

Diversity and Inclusion Reports  
for Academic Years 2019–20  
and 2020–21

Northwestern



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**Our Mission**

To help create and sustain a diverse, inclusive, and welcoming environment for all Northwestern community members including students, faculty, staff, and alumni.

**Our 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

The Office of Institutional Diversity and Inclusion (OIDI) is meant to synthesize and orchestrate the transformation of the University as a more inclusive, diverse, equitable, and just organization. OIDI is meant to serve all faculty, staff, students, alumni, and community.

OIDI also utilizes identified transformational strands as a framework for advancing diversity and inclusion at Northwestern University. The four strands of Access, Equity, Enrichment, and Wellbeing guide the focus of OIDI. OIDI also uses its current capacity to convene, collaborate, and connect with various University partners to advance the work of diversity and inclusion.

**Acknowledgement of Land**

Northwestern is a community of learners situated within a network of historical and contemporary relationships with Native American tribes, communities, parents, students, and alumni. It is also in close proximity to an urban Native American community in Chicago and near several tribes in the Midwest. The Northwestern campus sits on the traditional homelands of the people of the Council of Three Fires, the Ojibwe, Potawatomi, and Odawa as well as the Menominee, Miami, and Ho-Chunk nations. It was also a site of trade, travel, gathering, and healing for more than a dozen other Native tribes and is still home to over 100,000 tribal members in the state of Illinois.

It is within Northwestern’s responsibility as an academic institution to disseminate knowledge about Native peoples and the institution’s history with them. Consistent with the University’s commitment to diversity and inclusion, Northwestern works towards building relationships with Native American communities through academic pursuits, partnerships, historical recognitions, community service, and enrollment efforts.





**As in years past, the Office of Institutional Diversity and Inclusion (OIDI) has compiled 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 and initiatives that engage areas of diversity and inclusion within the Northwestern community.**

**This diversity and inclusion report covers two academic years, 2019–20 and 2020–21. It identifies and highlights initiatives taking place throughout our campuses and acknowledges this as a period of tremendous disruption brought on by the COVID-19 global pandemic and significant social injustices endured and witnessed during this time.**



# CONTEXT

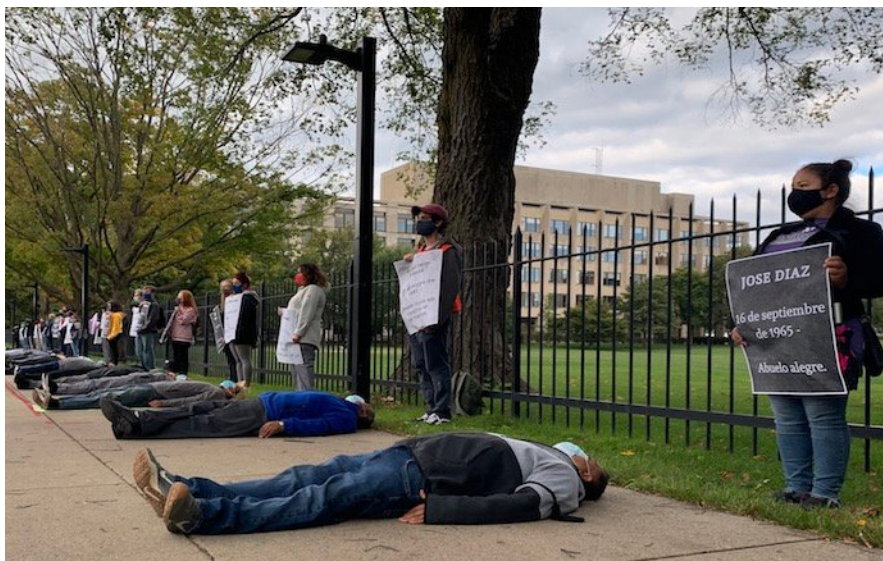
The events of recent years, particularly academic years 2019–20 and 2020–21—including social justice movements and the COVID-19 pandemic—beg a different narrative framing of the events commonly understood as diversity, equity, and inclusion. Effort to address structural inequality and public conversations at the University cannot be separated from this. Within the diversity, equity, and inclusion realm, many felt a backsliding of our collective efforts with the repeal/proposed repeal of legal protection for classes of people, such as anti-LGBTQ laws; the Department of Education’s shift in scope and capacity of Title IX campus investigations; and the US presidential executive order to prohibit discussions of critical race theory.

