

Northwestern University

Report on Faculty and Student Diversity and Inclusion Academic Year 2014-15

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Northwestern University

Report on Faculty and Student Diversity and Inclusion

Academic Year 2014-15

Fostering a diverse, equitable and inclusive environment is a top priority at Northwestern. From the progress on our strategic plan, to the creation and reorganization of student support offices, the 2014-15 academic year demonstrated advancement of this commitment.

The following Report on Faculty and Student Diversity and Inclusion is not intended to be a comprehensive narrative on the entirety of Northwestern's progress, but to broadly and transparently display our upward trajectory in diversifying our faculty and student populations, as well as the progress our institution is making towards executing our strategic plan and complementary initiatives. The data included in the report are taken from academic year 2014-15 regarding members of underrepresented groups on the Northwestern faculty, and in our undergraduate, graduate, and professional student populations. Faculty data was provided by Northwestern's Office of Institutional Research and information from Faculty and Staff Information System (FASIS), and student data was collected from the Integrated Postsecondary Education Data System (IPEDS) Enrollment Report and information from Student Enterprise Systems (SES).

We invite you to read this report on the current progress of our efforts.



This report was compiled by the Office of the Provost
Comments, questions and feedback: diversity@northwestern.edu

Leadership Commitment

President Morton Schapiro and Provost Daniel Linzer have issued and broadly communicated the following statement regarding diversity and inclusion:

“Northwestern University is committed to excellent teaching, innovative research, and the personal and intellectual growth of its students in a diverse academic environment. The foundation of this pursuit is made possible only by the distinct collection of students, faculty, and staff that converge at the university. It is through this mutual exchange of ideas, experiences and perspectives that sustains the depth of our learning.

True diversity is defined not only as differences in individual backgrounds, personal identities, intellectual approaches, and demographics; it is also the removal of barriers and the creation of space that allow individuals to fully engage in the life of the university. As individuals of our own unique identities -- be it comprised of faith, race, sexuality, gender, disabilities, socioeconomic class, etc. -- we each offer an irreplaceable opportunity to examine the issues before us from a newly encountered dimension. The commitment to providing these opportunities equally to each and every member of our community is the force behind creating a diverse, ideal Northwestern University.

It is our responsibility to challenge the members of our community (students, faculty, staff, and alumni) to engage differences as strengths in order to improve campus culture and to develop an environment that ensures equality of access, opportunity, participation and representation. Northwestern University reaffirms and renews its commitment to diversity and equity. As a community we have a large length to cover to strengthen and sustain this pledge, but in order to remain ahead of the pace with modern society we will strive to support this enterprise as a piece of the foundation of our institution. And through fostering this ideal we hope to weave together the fabric of our community as dynamic, vibrant, and just—in order to foster the pursuit of each and every individual member of Northwestern University.

Only by exploring issues with people of different backgrounds and viewpoints can we challenge our assumptions, test our ideas and broaden our understanding of the world.”

We Will. The Campaign for Northwestern

In March 2014, pursuant to a university-wide strategic planning process, Northwestern announced “[We Will. The Campaign for Northwestern.](#)” Diversity and inclusion has been woven into the strategic priorities of the plan, and include the following goals:

Connect Campus and Community: We will build a vibrant, diverse, and inclusive community on our campuses.

- Northwestern is committed to providing an optimal environment for every member of our community to learn from and collaborate with others. Our goal is to build a vibrant, more diverse, and tight-knit community on our campuses and to nourish the traditions and shared passions that bind us together.

Student Experience: We will make a Northwestern education more accessible to the very best students, regardless of their financial resources. And we will provide the academic and real-world learning experiences that prepare students to become the leaders and problem-solvers the world needs.

- We believe access to a world-class education should not depend on one’s financial resources — and that a diversity of backgrounds and life experiences benefits every

student. We seek to attract the very best students — undergraduate and graduate — by offering competitive financial aid. Once they are on campus, we must ensure that all students benefit from the collaborative, interdisciplinary, and practical learning that prepares them for leadership in a rapidly changing world.

Initiatives from the Strategic Plan and Campaign

Results from the University's strategic planning process and The Campaign for Northwestern are bolstering diversity and inclusion in a number of ways. A few representative initiatives include the following:

Student Experience

A priority of our fundraising campaign is financial aid for our students to improve access, affordability, and equality of experience. We believe access to a world-class education should not depend on one's financial resources – and that a diversity of backgrounds and life experiences benefits every student. These values drive our longstanding commitment to need-blind admission and need-based aid. President Schapiro, an expert in the economics of higher education, has affirmed and strengthened this promise. We have already raised significant funds towards that aim.

- We make a four-year pledge of financial support to each admitted domestic undergraduate student with need. We reduce or eliminate debt obligations to help students pursue an education based on their true interests rather than income potential. We seek to attract the very best students – undergraduate and graduate – by offering competitive financial aid that puts Northwestern within reach.
- We have continued our progress in recruiting and enrolling a diverse student population. The Class of 2018 is the most diverse in Northwestern's history, and we intend to sustain this upward trajectory. The Graduate School (TGS) has also made notable strides in increasing the diversity of our graduate student population. With the establishment of the [Office of Diversity & Inclusion](#), TGS has significantly increased its recruitment efforts and currently has the most diverse graduate student population in the school's history.
- We continue to focus efforts on increasing our number of Pell-eligible students with a goal of 20% admitted into a freshman class by the year 2020. The 2015 entering class is 15.5% Pell-eligible and we are well on track to meet this goal.
- We have continued to expand admissions outreach internationally and in underserved communities. We continue to partner with college access programs, and the 2014-15 academic year welcomed the second cohort of Posse Scholars. We continued our successful partnership with QuestBridge and our Good Neighbor, Great University program continues to provide financial support to incoming Northwestern freshmen from Evanston and Chicago high schools who demonstrate financial need. As of fall 2014, the Good Neighbor, Great University program has awarded 327 scholarships totaling \$2,870,300.
- Northwestern trustee Michael Sacks and his wife, Cari, donated \$3.6 million to endow Northwestern scholarships for academically talented low-income Chicago Public Schools graduates. The scholarships will allow recipients to graduate from Northwestern without loans.

- Student Affairs created the [Office of Student Enrichment Services \(SES\)](#) in 2014 to support the success of our low-income and first-generation students. The impact of SES was immediately apparent and an expansion of the office is already planned. Campus Inclusion and Community (CIC) has also undergone a restructure to better serve our underrepresented students, and to do so in an intersectional way. Student Affairs areas whose mission is to promote an inclusive campus environment now report up to the Executive Director of CIC. These offices include Multicultural Student Affairs, Student Enrichment Services, and Social Justice Education.

Faculty Diversity

Northwestern strives to attract faculty from diverse backgrounds and support their success through various programs and initiatives. With a focus on building and sustaining community, we aim to enhance the long-term success and retention of our faculty. Spearheaded by the Associate Provost for Faculty, the Office of the Provost has established initiatives to advance this priority.

- In May, 2015, the Provost's Office launched a multi-year initiative called the Support for Faculty Excellence, intended to heighten the success of our faculty and to enhance the environments in which they are empowered to do their best work. A key component of this Initiative is the Faculty Perspectives Survey which was commissioned jointly with the Faculty Senate. Nearly 70% of faculty responded to the survey, excluding responses from the medical school clinical faculty, and this extensive data set will allow us to begin a systematic approach to understanding faculty perspectives on future directions, current opportunities, resources, climate, and sense of community at Northwestern. The results of the survey will be released in AY2016 in a series of four preliminary reports summarizing the data along the following themes: Satisfaction with Career and Resources; Faculty Salary and Compensation; Faculty Diversity and Inclusion; and Leadership and Work Environment.
- In collaboration with faculty representatives from all of the schools, a new website was launched to provide resources and guidelines to assist schools and departments in achieving an excellent and diverse faculty (<http://www.northwestern.edu/provost/faculty-resources/faculty-search-committees/index.html>). We are committed to increasing the diversity of our faculty and success in this requires concerted, well-planned action on the part of search committees, department chairs, deans, and the institution at large. This website is one resource to assist faculty search committees in achieving this goal.
- The [Chicago Collaboration for Women in STEM](#), a joint initiative of Northwestern and the University of Chicago, is a professional development program that aims to enhance the recruitment, retention, and advancement of women faculty in science, technology, engineering, and mathematics disciplines at the two universities and of women researchers at Argonne and Fermilab National Laboratories. Programming is designed to encourage female faculty and scientists to be deliberate and purposeful in planning their careers, to open their eyes to leadership possibilities, and to create and expand their personal and professional networks. This partnership was established in 2011 and has been renewed to run through 2016-17.

Community Engagement

A strategic priority for Northwestern is connecting campus and community. We are committed to providing an optimal environment for every member of our community to learn from and

collaborate with others. Our goal is to build a vibrant, more diverse, and tight-knit community on our campuses and to maintain productive relationships with the communities our campuses are located in.

- The previously mentioned Good Neighbor, Great University program offers scholarships to students who graduate from high schools in Evanston and Chicago who demonstrate financial aid eligibility as well as financial need. As of fall 2014, the Good Neighbor, Great University program has awarded 327 scholarships totaling \$2,870,300. This program has successfully increased our outreach to Chicago Public Schools (CPS) and we are nearing our goal of 100 CPS students in a freshman class.
- [Northwestern Academy](#), a more recent program of the School of Education and Social Policy and the city of Chicago, is designed to help low-income high school students from CPS prepare for and gain admittance to selective colleges and universities. Every year 50 CPS ninth-graders who qualified for but are not enrolled in CPS selective-enrollment schools will be invited to apply to the Academy.
- Northwestern continues to build strong relationships with Evanston and Chicago communities, and we have increased our efforts to bring educational programming in STEM to underrepresented populations there. [Science in Society](#) is a research center dedicated to science education and public engagement. They partner with Chicago-area schools and community groups to share expertise and creativity in a community-centered way through their after school and summer programs for K-12 students in Chicago. In January 2014, Evanston Township High School (ETHS) and Northwestern University partnered on the Women In STEM Club at ETHS to expose girls to all of the possibilities in STEM fields and create a supportive culture. Since the club was established, the enrollment of women in ETHS science courses has grown from 10% to over 40%.
- The [Public Voices Thought Leadership Program](#) trains a cohort of Northwestern faculty through a year-long process designed to help them become better equipped to communicate their research expertise with a public audience. AY2014-15 represents the third continuous year of this highly successful program, and faculty have impacted local, state, and federal policymakers by writing about topics such as gun control laws, better access to mental health support, public response to the Flint, MI water crisis, and healthcare needs for immigrant or underserved populations in Chicago.

Organizational Support Structure for Diversity and Inclusion

Significant effort has been devoted to identifying and implementing ways to create and support a diverse and inclusive campus community at Northwestern, one that fosters the personal and intellectual growth of students by bringing together community members from different backgrounds and perspectives to engage in a mutual exchange of ideas and experiences. Numerous campus offices and groups are committed to furthering diversity and inclusion along different dimensions and a list of selected campus resources is available in Appendix 1. Many of these organizations run programs and events on a regular basis, and a list of selected diversity initiatives is available in Appendix 2.

