

2019 Diversity and Inclusion Report

Northwestern





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The Office of Institutional Diversity and Inclusion (OIDI) annually produces a report to share progress and display the trajectory of diversity and inclusion initiatives at Northwestern. This report is not a comprehensive narrative but rather broadly showcases key efforts that nurture a diverse, inclusive, and welcoming community.

OIDI VISION

To realize an ideal Northwestern University, where community members are challenged to engage with differences as strengths in an environment that ensures equality of access, opportunity, representation, and participation



ACCESS

Recruiting diverse talent and enabling advancement and success

Native American and Indigenous Initiatives

The Office of Institutional Diversity and Inclusion has led Native American and Indigenous initiatives both on and off campus that engage tribal communities.

During the **Native Stellar STEM Weekend**, a half-dozen middle school girls and chaperones from the Bad River Ojibwe and Pine Ridge Lakota tribes in Wisconsin and South Dakota, respectively, were hosted by Northwestern's physics and astronomy department, in partnership with OIDI and the Center for Native American and Indigenous Research. Students explored current research in the department, worked on citizen science projects with faculty, and spent the night in the Dearborn Observatory to view the night sky and share star stories.

The short film *Only the Mountains and the Earth* highlights views of Sand Creek descendants and historians about Northwestern founder John Evans's role in the [Sand Creek Massacre](#), an event connected to the land on which Northwestern sits. Completed in September 2018, the film will be part of a John Evans truth-telling exhibit permanently housed in the John Evans Center.

Welsh-Ryan Arena

The maple floor of the basketball court in Welsh-Ryan Arena is made from sustainably sourced lumber from the Menominee Nation Forest in Wisconsin. At the dedication of the newly renovated arena in 2018, a delegation of Menominee leaders were presented with a basketball.

OIDI launched the **Indigenous Lecture and Writing Series** in April 2019, in partnership with the Native American Support Program and Learning Sciences Research Institute (both at the University of Illinois at Chicago), with funding from the Spencer Foundation. Alternating between the UIC and Northwestern campuses, the 10-month series featured monthly public lectures by distinguished Native speakers, including researchers, writers, and storytellers from a wide range of genres, with a goal of developing new Native voices in research and public discourse.

The Graduate School's Office of Diversity and Inclusion

The signature programs and retention initiatives of the Graduate School's [Office of Diversity and Inclusion](#) have a high success rate in recruiting and retaining students from underrepresented groups. These efforts have resulted in a more inclusive student community within the school's disciplines and programs, thus uniquely positioning Northwestern for inclusivity in graduate education. In AY19, the school continued to attract underrepresented students throughout the University's more than 65 graduate programs. Most notably, the school granted over 650 application-fee waivers, which increased minority applications and acceptances.

Signature Programs

Introduction to Graduate Education at Northwestern

The 2019 [IGEN](#) cohort included more than 30 visiting undergraduate students interested in STEM topics and social sciences. The participation of faculty advisers, who accompanied their students to IGEN, was a new component to the program. Participants toured the Oncofertility Lab of Graduate School dean Teresa Woodruff and met with students and faculty in their programs of interest. Closing ceremony speaker Mayda M. Velasco, professor in the Department of Physics and Astronomy and director of the Instituto de Cosmología y Física de las Américas, encouraged scholars to be bold and daring and to take calculated risks in pursuing their ambitions.

Hispanic Serving Institutions Pathways

[HSI Pathways to the Professoriate](#), supported by a \$5.1 million grant from the Andrew W. Mellon Foundation, prepares students from HSIs for doctoral programs over a five-year period. At its annual open house in October, the Graduate School welcomed more than 20 undergraduates from partner HSI Pathways institutions, including the University of Texas at El Paso; California State University, Northridge; and Florida International University. Students toured the Evanston campus and met with the dean, program administrators, faculty, and graduate students to discuss graduate education, best practices for applying to graduate school, and Northwestern's social sciences and humanities programs. Now in its fourth year, the program has multiple Pathways scholars enrolled in various graduate programs at the University.

Summer Research Opportunity Program

The 2019 SROP cohort included high-achieving scholars from the nation's premier minority-serving institutions, neighboring research-intensive institutions, and local and regional institutions. Many participants presented their research at national conferences, including the Annual Biomedical Research Conference for Minority Students and Society for Advancement of Chicanos/Hispanics and Native Americans in Science. All 2019 cohort participants who applied for early admittance to Northwestern through the early decision program were accepted to graduate programs.



Left: Graduate School welcome reception. Above: SROP closing ceremony



EQUITY

Ensuring fairness and requiring accountability

Gender-Queer, Non-Binary, and Trans Task Force

The University-wide [task force](#), cochaired by Sekile Nzinga and Héctor Carillo, explored how Northwestern can better support the success of GQNB students, faculty, and staff. Sponsored by the Office of the Provost, Division of Student Affairs, and Office of Human Resources, the group met monthly from October 2018 through June 2019. Meetings resulted in thematic reports of initial recommendations, background information on prior gender-inclusive initiatives, benchmarks, and reading suggestions. Discussions focused on identifying gaps in current policies and resources and recommending strategies to facilitate an accessible, safe, and welcoming campus environment. A working group (led by JT Turner, former assistant director of Multicultural Student Affairs, and undergraduate Adam Davies) provided guided learning circles composed of GQNB students, faculty, staff, and allies.