Similarly, the shift of funding for police nationally and locally has over the years created a more militarized police force and concomitant defunding of critical social services. Northwestern faculty, staff, and students vigorously engaged in these national debates in multiple registers: through research, organizing, protesting, teaching and teach-ins, electoral politics, and policy making. Other projects that have been years in the making at Northwestern University continued their long-stranding efforts to address social justice.

Northwestern University and its multiple constituencies and communities were not standing outside of those matters and did not/could not have a single voice. This review provides some of those public conversations.

Faculty, staff, leaders, students, and alumni often articulated their views on inclusion and equity in response to national events. In 2019–20 we saw, for example, a desire to publicly express an alignment with the values of equity and inclusion that previously were tacitly assumed. Northwestern Organization of Women Faculty organized, for example, an [NU-Against-Hate campaign](#). Graduate students continued to express their desires for worker-status recognition. [Staff affinity groups](#) organized more identity affinity-based networks as a means to articulate their own sense of community and as a launching place for advocacy. Committed faculty and staff engaged in a year-long review of the [Change Makers program](#).

*Above: Kourtnei McNeil, Weinberg College of Arts and Sciences, '21*



COVID-19 health safety protest, 2020

The advent of COVID-19 and the issues of historical structural racism, classism, and sexism at this point cannot any longer be disentangled. The March 2020 shift to remote work and teaching and the onslaught of the virus and its harshest effects simply cannot be adequately stated. The Northwestern University staff and faculty valiantly responded to the crises. The remote-work and remote-teaching model strained and continues to strain the unequal access to resources to support child- and elder-care. Poorer communities crosscut by race and ethnicity have shown the disproportionate ravages of COVID-19 and our students, staff, and faculty and their families felt that impact. Researchers and public health officials across the University provided [analysis of those effects](#). Students and faculty in their classes and research documented the shift in daily practices affected by the quarantine. The [Northwestern Library created an archive of stories](#) to document in real time how our community responded to the effects of our remote and often isolated work.

Amid and against the clarity of unequal ravages of COVID-19, the public murder of George Floyd and outrageous murder of Breonna Taylor, again, brought to the national attention the narrative too-well known among Black and African American communities. The response within Northwestern from students to the weary sense of a lack of progress became the backdrop of the [June 3 letter from students](#). Here they tie their experiences and desires for a different Northwestern prominently including their desires to abolish policing on campus.

Letters of support from key constituencies, such as [A Statement on Anti-Racism and Reconstruction in a Predominantly White University](#), authored by African American Studies faculty and cosigned by many were written throughout the last year. This is but one example of letters providing a statement on anti-racism. The [Feinberg School of Medicine Office of Diversity and Inclusion](#) also penned the report [Social Justice Initiatives at the Feinberg School of Medicine](#), detailing recommendations from four advisory groups comprised of faculty, staff, trainees, and students.

Many [academic departments](#) and units across the University followed with the desires to address the larger racial climate, the gains that could be made, and their own local voices. The public articulation of anti-racism and calling out white supremacy, anti-Black racism, and structural racism has created a public dialog by letters, petitions, and statements that have urged a more public identification of values.

It has also created a concomitant question of what, beyond statements, can be done. What action can be taken?

Some of the actions within Northwestern have taken different angles at answering this. The [Northwestern Prison Education Program](#), while pre-dating 2019, has had a particularly dramatic effect in contributing in very material ways to addressing the carceral state and to the education of incarcerated people. [One Book One Northwestern](#) engaged in a tremendous year-long discussion of racial justice through the lens of Bryan Stevenson’s *A Just Mercy*. Northwestern’s Office of Institutional Diversity and Inclusion hosted prison abolition activist and alumna [Mariame Kaba](#). We saw the [Center for Native American and Indigenous Research](#) move into their own house and the new calls to address the [sovereignty of Native American and Indigenous people](#) in relation to Northwestern and Northwestern’s complicity in settler colonialism.

