	8	0.1%	2	0.1%	1	0.3%
	International	380	6.9%	975	58.6%		
<hr/>							
Purdue	Total	7035		2418		327	
	Female	1351	19.2%	486	20.1%	51	15.6%
	African American	137	1.9%	47	1.9%	7	2.1%
	Hispanic	192	2.7%	49	2.0%	15	4.6%
	Native American	22	0.3%	3	0.1%	0	0.0%
	International	1194	17.0%	1294	53.5%		
<hr/>							
Wisconsin	Total	3517		1499		189	
	Female	668	19.0%	344	22.9%	26	13.8%
	African American	53	1.5%	18	1.2%	2	1.1%
	Hispanic	113	3.2%	44	2.9%	7	3.7%
	Native American	28	0.8%	6	0.4%	0	0.0%
	International	232	6.6%	675	45.0%		
<hr/>							
Big Ten Average							
Female			19.1%		20.5%		11.5%
African American			2.6%		1.5%		1.8%
Hispanic			3.0%		2.0%		2.5%
Native American			0.4%		0.1%		0.1%
International			10.2%		46.1%		

## APPENDIX C Northwestern Staff

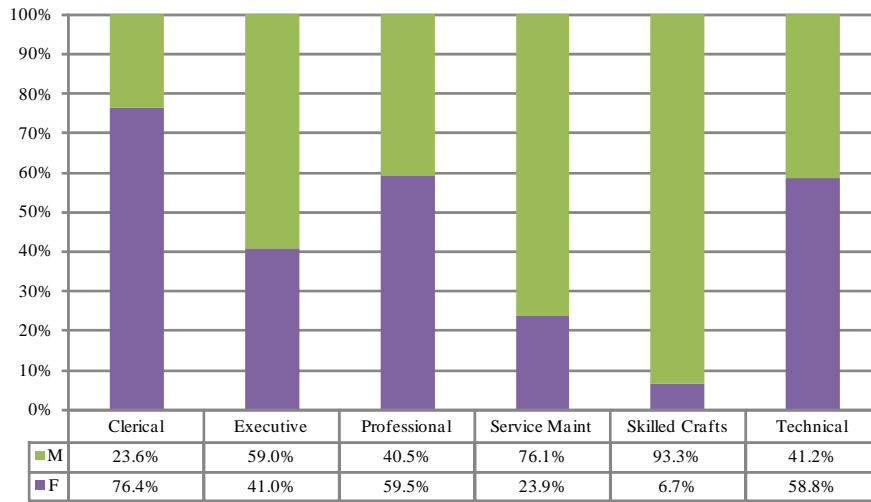
**Staff Percent by Job Category and Ethnicity: 2009-10**



**Staff Percent by Job Category and Ethnicity: 2009-10**



**Staff by Job Category and Ethnicity (Percent) - 2009**



## APPENDIX D

### Best Practices from Other Universities

Most of our peer institutions are engaged in various similar kinds of initiatives with different levels of commitment. In this section we highlight a few initiatives which have informed and influenced some of the ideas and suggestions developed in this report.

By far the most reflective and programmatic interventions have been made by *Duke University*. Its policy approach to diversity connects it with ‘interdisciplinarity and internationalization’, thereby making explicit associations with globalization. Duke emphasizes a commitment to ‘advancing research and teaching on the history, cultures and contemporary issues affected by and affecting the lives of underrepresented minorities in the United States and less economically developed populations abroad’. Their approach has four salient features that highlight ‘increasing inter-cultural interaction’. Firstly, combining diversity in numbers with the integration of diverse experiences and backgrounds in research, teaching and campus activities. Secondly, recognizing diversity is not simply about differing viewpoints but also ‘engagement with people who are keepers of those viewpoints, perspectives and opinions’. Thirdly, it recommends the pursuit of excellence through recruiting ‘talent from all backgrounds and places on the globe’. Fourthly, it identifies inclusiveness, cooperation and respect across boundaries of gender, ethnicity, race, religion and national culture, particularly in relation to issues of social justice.

Duke’s diversity program is overseen by a Vice Provost for Faculty Diversity and Faculty Development. The following initiatives are particularly noteworthy.

1. Proactive undergraduate admissions policy with strong program of financial aid
2. Faculty Diversity initiative – use of central resources to facilitate the hiring of women, minorities and minority women in under represented fields
3. Black faculty initiative – doubled African American faculty over 10 years (1993 – 2003)
4. Seeking opportunities to support disciplinary and inter-disciplinary research on race, ethnicity and gender in sciences, social sciences, humanities and the professions

Other initiatives that are worth noting include: *Brown University* which undertook rapid faculty recruitment between 2001 and 2007, registering a 39% increase in minority faculty and 24% increase in women faculty. Brown has an office of institutional diversity with a director, supported by faculty committees and advisory boards. *Dartmouth College* has developed a program of proactively recruiting senior level scholars of diverse background to stretch curricula and research programs.

The Office of Diversity and Leadership located in *Stanford University’s* School of Medicine has made an important intervention in understanding diversity in terms of the intellectual capital of the US, noting that contemporary demographic changes suggest that ‘by 2050 current minority groups will constitute the majority of the US population’. Consequently they state, ‘in the field of biomedical research our ability to translate new discoveries so as to impact the health of all peoples will require that we recruit and retain trainees, faculty and staff that reflect the diversity in the populations whose health we hope to impact’. There are a number of implications which follow from this, that take diversity beyond its restricted understanding of demographics

and into the more expansive realm of intellectual capital. According to Stanford's School of Medicine:

'To meet 21<sup>st</sup> century challenges, diversity among students and faculty is essential for developing this new type of 'team scientist and team worker', it enables the realization of educational goals by providing role models and mentors: brings news kinds of scholarship and pedagogy, educates students on issues of growing importance to society and globally, and offer links to communities not often connected to our institution.'

These important ideas of vision and transformation raise significant questions of strategy and implementation, regarding how new ideas and practices of diversity can be mobilized and disseminated both top-down and bottom-up across the university. In that context *Georgetown University's* 'Diversity Action Council' offers an interesting approach to achieving this goal. A branch of the Provost's Office, it has the resources to carry out action research, policy development, community events and publicity. Comprising faculty, administrators, and students, its work is organized in terms of six committees concerned with Advocacy (encouraging adoption of diversity policies), Programming (sponsoring events), Assessment, (evaluations of policies and practices), Communication (promoting working of the DAC and recruiting members), Steering (priorities) and Structure (the rules of the DAC). One of its key efforts has been to organize a survey of the university's environment relative to diversity.

While it has not been possible to critically evaluate these diversity initiatives and ideas, they nevertheless seem quite compelling and worthy of greater consideration. Having said that, one glaring omission from the diversity profiles of peer institutions was any attempt to provide a sustained conception of diversity, or to acknowledge the difficulties or competing conceptions involved that can stifle communication, cooperation and commitment. This is the purpose of the following section.