Student Climate Survey for Diversity

The 2018–19 [Student Climate Survey for Diversity](#) provided insights into graduate and undergraduate students' perceptions of the climate on campus. The reports provide a baseline understanding of students'

experiences and are meant to support broad initiatives, provide confirmation of some assumptions, and bring new information to light.

Office of Equity

The [Office of Equity](#) works to uphold the University's commitment to creating an environment where all members of the Northwestern community should be free from discrimination, harassment, and sexual misconduct by

- responding to reports of sexual misconduct, discrimination, and harassment, including by helping students, faculty, and staff understand the University's processes for making such reports;
- providing support and resources to those affected by sexual misconduct, discrimination, and harassment;
- providing training, consultation, and resources to the University community regarding sexual misconduct, discrimination, harassment, accommodating individuals with disabilities, and the University's affirmative action programs for faculty and staff; and
- working with students, faculty, and staff to revise and implement policies related to sexual misconduct, discrimination, harassment, and providing reasonable accommodations to individuals with disabilities.



The office's work falls within four categories: complaint resolution; reasonable accommodations for employees with disabilities and accommodations for employees and students related to pregnancy, childbirth, or a related condition; affirmative action planning; and training initiatives. The office provides proactive advisory services to those who wish to better understand the University's nondiscrimination policies and explore how to support equal opportunity in their schools or units.

AccessibleNU

[AccessibleNU](#) serves, supports, and empowers students with disabilities by ensuring equal access to fully participate in academic programming and all other facets of University life. ANU saw record growth, with the number of registered students reaching 1,312 (see figure 1).

Figure 1. Students registered with ANU

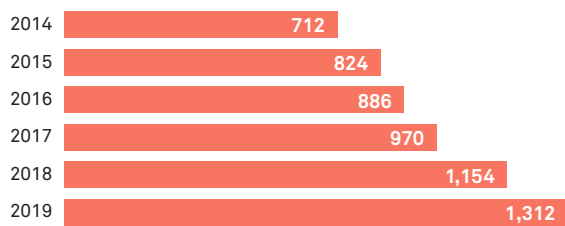


Figure 2. Students registered with ANU by program and campus

	Evanston	Chicago	Both	Online /Other Campuses	Total
Students Registered	1,094	139	32	47	1,312
Undergraduates	903	7	4	-	914 (70%)
Graduate/Professional	189	128	27	45	389 (30%)
Certificates/Summer	2	4	1	2	9 (<1%)

ANU serves students enrolled in undergraduate, graduate, professional, distance learning, and certificate programs both on and off campus. Further ANU metrics are provided in figure 2.

Assistive Technology and Web Accessibility

ANU's assistive technology director led the second Northwestern Universal Design for Learning workshop, which had a 40 percent increase in cohort participants. The year's model added an online learning component designed to maximize the effectiveness of the in-person training. Six Northwestern schools were represented. The director was also invited to present on NUDL as part of the TEACHxperts series and hosted a panel featuring NUDL participants' work at the annual TEACHx conference.

ANU arranged and hosted Northwestern's first-ever digital accessibility peer review. ANU's planning and preparation resulted in peer reviewers' meeting with over 120 participants representing 16 divisions, departments, and offices across Northwestern campuses. ANU is currently working with Northwestern Information Technology, the Office of Global Marketing and Communications, and the Office of Equity to implement the report's recommendations.

Veterans Support Initiative

The [Veterans Support Initiative](#) continued to make efforts to recognize and support Northwestern student, staff, faculty, and alumni veterans. A committee and work groups, consisting of faculty and staff from across the University, worked to gain a deeper understanding of existing services and programs at Northwestern; identify gaps in veteran support and programming; and make recommendations on how the University can improve veteran support.

Data from multiple sources yielded a rich set of findings and underscored the fragmented and sometimes uneven support that is currently provided to military-identified students, faculty, and staff. Three overall themes were prevalent across the data and highlighted notable gaps in supporting these populations: a lack of coordination across administrative offices and units, a desire for stronger community, and a challenging culture (including lack of affinity groups and awareness and understanding about the military and military service).

The committee and work groups identified several areas to address gaps in support:

- Organizational structure and roles
- Communication and education
- Support services and events
- Operations and policies

The work will continue to ensure the success and support of the veteran population at Northwestern.





ENRICHMENT

Promoting inclusive education and enhancing culture and climate

MLK Commemoration

The University community has celebrated Martin Luther King Jr. since 1987 with an expanded commemoration, including discussions, lectures, films, music, theater, and service projects to inspire reflection on King’s life and legacy. In AY19, the commemoration committee invited Maggie Anderson as the year’s [keynote](#) speaker. She is CEO and founder of the Empowerment Experiment Foundation, a nonprofit that studies and facilitates economic development in underserved African American communities through supporting conscious consumerism, financial literacy, targeted entrepreneurship, and business diversity and inclusion.