Another example of action being taken comes from the [Block Museum of Art](#). The museum is inspired by art’s capacity to express the range of our shared humanity. The Block Museum of Art works to be an institution in which the values of diversity, equity, access, and inclusion are fully present in the who, what, where, why, and how of our work. The core of the Block’s current collecting mission includes a commitment to living artists; a connection between the past and the present; and a cross-cultural, global perspective. The Block Museum of Art acknowledges that centering diverse identities and perspectives within the museum is essential to our



The Innocence Project documentary featured Christopher Scott, Johnnie Lindsey, and Steven Phillips, who had collectively spent 60 years in prison before being exonerated.

institutional excellence and critical to our current successes and future sustainability. In early 2021, the Block Museum of Art Board of Advisors passed a historic vote regarding a DEAI platform which will be incorporated into the museum’s broader commitment statement. It will be posted online later this year.

[Lisa Corin](#), Ellen Philips Katz Director, expressed that “The past year has taught us that preserving the status quo is not an option. The pandemic is the intersection of many crises that have been reproducing for decades and which we, as individuals and as institutions, must urgently address. Inequity in all of its forms—racial, economic, gender, healthcare—climate change, shifting demographics, all of these and more, have raised significant questions about the future of our planet and our relationships to one another. Museums and universities have a responsibility to listen, to reflect, and to face the future with courage and empathy. To live only in the present, to think only of our own lives, is to fail our children and our grandchildren and all of those we cannot see who live thousands of miles away. To think about the future is the ultimate form of empathy. The decision of our Block Board of Advisors to unanimously support a platform commuting to DEAI goals is a recognition on the part of these passionate alumni, parents, and community members, that the future is now.”

The advent of remote work and different modes of communication and connection required the Northwestern community to continually have conversation and debate through letters and forums and forced us to reflect on how we were experiencing the world as we knew it. Academic years 2019–20 and 2020–21 were years like no other. We had a front-row seat to our peers’ and colleagues’ living rooms and make-shift work stations and even heard our dogs bark. We experienced a cross-campus possibility of gathering and we now wonder what 2021–22 will bring.



# BELONGING

Diversity and inclusion initiatives across campus

## Social Justice Initiatives

Northwestern University witnessed students, faculty, and staff respond to and decry the racial violence again brought to light. The institutional response began as a Social Justice Initiative. These [University commitments](#) have been reported to the community and are posted on the [Social Justice website](#).

The [Social Justice Initiative](#) was a multi-layered and ambitious undertaking that required significant institutional energy and organization. The website documented accomplishments and progress towards the stated Social Justice Initiative goals.

## Gender Inclusive Initiatives

The [Gender Inclusive Initiatives](#) at Northwestern continually involve increased access to resources and support for our gender-expansive students, faculty, and staff and is in direct response to the decades of advocacy and leadership of trans, non-binad queer members of our campus community. The initiatives are informed by the guidance and the recommendations put forth by the [2019 Gender Queer Non Binary and Trans Task Force](#). The cochairs of the task force—Sekile Nzinga (Women’s Center Director and Gender Sexuality Studies Lecturer) and Héctor Carrillo (Professor of Sociology and of Gender and Sexuality Studies and Director of the Sexualities Project at Northwestern)—presented a comprehensive action-oriented report with seven overarching recommendations to the task force’s cosponsoring units in October of 2019. The report along with the task force’s recommendations were shared with the University community in February of 2020. During the summer of 2020, the Gender and Sexuality Studies program, Office of Institutional Diversity and Inclusion, and the Women’s Center served as lead partners to advance the Gender Inclusive Initiatives at Northwestern.