In 2000, then Provost Larry Dumas formed a Faculty Diversity Committee to help him assess Northwestern's progress in increasing the number of women and members of underrepresented minorities on the faculty, and to suggest initiatives that might promote progress in this area. In 2012, as a result of the University's most recent strategic planning process, Provost Dan Linzer created the University Diversity Council (UDC) with the objective of addressing diversity

holistically across the institution, including faculty, students, staff, and alumni. The former Faculty Diversity Committee was folded into this broader group.

The current structure of the UDC advocates for and monitors efforts to recruit and retain members of underrepresented groups among undergraduate and graduate students, faculty, and staff. It considers diversity of races, cultures, religions, gender identities and expressions, abilities, veteran status, and socioeconomic status. The UDC is chaired by the Assistant/Associate Provost for Diversity and Inclusion and council members are listed in Appendix 3.

Throughout the 2014-15 academic year, a national search was underway to fill the inaugural position of Associate Provost for Diversity and Inclusion. The search committee was comprised of faculty from diverse disciplines, students, staff, and an alumnus. Supported by the Office of the Provost, the search process resulted in the successful appointment of Dr. Jabbar R. Bennett on October 1, 2015. Dr. Bennett succeeds Dona Cordero who served as Assistant Provost for Diversity and Inclusion since the position was initially established in 2012.

The Diversity Leaders Group is composed of individuals with formal responsibility for diversity and inclusion efforts across the university, and exists to strengthen a coordinated approach to addressing institutional issues of diversity, equity and inclusion. This group meets regularly and is convened by the Assistant/Associate Provost for Diversity and Inclusion. Members include Director of Equal Opportunity and Access – Human Resources, Assistant Dean of Students and Director of AccessibleNU – Student Affairs, Executive Director of Campus Inclusion and Community – Student Affairs, University Chaplain, Director of the Women’s Center, Assistant Dean of Diversity and Inclusion – The Graduate School, Senior Specialist for Student Life –The Graduate School, Senior Director of Diversity and Inclusion – Kellogg, Director of Diversity and Inclusion – Feinberg, and the Director of Diversity Education and Outreach – Pritzker. More information is available about the roles of these campus leaders through the Diversity and Inclusion web sites listed in Appendix 4.

The Division of Student Affairs continues to prioritize and advance equity and inclusion efforts. Since its creation in 2012, [Campus Inclusion & Community](#) (CIC) has established numerous programs focused on creating and sustaining an inclusive and welcoming environment for all students. The [Inclusion Task Force Initiative](#), coordinated through CIC, assists with the planning, implementation and evaluation of services and programs for students related to diversity and inclusion, and is composed of undergraduate, graduate, and professional students, and chaired by the CIC Executive Director. More recently, the [InclusionNU Fund](#) has been established to support student-led initiatives and programming to advance CIC’s mission of “cultivating learning environments through the intentional engagement of difference across and within various identities.” Additionally, the Vice President for Student Affairs, Dr. Patricia Telles-Irvin, hosts monthly “Dinner Dialogues” with students to discuss a topic on inclusion.

[The Bias Incident Response Team](#) (BIRT) is a group of administrators who are committed to creating a proactive response to instances of hate and bias. When a student reports a bias/hate incident through [Respect NU](#), one of the BIRT members will support the student, connect them with the appropriate resources, and follow up with them until the situation has been resolved.

[Sustained Dialogue](#) is a student-facilitated program that encourages conversation across lines of difference with other Northwestern students. It is coordinated through the department of [Social Justice Education](#) and its methodology has been implemented by the CIC Executive Director as a tool to help undergraduate and graduate students spend time to understand the different perspectives of individuals they otherwise would not meet, and to equip students with

communication skills necessary for increasingly diverse academic, social, and work environments.

The [Change Makers program](#) is hosted annually by [The Women's Center](#) and allows staff and faculty members to engage in a personal journey to create a more inclusive environment at Northwestern. The program aims to heighten and deepen understanding of staff and faculty around social identities and privilege, and apply that understanding and cultural competency to create more inclusive classrooms, departments and centers.

Dr. Clyde Yancy, MD, Magerstadt Professor and chief of Cardiology, [was named Vice Dean for Diversity and Inclusion](#), a newly created position at our Feinberg School of Medicine. Dr. Yancy is responsible for growing new programs at Feinberg and for supporting existing efforts through the school's [Office of Diversity and Inclusion](#), the McGaw Diversity Council, and the school's relationship with National Medical Fellowships, a nonprofit organization dedicated to improving the health of low-income and minority communities by increasing the representation of minorities in healthcare.

The Graduate School (TGS) established an [Office of Diversity and Inclusion](#) and hired an assistant dean, Nsombi Ricketts, to bolster the recruitment and support of a diverse student body. Since the establishment of this office and the appointment of the assistant dean, TGS has seen their underrepresented graduate student populations grow to record numbers among incoming classes. In summer 2015 TGS celebrated the 30th anniversary of hosting the [Summer Research Opportunity Program](#) (SROP).

The Kellogg School of Management continues to show its commitment to this important work and has hired 2 additional full-time staff dedicated to ensuring that diversity and inclusion are integrated into all facets of the school's and business practices. Anise Wiley-Little was hired as the inaugural Chief Human Capital and Diversity Officer in October 2014 and a Senior Director of Diversity and Inclusion, Larissa Williams, was hired shortly after.

Northwestern generates University level news announcements about a variety of events and topics on diversity, in order to raise awareness within the campus community and among external constituents. Appendix 5 lists selected recent news articles.

Research and Teaching on Diversity and Inclusion

Faculty, graduate students and postdoctoral scholars are contributing to the development of new research and teaching on diversity and inclusion in many departments, programs, and centers of the University. Selected academic programs and centers at Northwestern are listed in Appendix 6. Of particular note, the [One Book One Northwestern](#) Steering Committee selected *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do* as the 2014-15 reading. With this selection, all incoming freshmen and transfer students received a copy, and [programming](#) centered on the book's key themes was woven throughout the academic year where faculty also had the opportunity to incorporate the book into their coursework. This selection fostered dialogue on stereotype threat and how this negatively impacts underrepresented students in academic settings.

Northwestern has made widespread efforts to incorporate human and cultural learning into its academic programs. The University Diversity Council believes that a focus on social groups other than the students' own, and on these groups' struggles for recognition and equality, will better prepare students for the world around them. The push for a social inequalities and diversities course requirement has continued to make progress since it was initially proposed by the University Diversity Council in 2013. To complement the existing coursework and off-

campus experiences exposing students to issues of diversity and inequality, the requirement would see that all undergraduate students complete a course within a “social inequalities and diversities” curriculum within their first two years. Currently, this course requirement has been established for undergraduates in the Medill School of Journalism, Media, Integrated Marketing Communications, Bienen School of Music, School of Communication, and School of Education and Social Policy. Weinberg College of Arts and Sciences and the School of Professional Studies are currently exploring undergraduate diversity courses for AY2016-17.

Faculty at Northwestern

Northwestern believes that diverse perspectives lead to cutting edge research and innovation, and we have made faculty diversity a top priority at the University, increasing our recruitment and retention efforts in this area. In May 2015, collaboration between the Office of the Provost, Deans and Executive Vice President Nim Chinniah produced the Provost’s Initiative in Support of Faculty Excellence to empower faculty to do their best work. A major component of the initiative is to bolster the diversity of our faculty and to support their ongoing success. This included the creation of a central hub of resources for faculty, focused on recruiting, hiring, and retaining individuals from diverse backgrounds. This latter work is spearheaded by the Associate Provost for Faculty. The impact of these activities will be discussed in the 2015-16 Diversity and Inclusion Report, which will be made available in summer 2016.

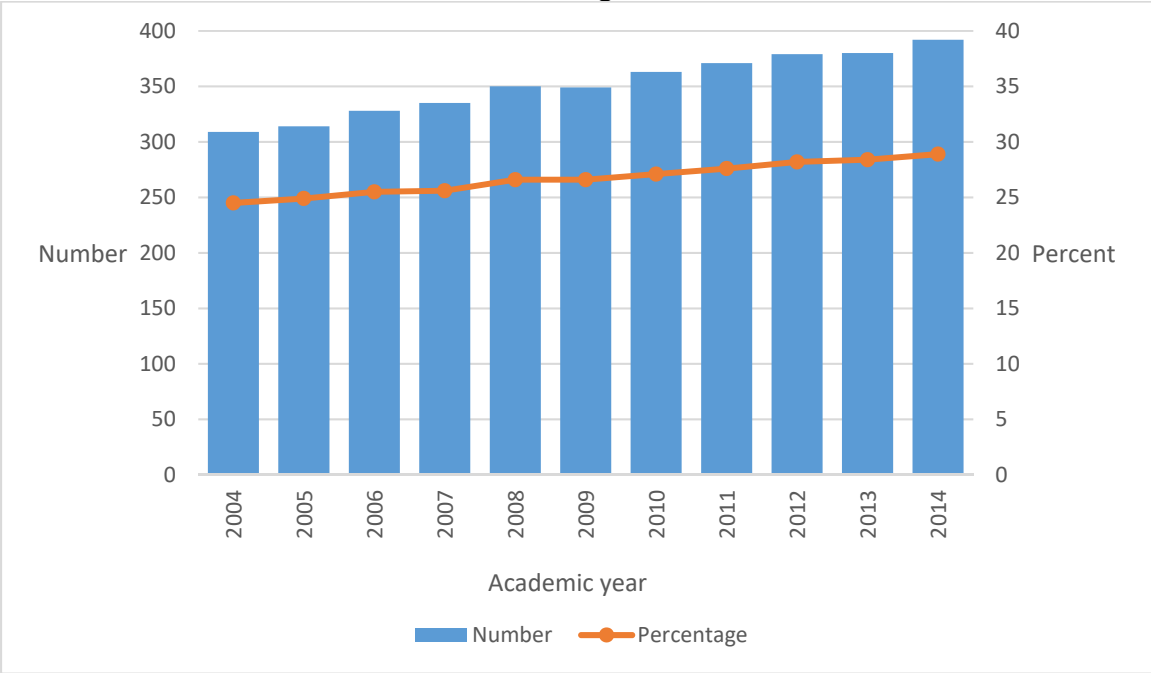
This report provides data through academic year 2014-15 regarding members of underrepresented groups on the Northwestern faculty, as well as proportional representation of each underrepresented group as part of the tenure-line faculty as a whole. The current data indicate the composition of the faculty in the fall of 2014, during academic year 2014-15. Data are taken from the Faculty and Staff Information System (FASIS) in October-November of each year. In addition to serving as primary information for this report, the faculty data are reviewed and analyzed by The Office of Institutional Research prior to reporting yearly updates to national databases. As a consequence, these diversity reports focus on changes in the faculty that took place in the preceding academic year.