Diane Nash Community Conversation

In an event sponsored by OIDI, the Office of the Provost, and the School of Education and Social Policy, esteemed civil rights activist, leader, and organizer [Diane Nash](#) joined a conversation facilitated by Martha Biondi, the Lorraine H. Morton Professor of African American Studies. Nash recounted her experiences and emphasized the enduring need for civic action. Her message throughout the conversation focused on the need for action to better the world for future generations.

Women’s Center

The [Women’s Center](#) engaged the campus community in a yearlong programmatic journey to explore the theme “Gender, Work, and Power.” The center began the year with a keynote address by civil rights activist [Dolores Huerta](#). She discussed her feminist and labor activism and encouraged the audience to become active in social justice movements. Huerta provided a compelling example of how social transformation operates in action, and she was an exemplary public figure to launch the year.

The center also hosted a series of lunchtime workshops, including “How to Support Your Trans and Non-Binary Colleagues,” facilitated by Kate Harrington Rosen (Office of Equity), and “Healing from Emotional Labor in the Workplace,” by Rosy Magaña ([CAPS](#)). In March the center hosted renowned local artist-activist Peggy Lipschutz in conversation with folk singer and artist Rebecca Armstrong as the Women’s History Month speakers. Their interactive and art-infused conversation focused on art as a tool for social change. The center was fortunate, as it was one of Lipschutz’s last public events; she died at age 100 on September 24, 2019.

Women’s Center director Sekile Nzinga served as cochair of the Gender-Queer, Non-Binary, and Trans Task Force. The Women’s Center will continue to work with task force cosponsors and campus action leaders in the planning and implementation stages that follow the report and recommendations.



Women’s Center program coordinator Melisa Stephen and Northwestern AmeriCorps VISTA student Kaitlynn Durham with Gale Community Academy Girls Summit student leaders

In addition to hosting events and spearheading campuswide initiatives, the Women’s Center continued to offer support and services including lactation rooms, drop-in hours, groups for staff and students of color, yoga, Pilates, and wellness days during Sexual Assault Awareness Month and Take Back the Night Week.

Both the Evanston and Chicago Women’s Center locations served as inviting sites for campus partners committed to gender equity and social justice, hosting 54 student, faculty, and staff groups for events, meetings, and retreats. The center also engaged the community beyond campus as cohost of a [Girls Summit](#) with 60 students from the Gale Community Academy in Rogers Park and by offering its expertise to Chicago city clerk Anna Valencia and the Chicago Status of Women and Girls Working Group to help develop a set of [recommendations](#) to advance gender equity in Chicago. The center ended the year with remarks by associate director Njoki Kamau at the JOY, Northwestern’s black congratulatory, and Sekile Nzinga for Lavender Graduation, Northwestern’s LGBTQIA congratulatory.



Linda Luk, Alejandro Magana

Multicultural Student Affairs

MSA began the academic year by welcoming Linda Luk as administrative assistant overseeing facilities, operations, and marketing. MSA also announced the promotion of Alejandro Magana to associate director. In this capacity, Magana works with Luk to oversee facilities and operations and to develop MSA’s assessment strategy.

Throughout 2018–19, MSA organized opportunities for collaboration through programming that created student experiences rooted in the intersection of identities both at Northwestern and in Chicago communities.

MSA distributes the **InclusionNU Fund** grant to support student organizations in implementing programs and initiatives that align with MSA’s mission of supporting marginalized communities and creating an inclusive and welcoming campus.

- 73 proposals received, total requests of \$39,600
- 55 proposals funded, total awards of \$19,000



SES Open House

Student Enrichment Services

[Student Enrichment Services](#) partners with first-generation, lower-income, and DACA/undocumented students to foster identity development, help navigate campus resources, and build community.

During the academic year, SES supported 2,387 students, including 1,369 who used the [SES One Form](#) to access financial resources for supporting cocurricular experiences. SES continues to experience significant increases in demand for essential resources, such as laptops and winter gear.

Parent and Family Programming

SES celebrates newly admitted students from the Chicago area and their families by bringing Northwestern to the city. The fifth annual Northwestern in Chicago event brought over 100 students, alumni, faculty, and staff to the Mexican Fine Arts Museum for informal, supportive conversations around the first-generation and lower-income experiences at Northwestern. Spanish translation was provided.

In addition, the second annual SES Open House took place on the first day of Wildcat Welcome, welcoming new students from the Class of 2022 and their families. Incoming students and families connected with current students and staff in a casual environment, and each student left with a welcome kit of sheets, towels, and goal-tracking planners.

Work the Room

The [Work the Room](#) career development series focuses on building students' networking, leadership development, and alumni engagement skills. SES partners with Northwestern Career Advancement and the Northwestern Alumni Association to offer such programming throughout the academic year. Programming included the second Etiquette Dinner at the Hilton Orrington, alumni dinners, and weekly seminars focused on such topics as internship preparation, resume reviews, and how to effectively transition into leadership roles.