*Above: Multicultural Student Affairs staff*

Examples of this work include

- Fall Quarter 2020: The Women’s Center’s New Mothers’ Support group was renamed as the New Parents’ Support Group. This group is now inclusive of new parents who may not define themselves as mothers. It also ensures participants view caregiving and affective labor as relevant across gender identities.
- Fall Quarter 2020: The center cohosted with OIDI and the Associate Provost of Faculty a welcome reception for LGBTQ faculty
- Winter Quarter 2020: The Women’s Center cosponsored the event Families in Transition, a screening of two short documentaries about the familial relationships of subjects in transition. Both film makers were present for a post screening discussion. This program was presented in partnership with the Queer Pride Graduate Student Association and Block Cinema.
- Winter Quarter 2020: Staff discussion groups on the subject of Parenting for Social Justice were held at both the Chicago and Evanston centers. Emphasizing gender fluidity and supporting gender nonconforming children was a key topic. There is interest in expanding and/or continuing these discussions in the coming year.
- Winter Quarter 2020: The Women’s Center launched an informal affinity space, Lavender Lunch, open to LGBTQ students, faculty, and staff on the Chicago campus. The center relaunched the group in spring quarter 2020 during the remote environment.

## Change Maker’s Review Committee

During the 2019–20 academic year, the Office of Institutional Diversity and Inclusion and the Office of Human Resources created this committee and charged its members with reviewing the [Change Makers](#) program’s mission, operations, and desired impact. The committee was tasked with reviewing both the history of Change Makers and its impact to date, as well as with making recommendations regarding whether and how Change Makers, or a program like it, might best serve the Northwestern community moving forward. The review committee, cochaired by Steven Adams and Francesca Gaiba, drew upon the experiences of 300+ staff and faculty who have participated in the program, as documented in program surveys, to inform its evaluations.

The Change Makers Review Committee convened monthly between September 2019 and June 2020 to address the following objectives:

- Review current program components, including application, selection, curriculum, facilitation, assessment, and ongoing engagement of participants and alumni; this would include an analysis and consideration of consultant, facilitator, and participant demographics, and any impact on content, program delivery, and efficacy both short- and long-term
- Explore alternative program models which may include benchmarking among peers
- Submit a report on findings and recommendations

Following the recommendations of the Change Maker’s Review Committee, Change Maker’s will aim to relaunch in Fall 2022.



## Dream Week Martin Luther King Jr. Commemoration

The University community honors the memory and legacy of Dr. Martin Luther King, Jr. The annual commemoration includes events across our multiple campuses, including discussions, lectures, films, music, oratory competitions, and service projects. The Candlelight Vigil, sponsored by the Alpha Phi Alpha fraternity, is held annually on the holiday. A highlight of these events is the annual keynote address by those who are addressing the call for racial and economic justice. During these past two years, the [commemoration committee](#) invited two prominent figures in the advancement of social justice.

### Dream Week 2020: Tarana Burke

During the 2020 commemoration, the University events were highlighted by *Time* magazine’s 2017 Person of the Year, [Tarana Burke](#). Burke made it her mission early on to help young women of color change their lives. She founded in 2003 the nonprofit organization Just Be, which focuses on the health, well-being, and wholeness of young women of color. In 2006 Burke founded the ‘me too.’ Movement; she is a powerful spokeswoman for the movement, which took on a life of its own in 2017 as survivors of sexual violence stepped forward to tell their stories on social media.

### Dream Week 2021: Mariame Kaba

In continuing with the focus of social justice activism, the Dream Week commemoration committee selected activist, prison-industrial complex abolitionist, and educator [Mariame Kaba](#) to deliver the 2021 campus wide keynote. The keynote, which was broadcast to an audience of over 1,000 attendees, began with a virtual performance of “Lift Every Voice and Sing” by Northwestern Community Ensemble members and alumni. Kaba then delivered her speech in which she laid out core tenets of abolitionist practice, tying the current movement to King’s principles.



Tarana Burke



Mariame Kaba



Left: Alpha Phi Alpha members at MLK 2020 vigil.  
Above: MLK 2020 reception.

## Native American and Indigenous Initiatives

The [Native American and Indigenous Initiatives](#) continue to advance important University goals in partnership with tribal Nations and communities within and beyond the Northwestern community. Both the John Evans Study Committee Report and the Native American Outreach and Inclusion Task Force Report provide valuable background and direction, analysis, insight, and recommendations to the president and provost. Committed to enhancing inclusion of Native Americans, the Office of the Provost and Office of Institutional Diversity and Inclusion are leading the initiative on Native American inclusion and reviewing and responding to recommendations of the Native American Outreach and Inclusion Task Force, as well as stimulating additional ideas and directions through conversations across the University. Throughout the year, Native American and Indigenous Initiatives have engaged in continuous advocacy as part of the institutional response to the John Evans report.