When they join the University, faculty members are asked to voluntarily list their sex and race/ethnicity on their Personnel Data Forms. To the extent that faculty choose not to provide this information, these annual snapshots that form the raw data for this report may misrepresent the full extent of faculty diversity at the University. Furthermore, in accordance with national reporting standards used in this and previous reports, non-U.S. citizens are included in the numbers of underrepresented minorities only if they hold permanent residence status in the U.S. The focus on tenure-line faculty in this and in previous reports, in part, reflects the fact that this category of faculty is the most similar throughout all Northwestern schools, in contrast to instructional and clinical faculty categories that may be emphasized to a greater extent in one school than in another. It is important to realize that the tenured faculty turns over slowly, as a newly tenured faculty member may serve the University for well over 30 years.

Tenure-Line Women Faculty at Northwestern

The percentage of women on the tenure-line faculty and the change over the last sixteen years varies significantly by school. The percentage of women on the tenure-line faculty has continued to progressively rise since 1987 when women represented only 15.7% of tenure-line faculty. These differences reflect the national pool of availability by discipline as well as efforts and outcomes within the schools. The number of women holding tenure-line appointments on the faculty increased by 79% from fall 2004 to fall 2014, and we hope to see greater progress in the coming years as we see the success of recent initiatives aimed at increasing the diversity of our faculty overall.

**Tenure-Line Women Faculty at Northwestern
Number and as Percentage of Tenure-Line Faculty
Fall 2004 through Fall 2014**



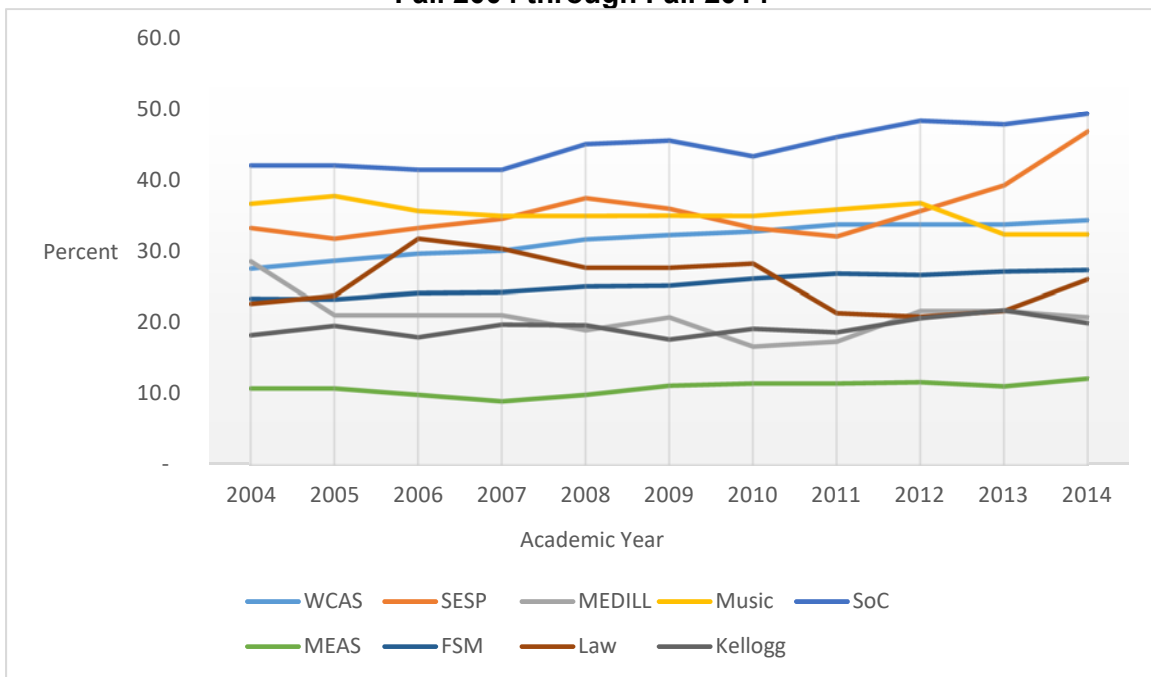
Tenure-Line Women Faculty at Northwestern - Fall 2004 through Fall 2014

Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
#	309	314	328	335	350	349	363	371	379	380	392
%	24.5	24.9	25.5	25.6	26.6	26.6	27.1	27.6	28.2	28.4	28.9

Tenure-Line Women Faculty at Northwestern, by School

The percentage of women on the tenure-line faculty and the change over the last ten years varies significantly by school. These differences reflect the national pool of availability by discipline as well as efforts and outcomes within the schools. Women represented 49.4% of tenure-line faculty in the School of Communication in fall 2014, up from 42.1% in fall 2004. Women made up 46.9% of the tenure-line faculty in the School of Education and Social Policy in 2014, increased from 33.3% in 2004. In the McCormick School of Engineering and Applied Sciences, women composed 12.2% of tenure-line faculty, up slightly from 10.8% in 2004. In the Feinberg School of Medicine, women represented 27.4% of tenure-line faculty in 2014, increased from 23.4% in 2004.

**Women as Percentage of Tenure-Line Faculty at Northwestern
By Year and by School
Fall 2004 through Fall 2014**



Women Tenure-Line Faculty by School – Fall 2004 through Fall 2014

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
WCAS	112	118	126	129	138	140	148	153	153	152	160
SESP	8	7	8	9	9	9	9	9	10	11	15
Medill	6	4	4	4	4	5	4	4	5	5	5
Music	18	17	15	14	14	14	14	14	14	12	12
SoC	32	32	34	34	37	36	36	41	46	46	43
MEAS	18	18	16	15	17	20	20	21	21	20	22
FSM	83	86	89	91	93	87	91	94	93	97	96
Law	10	10	14	14	13	13	13	9	9	10	12
Kellogg	22	22	22	25	25	25	28	26	28	27	27
Total	309	314	328	335	350	349	363	371	379	380	392

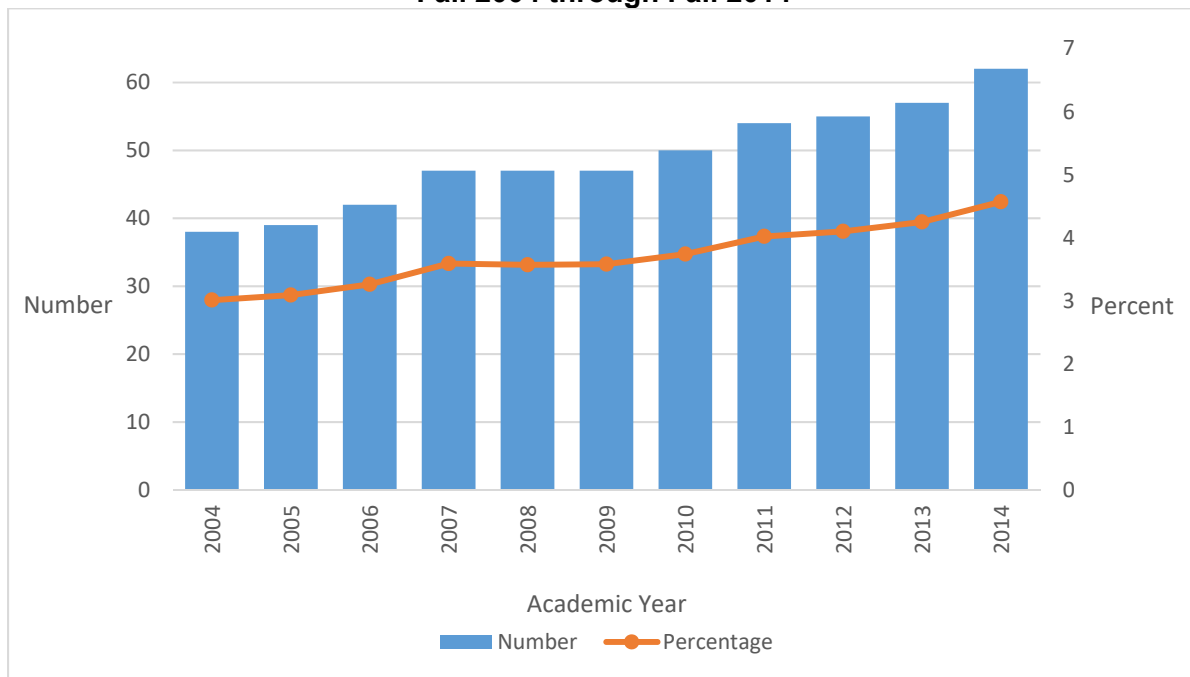
Women as Percentage of Tenure-Line Faculty by School – Fall 2004 through Fall 2014

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
WCAS	27.6	28.7	29.7	30.1	31.7	32.3	32.8	33.8	33.8	33.8	34.4
SESP	33.3	31.8	33.3	34.6	37.5	36.0	33.3	32.1	35.7	39.3	46.9
Medill	28.6	21.1	21.1	21.1	19.0	20.8	16.7	17.4	21.7	21.7	20.8
Music	36.7	37.8	35.7	35.0	35.0	35.0	35.0	35.9	36.8	32.4	32.4
SoC	42.1	42.1	41.5	41.5	45.1	45.6	43.4	46.1	48.4	47.9	49.4
MEAS	10.8	10.8	9.9	9.0	9.9	11.2	11.5	11.5	11.7	11.1	12.2
FSM	23.4	23.3	24.2	24.3	25.1	25.2	26.2	26.9	26.7	27.2	27.4
Law	22.7	23.8	31.8	30.4	27.7	27.7	28.3	21.4	20.9	21.7	26.1
Kellogg	18.3	19.6	18.0	19.8	19.7	17.7	19.2	18.7	20.7	21.8	20.0
Total	24.5	24.9	25.2	25.6	26.6	26.6	27.1	27.6	28.2	28.4	28.9

Tenure-Line African American Faculty

Over the period from fall 2004 to fall 2014, African Americans on the tenure-line faculty increased by 63%, from 38 to 62. From fall 2013 to fall 2014, the number of African American faculty rose slightly from 57 to 62, as did their proportion in the tenure-line faculty, from 4.3% to 4.6%.