Social Justice Education

[Social Justice Education](#) partners with Northwestern's undergraduate student community to create cocurricular educational opportunities that facilitate conversations across difference, foster self-exploration, and support actions that create social change on campus. In AY19, SJE continued to support Sustained Dialogue, a student-facilitated program that encourages conversation across lines of difference with other Northwestern students. A signature SJE program, Deconstructing Whiteness continued as a forum for white students to discuss antiracist practices. In November 2018, Qiu Fogarty (left) joined as an assistant director of social justice education with a focus on enhancing the Peer Inclusion Educators program. PIE trained 25 student



facilitators, who led 30 workshops on topics related to social identity, social justice concepts, and microaggressions.

More broadly, SJE engaged an additional 3,400 participants through various workshops focused on identity, power, and privilege. The office continued to develop a recognizable identity and brand. A key aspect of this process was strengthening its partnerships with such departments as learning and organizational development, athletics, fraternity and sorority life, and new student and family programs to implement implicit-bias and social-justice training. SJE hosted the second annual justice and allyship retreat in February in Lake Delavan, Wisconsin, with around 50 undergraduate students gaining skills and tools to develop a better understanding of allyship and social justice that they could bring back to campus.

Religious and Spiritual Life

[Religious and Spiritual Life](#) continues to steward spaces for reflection, worship, and contemplation for the entire University community by preserving and maintaining Alice Millar Chapel and Religious Center, the Muslim Prayer Room, Vail Chapel, and the Multibelief Space.

Signature programs like the [Spirituality Reading Series](#), led by associate director for religious life Eric Budzynski and chaplain Jackie Marquez, contributed to the increase of religious literacy and awareness of theological diversity from a wealth of global sacred perspectives.

Through the collaborative experiential program [Soul Food](#), RSL nurtures spiritual wellbeing by inviting participants to explore their spirituality through art, music, and diverse practices and traditions. Mindfulness and meditation initiatives continue to broaden the touchpoints of RSL within the University community and to create collaboration and support for other wellness initiatives across campus. Mindfulness initiatives by Budzynski include a formal, eight-week mindfulness-based stress reduction curriculum, weekly drop-in meditations, and workshops.

[Northwestern Interfaith Initiatives](#) creates a safe space where students from various faith backgrounds or no ascribed faith come together over meals to build competency, foster community, and encourage further engagement. This year NUii, hosted by associate chaplain Tahera Ahmad, held interfaith dinners and dialogues on timely topics as well as activities to strengthen peer attitudes and mutual appreciation. In addition to NUii, RSL hosted 18 interfaith programs and facilitated 26 Muslim Life programs, 6 Hindu Life programs, and 2 Christian Life programs, including the Veritas Forum.

In the Multibelief Space, student and religious groups create an atmosphere conducive to ritual and contemplation. This space is especially welcoming for groups—such as Hindus, Native Americans, and Buddhists—that do not have designated spaces on campus for their own identity-belief-based groups.





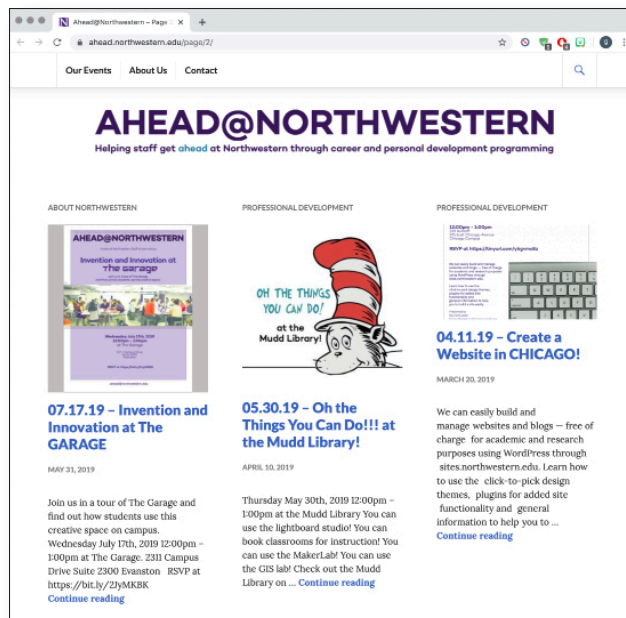
WELLBEING

Supporting holistic personal development and building community

Staff Affinity and Professional Development Groups

During 2018–19, OIDI supported various affinity groups that aim to enhance the personal and professional development of staff, foster a sense of community, and help Northwestern create a workplace where everyone thrives and feels belonging.

The [APIDA Staff Affinity Group](#) (ASAG) raised visibility and awareness of Asian, Pacific Islander, and Desi American identities and community-building for APIDA staff members on campus. Key accomplishments included membership growth from 40 to 145; monthly programming provided an informal opportunity for members to meet, engage in educational content, and honor important events in the APIDA community, such as Diwali. During the year, monthly gatherings included a luncheon on the Chicago campus with an average attendance of 50 staff. During summer 2019, ASAG and UNIDOS collaborated to host an event for building connections and fellowship between their members. ASAG members also facilitated a presentation within Student Affairs to increase awareness and understanding of the APIDA community.