Native American and Indigenous Initiatives completed its annual report addressing the work and accomplishments in relation to the John Evans Study Committee Report. Key accomplishments for the Native American and Indigenous Initiatives area include

- [Development and launch of the Land Acknowledgement logo and poster](#)
- Land Acknowledgement training and consultation sessions provided to University Libraries and Student Affairs
- [Development and partnership of the 30 Days of Indigenous initiative](#)
- Securing and implementing the Indigenous Lecture and Writing Series in partnership with the University of Illinois–Chicago
- Hosting AISES Professional of the Year Awards Selection Committee
- Hosting Sand Creek Massacre Descendant representatives
- Richard Littlebear, president of Chief Dull Knife College, meeting with senior leadership

## Women's Center

The [Women's Center](#) is committed to gender equality and inclusion at Northwestern. As a catalyst for change, the Women's Center serves as a space for support, community, advocacy, and affirmation for women and other people who may be navigating marginalization on campus and in society.

During the academic year 2019–20 the Women's Center theme [By Degrees: Gender. Education. And Progress](#) provided direct attention to the persistent threats to equity in higher education. The annual keynote address featured Yolanda Flores Niemann of the University of North Texas. Niemann's talk emphasized persistent barriers for women of color in faculty positions and called upon allies to take up the work of opposing tokenism and devaluation of women of color colleagues.

Exploration of the theme continued with programming throughout the 2019–20 academic year, including

- STEM Kids Story Time featuring Women of Color STEM faculty.
- Launch of the Graduate Women of Color peer group.
- An original new student orientation program, Feminist First Year.
- Several events intended to expand the concept of educational settings: Creating and Maintaining a Feminist Writing Group; Social Justice Parenting; workshops on the role of social media for sexual assault survivors, in coordination with Tarana Burke's keynote; and a Block-partnered film series, [Families in Transition](#).

In light of the COVID-19 global health crisis, the Women's Center shifted to online programming and sought to respond to inequities magnified and exacerbated by the pandemic. Members of the Women's Center staff compiled a comprehensive list of area mutual aid

organizations and chose [Mutual Aid and Community Engagement](#) as their 2020–21 theme. The Women’s Center modeled the feminist themes of interdependence and accountability through programming on this theme, partnering with the Office of Equity and Learning and Organization Development to offer the Caring for Ourselves and Others staff series and working with CAPS and CARE to establish Recognizing Collective Trauma.

The Women’s Center further connected the campus community to city-wide mutual aid efforts by conducting interviews with seven local organizations which garnered over 1,300 online views, coordinating a reading group, and hosting of a virtual Annual Women’s History Month Symposium with Kelly Hayes and Dean Spade.

The Feminist Campus Tour was launched in June, 2021. It is an outdoor, GPS-guided audio tour.

## Northwestern Principles of Inclusive Teaching

The [Northwestern Principles of Inclusive Teaching](#) were developed for Northwestern instructors by the [Searle Center for Advancing Learning and Teaching](#), the [Office of Institutional Diversity and Inclusion](#), the [Office of Equity](#), and the [Office of the Provost](#). These principles create a set of educational opportunities and resources for instructors that will help establish more inclusive teaching and learning environments across campus. The document provides both theoretical principles and practical suggestions that are relevant across disciplines and classroom formats, including remote and in-person.

Northwestern’s continued commitment to fostering inclusive learning environments for our diverse academic community is evident in the document, as the goal of the document is to assist instructors in developing and maintaining an inclusive learning environment that acknowledges and promotes the diversity of the Northwestern community.