**Tenure-Line African American Faculty at Northwestern
Number and as Percentage of Tenure-Line Faculty
Fall 2004 through Fall 2014**



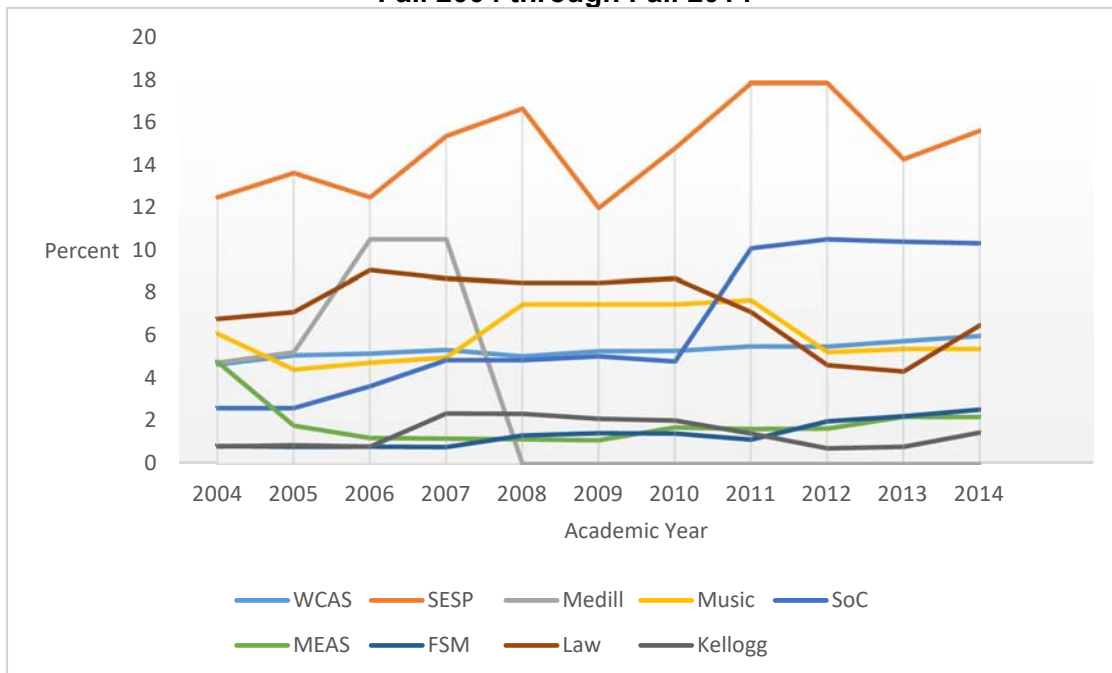
Tenure-Line African American Faculty at Northwestern – Fall 2004 through Fall 2014

Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
#	38	39	42	47	47	47	50	54	55	57	62
%	3.0	3.1	3.3	3.6	3.6	3.6	3.7	4.0	4.1	4.3	4.6

Tenure-Line African American Faculty, by School

The percentage of African Americans on the tenure-line faculty and the change over the last ten years varies substantially by school. African Americans represented 15.6% of tenure-line faculty in the School of Education and Social Policy in fall 2014, up from 12.5% in fall 2004. African Americans made up 10.3% of the tenure-line faculty in the School of Communication in 2014, significantly increased from 2.6% in 2004. In the Weinberg College of Arts and Sciences, African Americans composed 6.0% of tenure-line faculty in fall 2014, up from 4.7% in 2004. In the Feinberg School of Medicine, African Americans represented 2.6% of tenure-line faculty in 2014, increased from 0.9% in 2004.

**African Americans as Percentage of Tenure-Line Faculty at Northwestern
By Year and by School
Fall 2004 through Fall 2014**



African American Tenure-Line Faculty by School – Fall 2004 through Fall 2014

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
WCAS	19	21	22	23	22	23	24	25	25	26	28
SESP	3	3	3	4	4	3	4	5	5	4	5
Medill	1	1	2	2	0	0	0	0	0	0	0
Music	3	2	2	2	3	3	3	3	2	2	2
SoC	2	2	3	4	4	4	4	9	10	10	9
MEAS	3	3	2	2	2	2	3	3	3	4	4
FSM	3	3	3	3	5	5	5	4	7	8	9
Law	3	3	4	4	4	4	4	3	2	2	3
Kellogg	1	1	1	3	3	3	3	2	1	1	2
Total	38	39	42	47	47	47	50	54	55	57	62

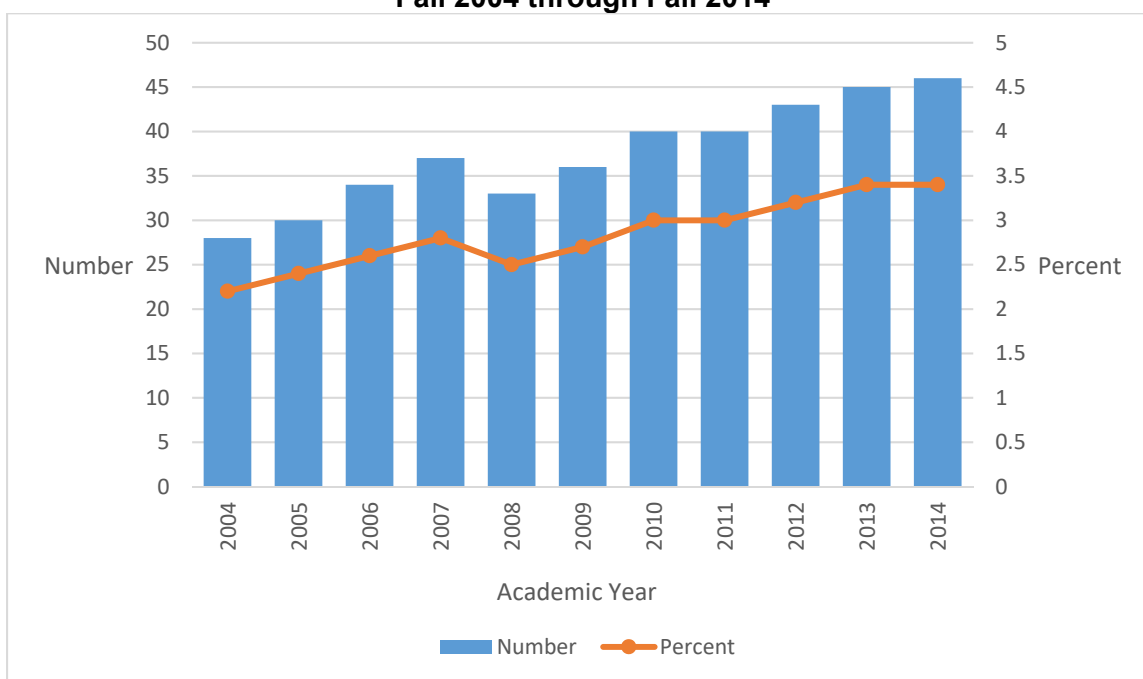
African American as Percentage of Tenure-Line Faculty by School – Fall 2004 through Fall 2014

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
WCAS	4.68	5.11	5.19	5.36	5.06	5.30	5.32	5.53	5.52	5.78	6.02
SESP	12.5	13.64	12.50	15.38	16.67	12.00	14.81	17.86	17.86	14.29	15.63
Medill	4.76	5.26	10.53	10.53	0	0	0	0	0	0	0
Music	6.12	4.44	4.76	5.00	7.50	7.50	7.50	7.69	5.26	5.41	5.41
SoC	2.63	2.63	3.66	4.88	4.88	5.06	4.82	10.11	10.53	10.42	10.34
MEAS	1.80	7.81	1.23	1.20	1.17	1.12	1.72	1.65	1.67	2.22	2.21
FSM	0.85	0.81	0.82	0.80	1.35	1.45	1.44	1.15	2.01	2.25	2.56
Law	6.82	7.14	9.09	8.70	8.51	8.51	8.70	7.14	4.65	4.35	6.52
Kellogg	0.83	0.89	0.82	2.38	2.36	2.13	2.05	1.44	0.74	0.81	1.48
Total	3.01	3.09	3.26	3.59	3.57	3.58	3.74	4.02	4.10	4.25	4.57

Tenure-Line Hispanic/Latino Faculty

Over the period from fall 2004 to fall 2014, Hispanic/Latino faculty on the tenure-line faculty have increased by 64%, 28 in fall 2004 to 46 in fall 2014. From fall 2013 to fall 2014, the number of Hispanic/Latino faculty rose slightly from 45 to 46, as did their proportion in the tenure-line faculty, from 3.36% to 3.39%.

**Tenure-Line Hispanic/Latino Faculty at Northwestern
Number and as Percentage of Tenure-Line Faculty
Fall 2004 through Fall 2014**



Tenure-Line Hispanic/Latino Faculty at Northwestern – Fall 2004 through Fall 2014

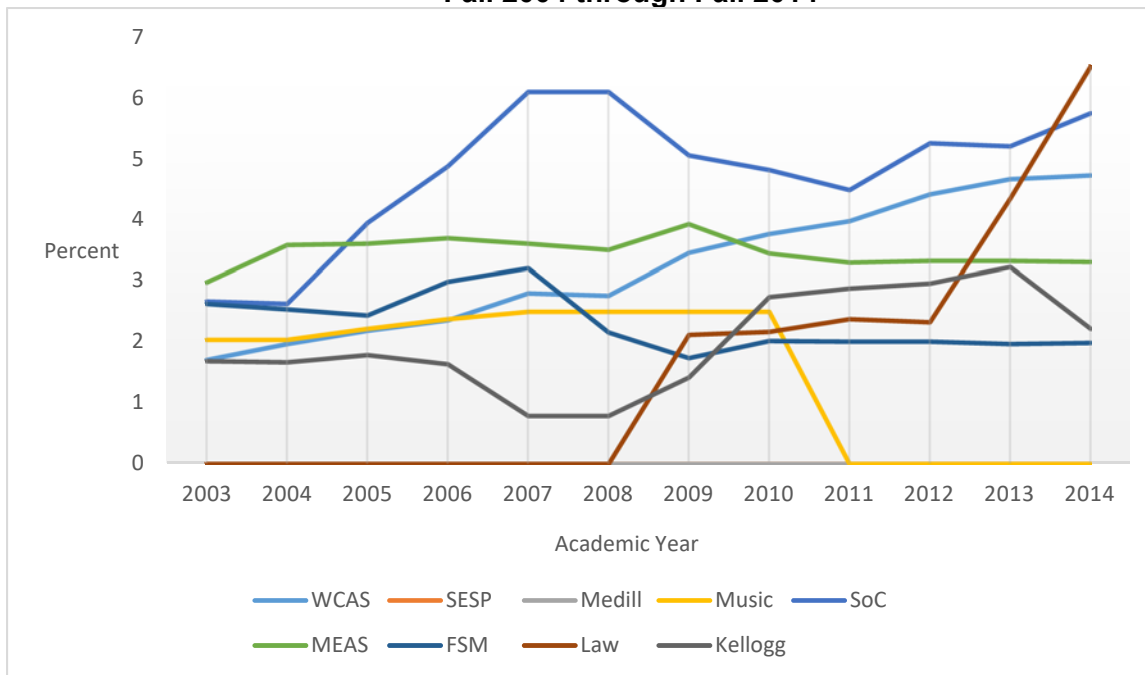
Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
#	28	30	34	37	33	36	40	40	43	45	46
%	2.2	2.4	2.6	2.8	2.5	2.7	3.0	3.0	3.2	3.4	3.4

Tenure-Line Hispanic/Latino Faculty, by School

The percentage of Hispanic/Latino faculty on the tenure-line faculty and the change over the last ten years varies substantially by school. Hispanic/Latino faculty represented 4.7% of tenure-line faculty in the Weinberg College of Arts and Sciences in fall 2014, up from 2.0% in fall 2004. Hispanic/Latino faculty made up 5.8% of the tenure-line faculty in the School of Communication in 2014, increased from 2.6% in 2004. In the Law School, Hispanic/Latino faculty composed 6.5% of tenure-line faculty in 2014, up from 0% in 2004. In the Kellogg School of Management, Hispanic/Latino faculty represented 2.2% of tenure-line faculty in fall 2014, increased from 1.7% in 2004.