The [Black Professionals Network](#) strives to build community through shared experiences to foster open dialogue, leadership, and mentorship that will improve the Northwestern black professional experience. During AY19, BPN continued to increase networking among staff and increase access to leaders of color by sharing their journeys. The Journey Narrative Series and BPN newsletter enhanced communication and sharing of narratives. BPN also participated in the health benefits fair and worked closely with Rush University Medical Center/Little Brothers of the Poor. BPN hosted numerous dialogue and workshop sessions as opportunities to address topics pertinent to the black professional experience.

[AHEAD@Northwestern](#), a staff resource group founded in 2010, officially established a set of bylaws and was recognized as an affinity group by OIDI. AHEAD conducted events about professional development, networking, and learning more about Northwestern, including the WordPress Websites program and visits on invention and innovation at the Garage and the Mudd Library.

The [Association of Northwestern University Women](#) offered 29 events to its general member audience throughout the Northwestern community. Highlights included the annual Evanston fall breakfast, featuring associate chaplain Tahera Ahmad; three Eat with ANUW small-group discussions; six ANUW Book Club discussions; and “Building Your Career at Northwestern” panel sessions on the Chicago and Evanston campuses.

Additional events included

- “Pathways to Success” with Sarah Wake, associate vice president for equity
- “Reflections with the Provost” with provost Jonathan Holloway
- Summer networking mixers on the Chicago and Evanston campuses

In its seventh year, the ANUW Mentoring Program set a record with a total of 150 participants. The program involves members in positive, one-on-one mentoring relationships to aid their personal and professional development.

[UNIDOS Latinx Professionals Coalition](#) provides a space for staff of Latin American ancestry or solidarity to develop opportunities for engagement related to their professional experience at Northwestern. During the academic year, UNIDOS developed a strategy to alternate between professional development sessions and affinity-space events throughout the Chicago campus. UNIDOS revamped its internal and external communication strategies by launching social media channels and a bimonthly newsletter. Key successes were launching the UNIDOS annual report and the satisfaction survey to enhance awareness and outreach.





BY THE NUMBERS

BENEFITS-ELIGIBLE STAFF BY DEMOGRAPHIC



American Indian/Native American 0.1%
Asian/Pacific Islander 9.5%
Black/African American 10.2%
Hispanic/Latinx 8.2%
Native Hawaiian/Other Pacific Islander 0.2%
International 9.8%
Multiracial 1.6%
Unknown 1.7%
White 58.8%

BENEFITS-ELIGIBLE STAFF BY GENDER



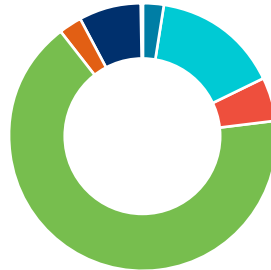
TENURE-LINE FACULTY BY DEMOGRAPHIC, AY19

WEINBERG



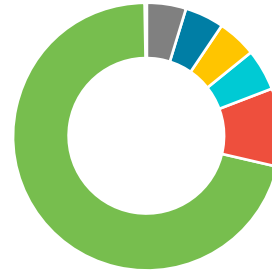
American Indian/Native American 0.2%
 Asian American 7.8%
 Hawaiian/Pacific Islander 0%
 Black/African American 5.3%
 Hispanic/Latinx 5.9%
 International 3.3%
 Multiracial 2.0%
 Unknown 0.8%
 White 74.7%

EDUCATION



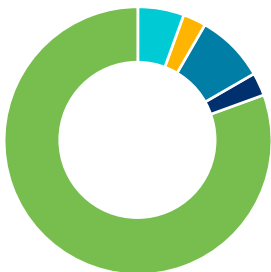
American Indian/Native American 0%
 Asian American 2.6%
 Hawaiian/Pacific Islander 0%
 Black/African American 15.4%
 Hispanic/Latinx 0%
 International 5.1%
 Multiracial 2.6%
 Unknown 7.7%
 White 66.7%

MEDILL



American Indian/Native American 4.8%
 Asian American 4.8%
 Hawaiian/Pacific Islander 0%
 Black/African American 4.8%
 Hispanic/Latinx 4.8%
 International 9.5%
 Multiracial 0%
 White 71.4%

BIENEN



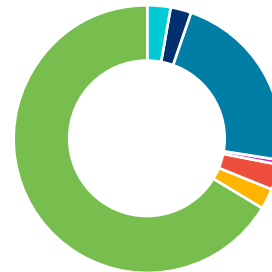
American Indian/Native American 0%
 Asian American 8.3%
 Hawaiian/Pacific Islander 0%
 Black/African American 5.6%
 Hispanic/Latinx 2.8%
 International 0%
 Multiracial 0%
 Unknown 2.8%
 White 80.6%