### Inclusive Teaching Principles

- Principle 1: Consider your and your students’ social identities and positionalities.
- Principle 2: Establish and communicate clear course standards and expectations.
- Principle 3: Offer multiple ways for students to demonstrate their learning and knowledge.
- Principle 4: Communicate sources of support for learning.
- Principle 5: Cultivate a welcoming and inclusive course climate (learning environment).
- Principle 6: Consider diverse teaching and learning frameworks and methods.
- Principle 7: Assess your inclusive teaching.
- Principle 8: Stay current with Inclusive Teaching literature and strategies.



## Northwestern Information Technology Initiatives

The [Northwestern Information Technology Diversity, Equity, and Inclusion Committee](#) includes staff from across Northwestern IT who have a strong interest in creating a more diverse, inclusive, and equitable community. During recent years, the Northwestern IT Diversity, Equity, and Inclusion Committee has developed initiatives that speak to the commitment of advancing diversity, equity, and inclusion. These initiatives include

- Develop policy(s) to ensure the Northwestern IT hiring process includes oversight and guidance from a hiring team and include a requirement on diverse candidate pools.
- Develop policies, standards, and guidelines to enable staff retention and inclusion, where training, professional development, coaching, and mentoring are a priority.
- Establish a platform for advocacy and build allies and committees at the University to strengthen diversity, equity, and inclusion.
- Curate educational programming such as workshops, conferences, books, podcasts, and other educational materials to educate and strengthen the DE&I commitment for Northwestern IT.

## Neighborhood and Community Relations

This year Northwestern University's home communities of Evanston and Chicago faced continuous challenges, notably the two interlocked pandemics of COVID-19 and systemic racism. The University is uniquely positioned to address these challenges and help our communities recover during this pivotal point in our history. The Office of Neighborhood and Community Relations links Northwestern to our home communities and cherishes the opportunity to foster positive social transformation both on and off campus. Neighborhood and Community Relations continually strives to make our entire community stronger.

The pursuit of positive social change led [Neighborhood and Community Relations](#) to establish the [Racial Equity and Community Partnerships Grant program](#). The Racial Equity and Community Partnerships Grant supports justice-seeking projects by connecting community-based organizations in Evanston and Chicago with Northwestern University.

The Racial Equity and Community Partnership Grant program was developed with the goal of advancing racial equity in Evanston and Chicago through policy and program changes that work to dismantle systemic racism. During the 2020–21 academic year, grants were awarded to community-based nonprofits or groups in Evanston and Chicago and Northwestern faculty, students, or staff. The projects that received an award reflected the kind of deep community partnerships that not only support the communities in which the projects take place but also have the potential to advance research-based knowledge and its connection to Northwestern's mission of better understanding the world through innovative research.



## The Graduate School

The Graduate School promotes a transformative educational experience for graduate students and post-doctoral trainees at Northwestern University. The Graduate School's [Office of Diversity and Inclusion \(ODI\)](#) focuses on the recruitment and support of underrepresented populations to foster an inclusive environment and facilitate community engagement. The Graduate School's Office of Diversity and Inclusion is committed to the personal and intellectual growth of our diverse student population.

During the recent academic year, the Graduate School's Office of Diversity and Inclusion also implemented additional initiatives to aid in the success of graduate students at Northwestern. Initiatives implemented during the 2020–21 academic year include [Navigating Northwestern](#) and the Let's Talk Diversity Series.

*Above: Participants in the Graduate School's Introduction to Graduate Education at Northwestern (IGEN) program*

## Edward A. Bouchet Honor Society

Named for Edward Alexander Bouchet, the first African American doctoral recipient in the United States, the Edward A. Bouchet Honor Society recognizes outstanding scholarly achievement and promotes diversity and excellence in doctoral education and the professoriate. The Bouchet Society seeks to develop a network of preeminent scholars who exemplify academic and personal excellence, foster environments of support, and serve as examples of scholarship, leadership, character, service, and advocacy for students who have been traditionally underrepresented in the academy.

## The Graduate School Signature Events

### Introduction to Graduate Education at Northwestern (IGEN)

The Graduate School hosts the annual Introduction to Graduate Education at Northwestern for diverse rising undergraduate juniors and seniors interested in doctoral study in a STEM or quantitative discipline. For the last three years, TGS has hosted more than 90 underrepresented students from a diverse set of institutions, including 30 students in 2019. TGS also invited faculty-student advisers to participate in the IGEN program for the first time in 2019. As a result, faculty members from the University of Central Florida, Morgan State University, and the University of Puerto Rico, Humacao, to name a few, accompanied their students on the visit.