The recent work of the [Native American Outreach and Inclusion Task Force](#) is focused on identifying and acting on opportunities to diversify the Northwestern community, including along the faculty dimension. Currently, faculty leaders within Weinberg are exploring the feasibility of establishing an Indigenous Research Center with a focus on producing interdisciplinary research to serve the needs of indigenous populations, both locally and globally. More detailed information is available on the [Native American Inclusion Initiative website](#).

**Hispanic/Latino Faculty as Percentage of Tenure-Line Faculty at Northwestern
By Year and by School
Fall 2004 through Fall 2014**



Hispanic/Latino Tenure-Line Faculty by School – Fall 2004 through 2014

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
WCAS	8	9	10	12	12	15	17	18	20	21	22
SESP	0	0	0	0	0	0	0	0	0	0	0
Medill	0	0	0	0	0	0	0	0	0	0	0
Music	1	1	1	1	1	1	1	0	0	0	0
SoC	2	3	4	5	5	4	4	4	5	5	5
MEAS	6	6	6	6	6	7	6	6	6	6	6
FSM	9	9	11	12	8	6	7	7	7	7	7
Law	0	0	0	0	0	1	1	1	1	2	3
Kellogg	2	2	2	1	1	2	4	4	4	4	3
Total	28	30	34	37	33	36	40	40	43	45	46

Hispanic/Latino as Percentage of Tenure-Line Faculty by School – Fall 2004 through 2014

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
WCAS	1.97	2.19	2.36	2.80	2.76	3.46	3.77	3.98	4.42	4.67	4.73
SESP	0	0	0	0	0	0	0	0	0	0	0
Medill	0	0	0	0	0	0	0	0	0	0	0
Music	2.04	2.22	2.38	2.50	2.50	2.50	2.50	0	0	0	0
SoC	2.63	3.95	4.88	6.10	6.10	5.06	4.82	4.49	5.26	5.21	5.75
MEAS	3.59	3.61	3.70	3.61	3.51	3.93	3.45	3.30	3.33	3.33	3.31
FSM	2.54	2.44	2.99	3.21	2.16	1.74	2.02	2.01	2.01	1.97	1.99
Law	0	0	0	0	0	2.13	2.17	2.38	2.33	4.35	6.52
Kellogg	1.67	1.79	1.64	0.79	0.79	1.42	2.74	2.88	2.96	3.23	2.22
Total	2.22	2.38	2.64	2.83	2.50	2.74	2.99	2.98	3.20	3.36	3.39

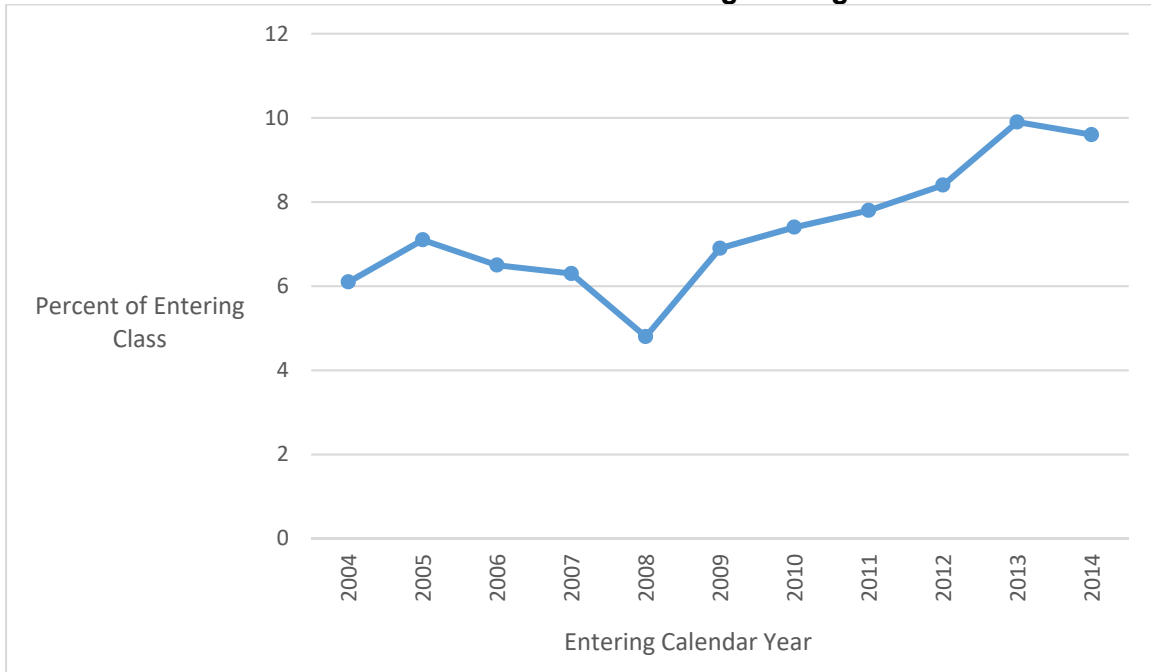
Undergraduate Students at Northwestern

Admissions and Enrollment

In fall 2014, the incoming freshman class was the most diverse in Northwestern's history on several measures. African American students composed 9.6% of the entering class, and Hispanic/Latino students made up 15.1% of the class. Both are records for Northwestern. A strategic priority of the University is the increased diversification of our student populations, as well as structural support for their ongoing success. Over the past ten years, Northwestern has made significant advancements in this area. The below data show our trajectory.

For the entering undergraduate student cohort, enrollment of African American students decreased slightly to 9.6% in 2014, up from 9.9% in 2013 and 8.4% in 2012 and 7.8% in 2011. More dramatically, enrollment of Hispanic/Latino students increased to 15.1% in 2014, compared to 14.4% in 2013 and 9.7% in 2012.

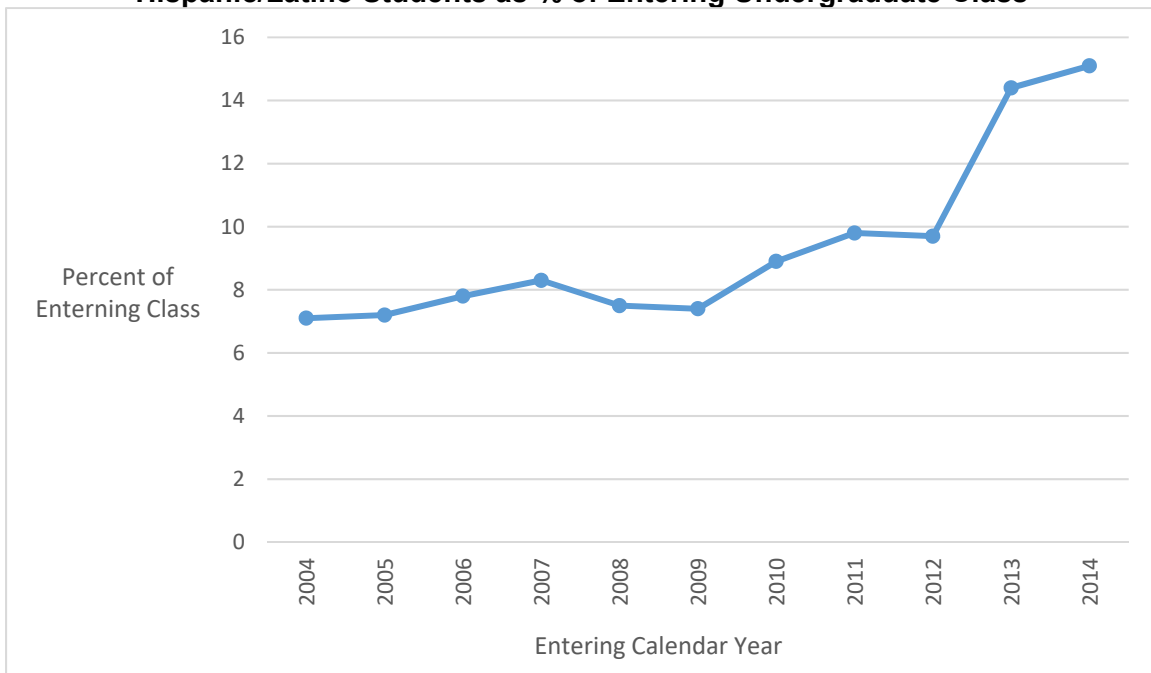
African-American Students as % of Entering Undergraduate Class



Admissions Statistics for Entering Undergraduate Class African American Students

Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
% of applications	6.4%	6.6%	6.7%	5.8%	5.6%	6.6%	7.5%	7.6%	8.0%	8.8%	8.2%
% of entering students	6.1%	7.1%	6.5%	6.3%	4.8%	6.9%	7.4%	7.8%	8.4%	9.9%	9.6%

Hispanic/Latino Students as % of Entering Undergraduate Class



**Admissions Statistics for Entering Undergraduate Class
Hispanic/Latino Students**

Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
% of applications	6.4%	6.1%	6.5%	5.6%	5.3%	7.6%	8.6%	8.9%	10.3%	11.7%	11.9%
% of entering students	7.1%	7.2%	7.8%	8.3%	7.5%	7.4%	8.9%	9.8%	9.7%	14.4%	15.1%

Enrollment of students who self-identify as American Indian is shown as declining since 2010. In 2010 students were given the option to self-identify as multiple racial or ethnic categories. When selecting more than one race or ethnicity, students are automatically categorized as Hispanic/Latino (Hispanic selection and anything else) or Multi-Racial (any combination of non-Hispanic selections). When broken down, the Multi-Racial category for fall 2014 enrolled undergraduate students includes 163 students who self-identified as African-American and 75 who self-identified as American Indian.

In 2010, the U.S. Department of Education revised the methodology for reporting student ethnic and racial categories. As a result of this new methodology, race and ethnicity data starting in 2010 is not consistent with the data for previous years. The new reporting methodology allows students to select multiple racial or ethnic categories. The student demographic information is now collected using a two part question. The first part asks whether the prospective student is “Hispanic or Latina/o” and the second allows the student to select one or more racial categories. As in past years, if a student is not a citizen or permanent resident they are classified as a non-resident alien or international student. Unlike previous years, if a student selects Hispanic and another race, they are reported as Hispanic and if they select more than one race, they are reported as “two or more races”.

As mentioned earlier, the [Native American Outreach and Inclusion Task Force recommendations](#) have suggested a number of additional directions for enhancements in recruiting and retaining students of Native American heritage. The University has made advancements in this area and more current progress will be discussed in future reports.