COMMUNICATION



American Indian/Native American 0%
 Asian American 4.0%
 Hawaiian/Pacific Islander 0%
 Black/African American 7.0%
 Hispanic/Latinx 8.0%
 International 5.0%
 Multiracial 3.0%
 Unknown 2.0%
 White 71.0%

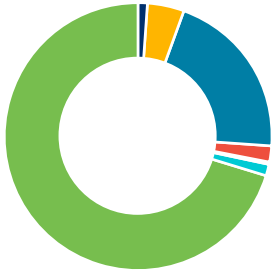
McCORMICK



American Indian/Native American 0%
 Asian American 22.1%
 Hawaiian/Pacific Islander 0.5%
 Black/African American 3.0%
 Hispanic/Latinx 2.5%
 International 3.0%
 Multiracial 0%
 Unknown 2.5%
 White 66.3%

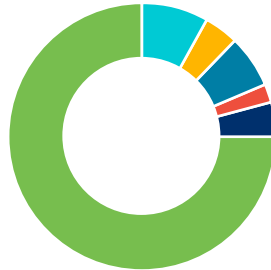
TENURE-LINE FACULTY BY DEMOGRAPHIC, AY19 (continued)

FEINBERG



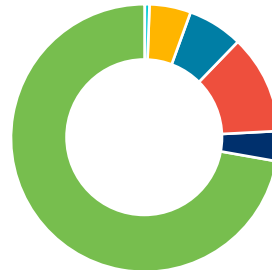
American Indian/Native American 0%
 Asian American 20.6%
 Hawaiian/Pacific Islander 0%
 Black/African American 1.3%
 Hispanic/Latinx 4.3%
 International 2.1%
 Multiracial 0.3%
 Unknown 1.3%
 White 70.1%

PRITZKER



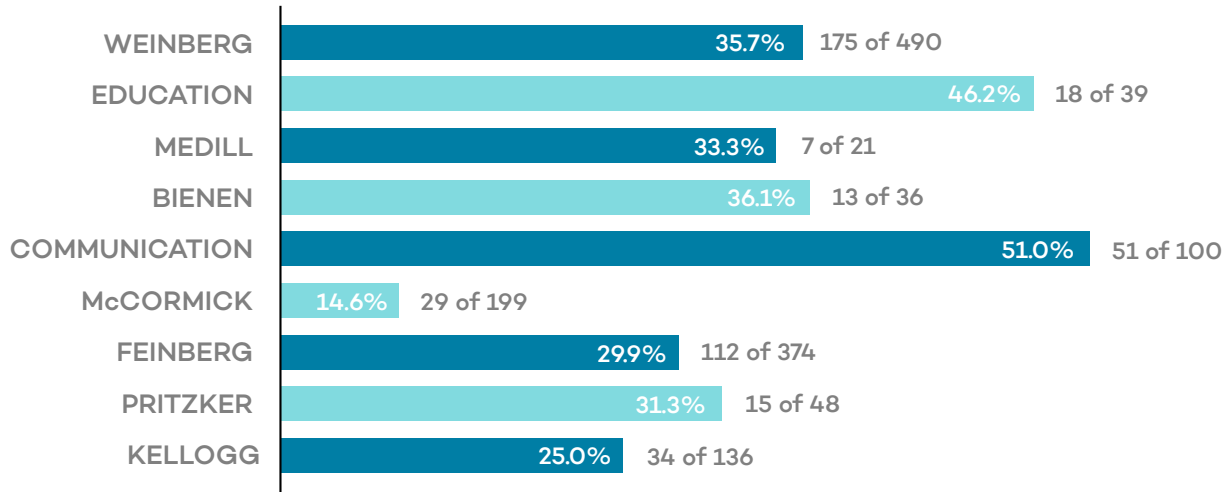
American Indian/Native American 0%
 Asian American 6.3%
 Hawaiian/Pacific Islander 0%
 Black/African American 8.3%
 Hispanic/Latinx 4.2%
 International 2.1%
 Multiracial 0%
 Unknown 4.2%
 White 75.0%

KELLOGG



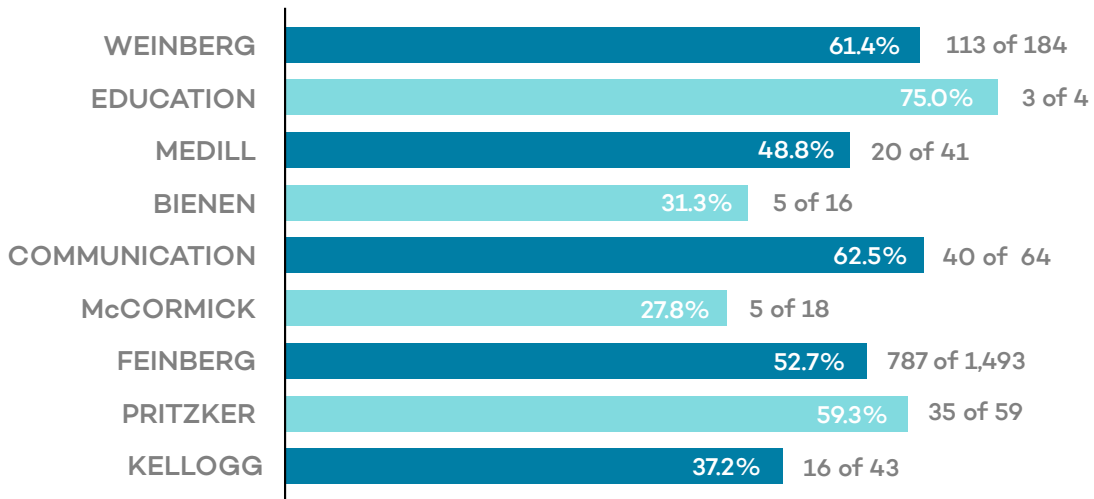
American Indian/Native American 0%
 Asian American 6.6%
 Hawaiian/Pacific Islander 0%
 Black/African American 0.7%
 Hispanic/Latinx 5.1%
 International 11.8%
 Multiracial 0%
 Unknown 3.7%
 White 72.1%