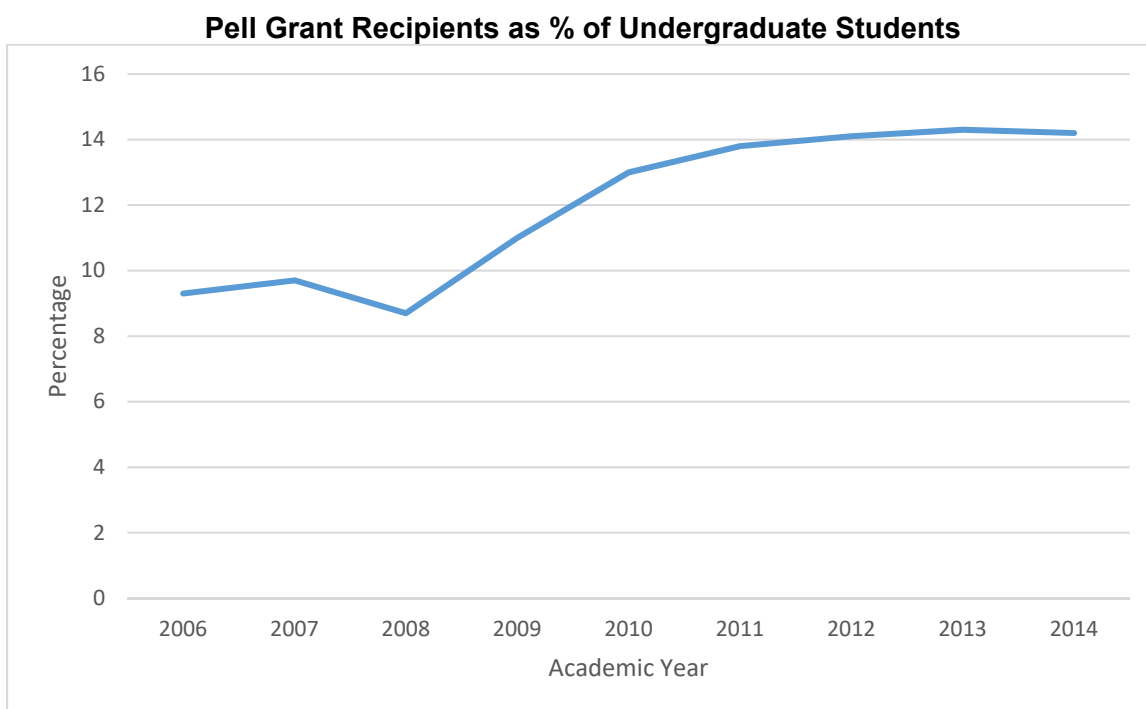
**Undergraduate Student Enrollment by Ethnicity
Number and Percentage of Total Known Domestic Enrollment
Fall 2004 through Fall 2014**

Year	African American	%	Hispanic/Latino	%	American Indian	%	Pacific Islander	%	Asian American	%	Multi Racial	%	Minority	%
2004	498	6.3%	484	6.1%	28	0.4%	NA	NA	1,424	18.0%	NA	NA	2,434	30.8%
2005	494	6.4%	506	6.6%	17	0.2%	NA	NA	1,415	18.4%	NA	NA	2,432	31.7%
2006	527	6.7%	554	7.1%	12	0.2%	NA	NA	1,395	17.8%	NA	NA	2,488	31.7%
2007	515	6.8%	574	7.6%	10	0.1%	NA	NA	1,417	18.7%	NA	NA	2,516	33.2%
2008	489	6.4%	575	7.5%	9	0.1%	NA	NA	1,561	20.4%	NA	NA	2,634	34.4%
2009	510	6.5%	606	7.8%	12	0.2%	NA	NA	1,684	21.6%	NA	NA	2,812	36.1%
2010	467	5.8%	648	8.1%	13	0.2%	4	0.0%	1,736	21.7%	176	2.2%	3,044	38.0%
2011	476	5.8%	686	8.4%	9	0.1%	4	0.0%	1,672	20.5%	291	3.6%	3,138	38.4%
2012	495	6.0%	733	8.9%	9	0.1%	3	0.0%	1,604	19.6%	377	4.6%	3,221	39.3%
2013	502	6.2%	855	10.5%	6	0.1%	0	0.0%	1,509	18.6%	419	5.2%	3,291	40.5%
2014	505	6.3%	946	11.8%	4	0.1%	0	0.0%	1,477	18.5%	462	5.8%	3,394	42.5%

Notes: Known Domestic Enrollment excludes students reported as non-resident aliens or unknown race/ethnicity. Two-part race/ethnicity question for domestic students started in 2010. Degree seeking students only

Low-Income Undergraduate Students

Increasingly, Northwestern has been addressing low-income status and first-generation college attendance as additional measures of undergraduate student diversity. From 2004 to 2014, the percentage of undergraduate students receiving Pell Grants, based on family low-income status, has increased from 9.5% to 14.2%. Currently, the University is developing programs to continue to increase this percentage over the next four years. This plan includes augmenting financial aid resources and on-campus support to ensure a high quality educational experience for these students.



Pell Grant recipients as % of Undergraduate Students at Northwestern

Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Recipients %	9.5%	10.1%	9.3%	9.7%	8.7%	11.0%	13.0%	13.8%	14.1%	14.3%	14.2%

The Office of Undergraduate Admissions has been enhancing outreach and recruitment efforts to diverse prospective students in a variety of ways. Some examples are provided below. These efforts are intended to raise the awareness of high-achieving underrepresented minority and low-income students about educational opportunities and the benefits of campus life at Northwestern.

QuestBridge

Northwestern is one of thirty-seven partner schools with this non-profit organization that targets high-achieving, low-income high school students for college placement. Northwestern has one of the largest Quest Scholars chapters of all the partner colleges. Along with Stanford and Princeton, we host a QuestBridge summer conference for several hundred students and their families.

Posse

Beginning in 2013 until at least 2017, Northwestern will enroll ten Posse students each year from greater Los Angeles. Posse identifies public high school students with extraordinary

academic and leadership potential that may have been overlooked by the traditional college selection processes.

Community Based Organization partnerships

Northwestern partners with many community-based organizations whose primary role is to support their members' post-secondary aspirations and success. Some of the larger organizations include:

- A Better Chance – seeks to increase the number of well-educated young people of color through the College Preparatory Schools Program
- Jack Kent Cooke Foundation – helps low-income students gain access to the best colleges and universities throughout the United States
- Daniel Murphy Scholars – provides high school scholarship assistance and educational support to Chicago students from low-income backgrounds
- Ron Brown Scholars – administers a scholarship program that advances higher education for community-minded and college bound African Americans
- Prep for Prep – provides access, education, and life-changing opportunities to New York City's most promising students of color
- Venture Scholars – promotes access to higher education for underrepresented students and first-generation students

College Greenlight

Northwestern has partnered with Cappex, a company that links high school students with colleges, to gain greater access to the members of over 450 community based organizations around the country. Combined these organizations give us access to over 10,000 students.

I'm First

Northwestern joined this online community founded by the Center for Student Opportunity (CSO) to provide first-generation college students—and those who advise them—with information and support on the road to and through college.

Student Outreach

Current Northwestern students in the Council of Latino Admission Volunteers for Education (CLAVE) and Ambassadors (an admission office sponsored African-American student recruitment organization) volunteer their time to call prospective students to promote Northwestern, as well as answer questions about the student experience. They also correspond via e-mail with prospective and admitted students, and visit their high schools during university breaks.

Chicago Public School Outreach

During AY2014-15 Northwestern participated in over 80 recruitment events at high schools and college fairs throughout the city of Chicago. We also hosted over 50 high schools and Chicago community-based organizations on campus. Students from several Chicago Public Schools are brought to campus for a two-day, overnight experience. Their guidance counselors nominate students based on academic criteria and references.

High School Visits and Group Travel

Admission officers visit high schools across the country, with special emphasis on schools with high underrepresented minority, college-bound populations. In addition, partnering with our travel consortium (Princeton, Dartmouth, Vanderbilt, and UC Berkeley), we target areas of the country with high achieving students at under-resourced high schools. Some areas may include the Rio Grande Valley, the Deep South, and many urban centers.

Application Fee Waivers and Travel Voucher Program

Over 7,700 of our 35,000 first-year applicants received an application fee waiver due to financial hardship. Pell-eligible students admitted to Northwestern who want to attend Wildcat Days, our admitted student program, receive a voucher to help with the cost of traveling to campus.

Direct Mail/Email

Thousands of our prospects receive [Open Minds](#), Northwestern's diversity publication, and the [financial aid brochure](#). Both publications were developed in partnership with Global Marketing and University Relations. In addition, Northwestern's web communications team developed a [new web page](#) for prospects interested in learning more about our commitment to diversity. A [new financial aid page](#) was also developed.

Graduate and Professional Students at Northwestern

Efforts to recruit graduate and professional students are broadly distributed across the schools and departments of Northwestern, given the widely varying degree types and subject fields. Policies for providing fellowships, scholarships, and loans are also highly variable.

The summer of 2015 welcomed The Graduate School's thirtieth Summer Research Opportunity Program cohort. This program has been the school's strongest diversity pipeline for admission to The Graduate School. A seven-year aggregate from summer 2007 to summer 2013 shows that 37% of SROP alums apply to Northwestern's PhD programs, 60% of those applicants are selected for admission, and 61% of those admitted matriculate. The Graduate School is currently exploring options and resources to expand SROP to host 50 students per year starting in summer 2016.

The number of African American graduate and professional students has continued to increase over the last decade. The percentage of African American students increased to 6.3% in 2014, an increase from 5.9% in 2013. Enrollment of Hispanic/Latino graduate and professional students increased to 8.2% in 2014 from 7.8% in 2013. Representation of all underrepresented minorities increased to 33.5% in 2014 from 31.7% in 2013. As discussed in the section on undergraduate student enrollment, the reporting methodology allowing students to select multiple racial or ethnic categories to self-identify categorizes students who do select more than one option into either the Hispanic/Latino or Multi-Racial category. When broken down, the Multi-Racial category includes 57 graduate or professional students who self-identified as African-American and 36 who self-identified as American Indian.