TENURE-LINE WOMEN FACULTY, AY19



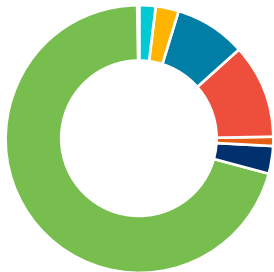
CLINICAL/INSTRUCTIONAL WOMEN FACULTY, AY19

Note: Excludes Research Faculty



CLINICAL/INSTRUCTIONAL FACULTY BY DEMOGRAPHIC, AY19

WEINBERG



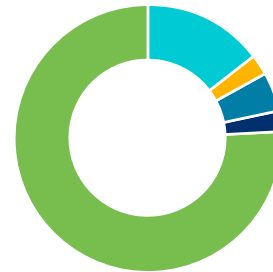
American Indian/Native American 0%
 Asian American 8.7%
 Hawaiian/Pacific Islander 0%
 Black/African American 2.2%
 Hispanic/Latinx 2.7%
 International 11.4%
 Multiracial 1.1%
 Unknown 3.3%
 White 70.7%

EDUCATION



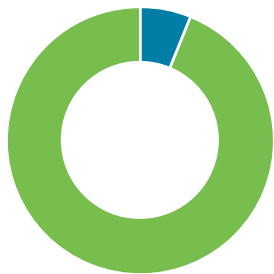
American Indian/Native American 0%
 Asian American 0%
 Hawaiian/Pacific Islander 0%
 Black/African American 25.0%
 Hispanic/Latinx 0%
 International 0%
 Multiracial 0%
 Unknown 25.0%
 White 50%

MEDILL



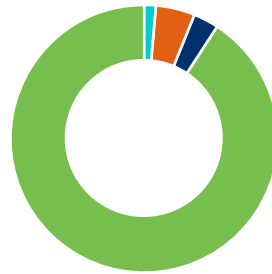
American Indian/Native American 0%
 Asian American 4.9%
 Hawaiian/Pacific Islander 0%
 Black/African American 14.6%
 Hispanic/Latinx 2.4%
 International 0%
 Multiracial 0%
 Unknown 2.4%
 White 75.6%

BIENEN



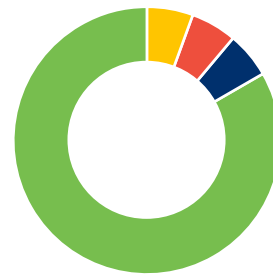
American Indian/Native American 0%
 Asian American 6.3%
 Hawaiian/Pacific Islander 0%
 Black/African American 0%
 Hispanic/Latinx 0%
 International 0%
 Multiracial 0%
 Unknown 0%
 White 93.8%

COMMUNICATION



American Indian/Native American 0%
 Asian American 0%
 Hawaiian/Pacific Islander 0%
 Black/African American 1.6%
 Hispanic/Latinx 0%
 International 0%
 Multiracial 4.7%
 Unknown 3.1%
 White 90.6%

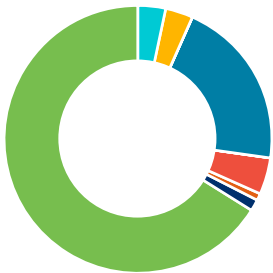
McCORMICK



American Indian/Native American 0%
 Asian American 0%
 Hawaiian/Pacific Islander 0%
 Black/African American 0%
 Hispanic/Latinx 5.6%
 International 5.6%
 Multiracial 0%
 Unknown 5.6%
 White 83.3%

CLINICAL/INSTRUCTIONAL FACULTY BY DEMOGRAPHIC, AY19 (continued)

FEINBERG AY19



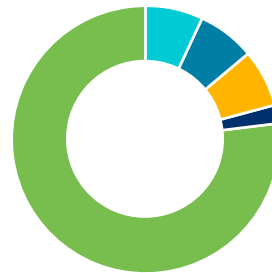
American Indian/Native American 0.1%
 Asian American 20.6%
 Hawaiian/Pacific Islander 0.1%
 Black/African American 3.6%
 Hispanic/Latinx 3.1%
 International 4.3%
 Multiracial 0.9%
 Unknown 1.4%
 White 66.0%

PRITZKER AY19



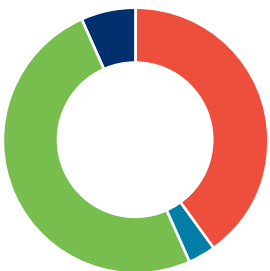
American Indian/Native American 0%
 Asian American 1.7%
 Hawaiian/Pacific Islander 0%
 Black/African American 3.4%
 Hispanic/Latinx 3.4%
 International 0%
 Multiracial 0%
 Unknown 3.4%
 White 88.1%

KELLOGG AY19



American Indian/Native American 0%
 Asian American 7.0%
 Hawaiian/Pacific Islander 0%
 Black/African American 7.0%
 Hispanic/Latinx 7.0%
 International 0%
 Multiracial 0%
 Unknown 2.3%
 White 76.7%

NU-Q NON-TENURE-TRACK FACULTY, AY19



Asian American 3%
 Black/African American 0%
 International 40%
 Unknown 7%
 White 50%

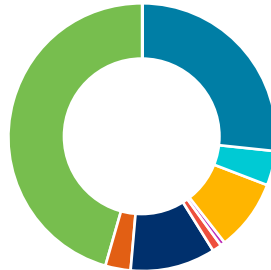
GRADUATE AND PROFESSIONAL SCHOOL STUDENTS BY DEMOGRAPHIC, AY19

GRADUATE SCHOOL



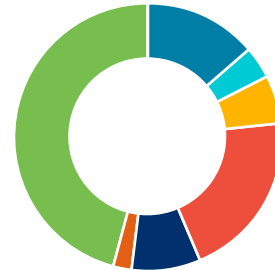
American Indian/Native American 0.13%
 Asian/Pacific Islander 7.93%
 Native Hawaiian/Other Pacific Islander 0.07%
 Black/African American 5.32%
 Hispanic/Latinx 6.77%
 International 35.29%
 Multiracial 3.31%
 Unknown 4.07%
 White 37.12%

FEINBERG



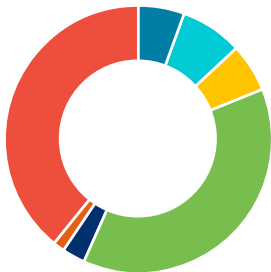
American Indian/Native American 0.25%
 Asian/Pacific Islander 26.50%
 Native Hawaiian/Other Pacific Islander 0.34%
 Black/African American 4.32%
 Hispanic/Latinx 8.64%
 International 1.27%
 Multiracial 2.88%
 Unknown 10.25%
 White 45.55%

KELLOGG



American Indian/Native American 0.04%
 Asian/Pacific Islander 13.61%
 Native Hawaiian/Other Pacific Islander 0.00%
 Black/African American 3.94%
 Hispanic/Latinx 5.91%
 International 20.33%
 Multiracial 2.23%
 Unknown 8.32%
 White 45.62%

MEDILL



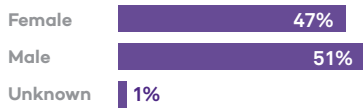
American Indian/Native American 0.00%
 Asian/Pacific Islander 5.56%
 Native Hawaiian/Other Pacific Islander 0.00%
 Black/African American 7.59%
 Hispanic/Latinx 5.74%
 International 37.96%
 Multiracial 1.48%
 Unknown 2.59%
 White 39.07%

PRITZKER

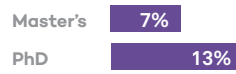


American Indian/Native American 0.18%
 Asian/Pacific Islander 7.86%
 Native Hawaiian/Other Pacific Islander 0.09%
 Black/African American 4.68%
 Hispanic/Latinx 9.28%
 International 21.64%
 Multiracial 2.03%
 Unknown 11.40%
 White 42.84%

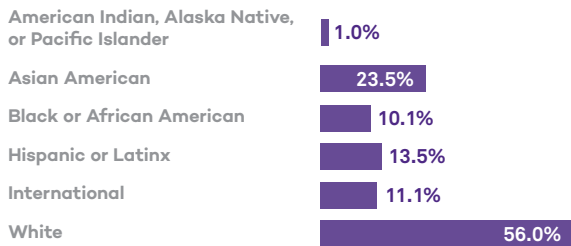
PHD MATRICULANTS BY GENDER, AY19



LGBTQI+ PHD MATRICULANTS, AY19



UNDERGRADUATE STUDENTS BY DEMOGRAPHIC, CLASS OF 2022



The Office of Institutional Research provided faculty, staff, and undergraduate student data. Faculty and staff data was sourced from the myHR system. Faculty data was included for all schools except the School of Professional Studies. Undergraduate and graduate student data was sourced from the student enterprise systems.

**OFFICE OF INSTITUTIONAL DIVERSITY AND INCLUSION STAFF,
2018–19**

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Zenani Greenwell

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