**Graduate and Professional Student Enrollment by Ethnicity
Number and Percentage of Total Known Domestic Enrollment
Fall 2004 through Fall 2014**

Year	African American	%	Hispanic/Latino	%	American Indian	%	Pacific Islander	%	Asian American	%	Multi Racial	%	Minority	%
2004	312	5.4%	248	4.3%	15	0.3%	NA	NA	898	15.4%	NA	NA	1473	25.3%
2005	338	5.9%	254	4.5%	16	0.3%	NA	NA	867	15.2%	NA	NA	1475	25.8%
2006	365	6.2%	259	4.4%	27	0.5%	NA	NA	918	15.6%	NA	NA	1569	26.7%
2007	390	6.4%	302	4.9%	24	0.4%	NA	NA	952	15.6%	NA	NA	1668	27.3%
2008	397	6.6%	314	5.2%	18	0.3%	NA	NA	927	15.5%	NA	NA	1656	27.7%
2009	405	6.6%	352	5.8%	23	0.4%	NA	NA	955	15.6%	NA	NA	1735	28.4%
2010	473	6.5%	484	6.7%	18	0.2%	5	0.1%	1109	15.3%	82	1.1%	2171	30.0%
2011	491	6.4%	539	7.1%	19	0.2%	12	0.2%	1081	14.1%	124	1.6%	2266	29.6%
2012	539	6.6%	591	7.2%	18	0.2%	13	0.2%	1202	14.7%	190	2.3%	2553	31.2%
2013	497	5.9%	660	7.8%	21	0.2%	11	0.1%	1271	15.1%	217	2.6%	2677	31.7%
2014	530	6.3%	695	8.2%	16	0.2%	12	0.1%	1349	15.9%	231	2.7%	2833	33.5%

Notes: Known Domestic Enrollment excludes students reported as non-resident aliens or unknown race/ethnicity. Two-part race/ethnicity question for domestic students started in 2010. Degree seeking students only

Northwestern Alumni Community

To support an active alumni community our Alumni Relations and Development staff and alumni volunteer leaders from across the University sustain lifelong connections with the University and with other alumni, and work to support the continued growth and development of our alumni community.

Currently, our National Alumni Clubs include the following groups organized around diversity and inclusion:

- Council of One Hundred (Women Leaders)
- Gay and Lesbian Management Alumni
- Hispanic Business Alumni
- Kellogg Black Alumni Club
- Kellogg Executive Women's Network
- Kellogg Black Management Association
- Latino Alumni of NU
- NU Asian and Asian American Alumni
- NU Black Alumni Association
- NU Gay and Lesbian Alumni
- NU Muslim Alumni

These alumni clubs may be engaged in connecting with admitted and current students, as well as sharing their experience at Northwestern with prospective students in their communities. They also work to enrich connections among alumni on a national basis.

Conclusion

Northwestern has prioritized the diversity and inclusion of our student and faculty populations. As a result, we have made progress toward greater representation of women and underrepresented minorities among tenure-line faculty, as well as undergraduate students and graduate/ professional students over the past decade. Representation of Pell-eligible, low-income, and first-generation undergraduate students has become a point of focus in our

diversity efforts and we expect to continue to see increased representation of students in these categories, along with structural support to help ensure their success.

While the data show the success of our efforts to increase diversity at Northwestern, it is inclusion and equity that are the foundations of a truly welcoming and dynamic university culture. Northwestern University reaffirms and renews its commitment to diversity and equity. As a community we have a large length to cover to strengthen and sustain this pledge, but in order to remain ahead of the pace with modern society we will strive to support this enterprise as a piece of the foundation of our institution.

We look forward to sharing Northwestern University's next institutional report on diversity and inclusion for AY2015-16 with the community in fall 2016.

Appendices

Appendix 1: Selected Campus Resources Related to Diversity and Inclusion

[AccessibleNU](#)

Northwestern University and AccessibleNU are committed to providing a supportive and challenging environment for all undergraduate, graduate, professional school, and continuing studies students with disabilities who attend the University. Additionally, the University and AccessibleNU work to provide students with disabilities a learning and community environment that affords them full participation, equal access, and reasonable accommodation of their disabilities.

[Business Diversity Program](#)

Northwestern is committed to developing mutually beneficial relationships with small, minority-owned, women-owned, disadvantaged, veteran-owned, HUBzone, and local business enterprises. The Supplier Diversity Program is Northwestern's initiative to create opportunities for vendors to market their products to the University and to encourage University departments and schools to offer opportunities to such vendors.

[Center for Awareness, Response & Education](#)

Central location for students, survivors, or friends of survivors to seek survivor-centered, trauma-informed support services and advocacy regarding sexual misconduct. Advocacy Services include (but are not limited to): help obtaining academic, housing, or other accommodations from the University; counseling referrals; information about sexual health concerns; information about reporting options; referrals for medical and/or legal advocacy.

[Department of Campus Inclusion and Community](#)

The mission of the Department of Campus Inclusion and Community is to work collaboratively with the entire university community to create opportunities for dialogue, experiential learning, leadership development, multicultural education, social justice training, and advocacy aimed at fostering an inclusive learning environment for all students.

[Feinberg School of Medicine Office of Diversity and Inclusion](#)

Feinberg's Office of Diversity and Inclusion works with Feinberg students, residents, staff and faculty to further our mission of achieving a campus environment of belonging and inclusion for all.

[The Graduate School Office of Diversity and Inclusion](#)

The mission of The Graduate School Office of Diversity and Inclusion is to enhance the quality of life for all graduate students through the sponsorship of academic and social activities.

[Gender and Sexuality Resource Center](#)

The Gender and Sexuality Resource Center works to provide a safe space and act as hub for organizations, resources, services, and programs of interest to the LGBT and Allied community at Northwestern.

[International Office](#)

The goal of the International Office is to help international students, scholars, and Northwestern

faculty and staff navigate the many complexities associated with student- and employment-based visa classifications within the Northwestern community.

[Kellogg School of Management Office of Diversity and Inclusion](#)

Kellogg faculty, students and administrators find boundless opportunities to interact with peers from around the world and every imaginable background. They learn from each other in classrooms and seminars, through meetings, club activities, conferences, and on global study trips. They forge lifelong bonds with others who share their intellectual curiosity and their desire to make a meaningful difference.

[Multicultural Student Affairs](#)

Multicultural Student Affairs is committed to fostering an inclusive environment that promotes identity development, intercultural exchange, academic excellence, and leadership.

[Office of Equal Opportunity & Access](#)

The Office of Equal Opportunity and Access provides leadership and resources that promote the University's commitment to diversity, inclusion and accessibility.

[Pritzker School of Law Office of Diversity Education and Outreach](#)

The mission of the Office of Diversity Education and Outreach is to offer support and guidance for minority students as they meet the challenges of becoming lawyers. Through outreach targeted to every phase of law school and career -- from applying for admission to joining alumni networks -- the Office of Diversity Education and Outreach develops, supports, and maintains the interrelationships that foster student achievement and produce satisfied graduates.

[Office of Religious and Spiritual Life](#)

The primary mission of the Office of Religious and Spiritual Life is to promote spiritual growth and nurture at Northwestern University. Spiritual maturity is enhanced by critical dialogue and partaking in a community with members of one's own tradition and through encounter with differing traditions.

[Sexual Harassment Prevention Office](#)

The Sexual Harassment Prevention Office publishes and distributes the University's sexual harassment policy and related procedures; educates members of the Northwestern community about sexual harassment and the University's policies; investigates complaints of violations of the University's harassment policies, and works with other relevant offices to resolve harassment complaints.

[Social Justice Education](#)

Social Justice Education (SJE) creates co-curricular educational opportunities in partnership with our student community that foster self-exploration, facilitate conversations across difference and support actions that create social change on campus.

[Student Enrichment Services](#)

Student Enrichment Services (SES) works with low-income and/or first-generation students to enhance their academic success, personal development, and professional growth. Through campus-wide partnerships, SES builds an inclusive Northwestern community by engaging students and their allies with programming and dialogue around the low-income and/or first-generation experience.

[Veteran Resources](#)

Northwestern is committed to serving individuals that served their country. Student veterans can view available resources on the [Student Veterans' Resources](#) website. Veterans seeking employment at Northwestern can visit the [Human Resources website](#) for resources and guidance.

[The Women's Center](#)

The Northwestern University Women's Center is dedicated to fostering a campus climate that promotes equity and enriches the personal, professional and academic lives of all members of the University community, particularly women students, staff and faculty.

**Appendix 2:
Selected Diversity Initiatives at Northwestern**

Programming	Timeframe	Sponsor/Organization
Dr. Martin Luther King, Jr. Commemoration	January	Office of the Provost
Black History Month	February	Multicultural Student Affairs
Women's History Month	March	The Women's Center
MOSIAC Week	April	Kellogg School of Management's Office of Diversity and Inclusion
Sexual Assault Awareness Month	April	Center for Awareness, Response, & Prevention (CARE)
Take our Daughters & Sons to Work Day	April	Human Resources, The Women's Center, Association of Northwestern University Women (ANUW), and the Office of the President
Asian American Pacific Islander Heritage Month	May	Multicultural Student Affairs
Summer Research Opportunity Program (SROP)	Summer	The Graduate School
EXCEL Program	Summer	McCormick School of Engineering & Applied Science
Reception for Women Faculty	Fall and Spring	Office of the Provost and The Women's Center
Latin@ Heritage Month	September	Multicultural Student Affairs
Queer and Trans* Empowerment Month	October	Multicultural Student Affairs
International Education Week	November	International Office, Study Abroad, International Program Development Office, and Buffet Institute and GESI
Native American Heritage Month	November	Multicultural Student Affairs
New Student Orientation (Undergraduate and Graduate)	Annual	International Office

Diversity purchasing symposium	Every 1-2 years	University Services
CLIMB Program	On-going	Associate Dean for Faculty Recruitment and Professional Development (Feinberg School of Medicine)
Take Back The Night	On-going	College Feminists
Posse Program	On-going	Campus Inclusion and Community
NU participation in diversity job fairs	On-going	Office of Human Resources
Staffing initiative to attract and hire more veterans to Northwestern	On-going	Office of Human Resources

Appendix 3: University Diversity Council Members, AY2014-15

Co-Chairs:

Lesley-Ann Brown-Henderson, Executive Director, Campus Inclusion & Community
Nsombi Ricketts, Assistant Dean of Diversity and Inclusion, The Graduate School

- Frances Aparicio, Professor, Weinberg; Director, Latina and Latino Studies Program
- Shannon Bartlett, Director, Diversity Education & Outreach, Pritzker School of Law
- Pam Beemer, Associate Vice President of Human Resources
- Pablo Boczkowski, Professor, SoC Communication Studies
- Theresa Bratanch, Coordinator of Diversity and Inclusion, Office of the Provost
- Sarah Brown, EEO Specialist, Office of Equal Opportunity and Access
- Mercedes Carnethon, Associate Professor, Feinberg Department of Preventive Medicine
- Angela Edwards-Campbell, Director of Diversity and Inclusion, Kellogg
- P. Lindsay Chase-Lansdale, Associate Provost for Faculty
- Nim Chinniah, Executive Vice President
- Darren Davis, Police Commander, University Police
- Victor L. Goines, Professor, Jazz Studies
- Cathy Grimsted, Assistant Provost for Faculty
- E. Patrick Johnson, Professor, SoC Performance Studies
- Marianna Kepka, Assistant Provost for Academic Administration
- Carole LaBonne, Professor, WCAS Molecular Biosciences
- Greg Light, Director, Searle Center for Advancing Learning and Teaching
- Daniel Linzer, Provost
- Alison May, Assistant Dean of Students; Director, AccessibleNU
- Dwight McBride, Associate Provost for Graduate Education, Professor, WCAS African American Studies
- Rick McGee, Associate Dean for Faculty Recruitment and Development, Professor, Feinberg Medical Education
- Richard I. Morimoto, Professor, Molecular Biosciences
- Renée Redd, Director, Women’s Center
- Austin Romero, ASG VP for Accessibility & Inclusion
- Monica Russel y Rodríguez, Associate Dean, Senior Lecturer, Weinberg
- Roberto Sanabria, Director, Office of Equal Opportunity and Access
- Apryl Schlueter, Assistant Director, Financial Planning and Analysis, Kellogg; NUSAC Chair
- Jean Shedd, Associate Provost for Budget, Facilities and Analysis
- Joan Slavin, Director, Office of Sexual Harassment Prevention; Title IX Coordinator
- Timothy Stevens, University Chaplain
- Patricia Telles-Irvin, Vice President for Student Affairs
- Penny Warren, Senior Specialist for Student Life, The Graduate School
- Christopher Watson, Dean of Undergraduate Admissions
- Julia Watson, ASG President, undergraduate student
- Laura Wayland, Executive Director for Alumni Engagement and Northwestern Alumni Association
- Clyde Yancy, Vice Dean, Diversity & Inclusion; Magerstadt Professor of Medicine, Professor of Medical Social Sciences; Chief, Division of Cardiology
- Harvey Young, Associate Professor, Theatre
- Ava Youngblood, President/CEO of Youngblood Executive Search and Northwestern alum
- Ji-Yeon Yuh, Associate Professor, WCAS History; Director, Asian American Studies

Appendix 4:
Selected Web Sites at the University on Diversity and Inclusion

Diversity and Inclusion at Northwestern
northwestern.edu/diversity

Inclusive Northwestern
northwestern.edu/inclusive-northwestern

Business Diversity Program
northwestern.edu/procurement/vendors/business-diversity-program

Feinberg School of Medicine Office of Diversity and Inclusion
feinberg.northwestern.edu/diversity

The Graduate School Office of Diversity and Inclusion
tgs.northwestern.edu/diversity

Human Resources Diversity
northwestern.edu/hr/equlopp-access/diversity

Kellogg School of Management Office of Diversity and Inclusion
kellogg.northwestern.edu/about/diversity-inclusion

Pritzker School of Law Diversity Education and Outreach
law.northwestern.edu/law-school-life/student-services/diversity

Campus Inclusion and Community
northwestern.edu/inclusion

Study Abroad Diversity
northwestern.edu/studyabroad/guide/identity-and-diversity

Weinberg College of Arts & Sciences Diversity
weinberg.northwestern.edu/discover/diversity-and-inclusion

Appendix 5: Selected Northwestern News on Diversity and Inclusion

- Northwestern's National Association of Black Journalists awarded Student Chapter of the Year at annual convention – August 2015
- Jabbar R. Bennett Named Associate Provost for Diversity and Inclusion – July 2015
- MSA Assistant Director Jordan Turner Brings Focus to Entire LGBT Community – July 2015
- Baccalaureate Service Celebrates Diversity, Love, all Faiths – June 2015
- Northwestern TedX Event Inspires Global Dialogue – May 2015
- Students, Administration Discuss Diversity, Inclusion Initiatives at Town Hall Event – May 2015
- Northwestern Study Abroad Program Wins Diversity Award – May 2015
- Northwestern Quest Scholars Network launches fundraising campaign to aid low-income students during Wildcat Welcome – May 2015
- Campus Religious Leaders Discuss Stereotypes at Interfaith Event – May 2015
- Northwestern Creates Task Force to Plan Global Engagement Strategy – May 2015
- Malala Fund Co-Founder to Speak at NU-Q Commencement – April 2015
- "Inconvenient Indian" Selected for One Book Program – April 2015
- Laverne Cox discusses transphobia, racism with hundreds at Northwestern – April 2015
- Schapiro, students discuss socioeconomic inclusion – April 2015
- Northwestern community commemorates Holocaust Remembrance Day – April 2015
- Students discuss the "Asian bubble," campus social interactions – April 2015
- Students Help Tell Native American Stories – March 2015
- Northwestern Greek institutions start diversity, inclusion initiatives – March 2015
- Graduate Students Take Social Justice History Tour of Chicago – February 2015
- Northwestern Named Top Fulbright Producer – February 2015
- Gender and Sexuality Resource Center celebrates changes, expansion – February 2015
- Civil Rights Attorney Michelle Alexander Delivers MLK Keynote – January 2015
- Northwestern opens first gender-open restroom in University Library – January 2015
- Looking Back: Martin Luther King Jr. at Northwestern – January 2015
- Undergraduates Honored for Diverse Research – December 2014
- Northwestern, Sand Creek, and Inclusion – November 2014
- Northwestern Faculty developing courses for diversity requirement – November 2014
- Native American Outreach and Inclusion Task Force Recommendations Unveiled – November 2014
- Northwestern profs contribute new medical guidelines for LGBT, gender-nonconforming patients – November 2014
- Northwestern Observes Native American Heritage Month – November 2014
- Education Grant to Support African Studies Initiatives- October 2014
- AccessibleNU Emphasizes Inclusion, Community in Changes – October 2014
- 'The Laramie Project' brings LGBT community discussion to Northwestern – October 2014
- Northwestern Selects Social Justice Fellowship Winners – October 2014
- New Northwestern group launches discussions for women of color – October 2014
- The Graduate School Asks Applicants a Question on Sexuality – September 2014
- Northwestern creates new office for low-income, first-generation students – September 2014
- Northwestern Awarded Grant for Sexual Assault Prevention – September 2014

- Northwestern to be National Hub for Osher Lifelong Learning Institutes – September 2014

Appendix 6: Selected Academic Programs and Centers Related to Diversity and Inclusion

[Department of African American Studies](#)

Founded in 1972, the Department of African American Studies at Northwestern is a vibrant place for intellectual exchange, pedagogical innovation, and community engagement. As you explore our website, you will notice our department's diasporic focus and its engagement with questions of race and blackness as they manifest all over the globe.

[Asian American Studies Program](#)

Asian American Studies offers a program of study that gives access to the long and rich histories, culture, and politics of Asians in the United States. The program consists of core faculty, postdoctoral fellows, graduate students and lecturers who offer over 20 courses.

[Buehler Center on Aging, Health and Society](#)

The Buehler Center on Aging, Health, and Society was established in 1982 in response to an increasing need for expertise on aging. It was renamed in honor of the Buehler family in 1990. Although there are approximately 100 centers on aging in the United States, the Buehler Center is one of only a few that are affiliated with a medical school.

[Buffett Institute](#)

The Buffett Institute addresses critical global issues through collaborative research, public dialogue, and engaged scholarship.

[Cells to Society: Center on Social Disparities and Health \(IPR\)](#)

The Institute for Policy Research (IPR) is an interdisciplinary public policy research institute founded in 1968 at Northwestern University. Their mission is to stimulate and support excellent social science research on significant public policy issues and to disseminate the findings widely—to students, scholars, policymakers, and the public.

[Center for African American History](#)

The Center for African American History (CAAH) draws together scholars from across the disciplines to promote the study of all aspects of African American history and the history of the African Diaspora. Defining African American history in the broadest possible terms with a commitment to Diasporic scholarship, CAAH calls upon a fine cadre of scholars who specialize in the histories of the U.S., Latin America, Asia, West Africa, and the Caribbean.

[Center for Executive Women](#)

Established in June of 2001 at the Kellogg School of Management, the Kellogg Center for Executive Women is dedicated to helping senior-level women advance to top executive and board positions.

[Center for Global Culture and Communication](#)

The Center for Global Culture and Communication (CGCC) was founded in 2002 as an interdepartmental forum for bringing together School of Communication faculty and students to address the emerging importance of globalization in communication studies.

[Program for Healthcare Equity](#)

The Program for Healthcare Equity is dedicated to eliminating disparities in health care and improving the quality of care for all individuals. Our goal is for every person to get the highest quality of health care possible, regardless of age, gender, race, ethnicity, cultural beliefs, language socioeconomic status or health literacy.

[Diversity Science at Northwestern](#)

Interests in diversity among faculty and students in Northwestern's Department of Psychology take many forms. We seek to promote diversity and cultural competence in research, teaching, professional training, and representation among faculty and students. We are working to increase participation by members of under-represented or disadvantaged groups in our programs and in the science, practice, and teaching of psychology. We seek ways to facilitate the optimal development of people from groups that have been historically disadvantaged or oppressed. We are also working to develop Northwestern Psychology as a center for research on diversity science.

[Gender and Sexuality Studies Program](#)

With a change of name from "Women's Studies" to "Gender Studies" in 2000, the program built upon its strong, existing foundations in women's studies scholarship and feminist theory, while also expanding its commitment to include the study of gender more broadly, sexuality studies, and their deep implications with experiences of race, ethnicity, class, and globalism.

[Institute for Sexual and Gender Minority Health and Wellbeing](#)

Our mission is to be a University-wide Institute that connects scholars from numerous disciplines with the SGM community to forge collaborations and stimulate new research. It provides leadership and infrastructure that promotes innovative, multidisciplinary research to improve the health and well-being of SGM individuals and communities.

[Latina & Latino Studies Program](#)

The Latina and Latino Studies Program at Northwestern University engages in teaching, research, and service activities that represent current production of knowledge about Latina and Latino communities in the United States.

[Poverty, Race and Inequality \(IPR\)](#)

The issues of inequality, poverty, and racism are consistent threads woven throughout IPR faculty research—and have constituted major research themes from the day the Institute first opened its doors. To examine these pernicious problems, faculty researchers cast a wide net, tackling a variety of topics that shed light on gaps in race, socioeconomic status, opportunity, and housing.

[Program of African Studies](#)

The pioneering anthropologist Melville J. Herskovits founded Northwestern University's Program of African Studies (PAS) in 1948, one of the earliest centers of its kind in the United States. Today, the Program serves as a vital base for the world-class Africanist faculty, students, and professionals attracted to Northwestern and its renowned [Herskovits Library of Africana Studies](#).

[Science in Society](#)

Science in Society is a Northwestern University research center dedicated to science education and public engagement. Through partnerships with Chicago-area schools and community groups, we train Northwestern researchers to share their expertise and creativity in a

community-centered way. Our focus is to develop sustainable educational initiatives that deliver proven results for groups that need us most.

[Transgender Voice/Communication Therapy](#)

Transgender voice and communication therapy helps establish voice, speech, and language that is reflective of each individual's identified gender. Clinic services begin with a comprehensive speech, voice and language evaluation that allows a customized therapy plan to be created for each client.

[Women's Health Research Institute](#)

The Women's Health Research Institute educates stakeholders about the importance of sex inclusion in all biomedical sciences, cultivates research that explores sex differences, advocates for policies that ensure sex inclusion, mentors women in the biomedical sciences, and promotes clinical services that are sex and gender sensitive.