### Summer Research Opportunity Program (SROP)

The [Summer Research Opportunity Program](#) is an eight-week competitive research experience at Northwestern for sophomores and juniors from colleges and universities across the United States. All fields of research at Northwestern are open to SROP participants, including the social sciences and humanities, physical sciences, chemical and biological sciences, technology, math, and engineering fields. The 2019 SROP cohort included high-achieving scholars from the nation's premier Minority Serving Institutions (MSIs), neighboring research-intensive institutions, and local and regional institutions. During the 2020–21 year, in response to the COVID-19 pandemic, SROP was successfully conducted in a virtual format. Northwestern is the only institution to offer early admission for seniors through its Early Admission Decision Process (EADP). Over the last three years, more than 50 percent of the SROP seniors have been offered EADP. Additionally, many SROP participants presented their research at national conferences, such as the Annual Biomedical Research Conference for Minority Students and Society for Advancement of Chicanos/Hispanics and Native Americans in Science.

## HSI Pathways to the Professoriate

Supported by a \$5.1 million grant from the Andrew W. Mellon Foundation, HSI Pathways to Professoriate prepares students from Hispanic Serving Institutions (HSIs) for PhD programs over five years. In October of 2019, TGS welcomed more than 20 undergraduate students 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 members, and graduate students to discuss graduate education, best practices for applying to graduate school, and Northwestern's social science and humanities programs. Six Northwestern faculty members were selected as HSI Pathways mentors to support the research development and graduate school preparation of students in the program: Jesús Escobar, Geraldo Cadava, Emily Maguire, John Marquez, Ramón Rivera-Servera, and José Medina. Three former HSI Pathways Scholars are currently enrolled in various graduate programs in TGS.



*SROP participant presentation*



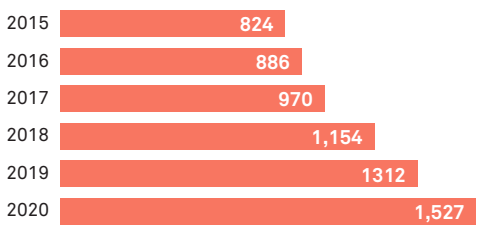
Jill Sieben-Schneider,  
Associate Dean of Students  
and Director of AccessibleNU

## AccessibleNU

[AccessibleNU \(ANU\)](#) supports and empowers students with disabilities by collaborating with the Northwestern community to ensure equal access to fully participate in the academic learning environment. ANU once again saw record growth, with the number of registered students reaching 1,527. ANU serves students enrolled in undergraduate, graduate, professional, distance learning, and certificate programs both on and off campus and serves as a consultant and collaborator with the ANU staff on the Qatar campus.

This past year, ANU collaborated with a number of campus constituents to create the inaugural [Practicum in Foundations of Online Teaching](#). The practicum provided resources, guidance, and support to prepare instructors to shift their learning objectives to an online environment while also creating courses with universal design strategies in mind. In addition, ANU also created a three-year strategic plan that focuses on best practices in serving students with disabilities and continued to partner with the [Eye-to-Eye](#) organization as the unit plans to transition back to in-person learning and extra-curricular activities. [Eye-to-Eye](#) is a mentoring program, with a focus on confidence building and community, that pairs middle school students with college students who also have learning disabilities and/or ADHD.

**Figure 1.** Students registered with ANU



**Figure 2.** Students registered with ANU by program and campus

	Evanston	Chicago	Both	Online /Other Campuses	Total
<b>Students Registered</b>	1,204	212	34	77	<b>1,527</b>
Undergraduates	988	7	3	2	1,004 (66%)
Graduate/Professional	209	199	27	73	506 (33%)
Certificates/Summer	7	2	4	2	17 (1%)

## Social Justice Education

[Social Justice Education \(SJE\)](#) partners with Northwestern’s undergraduate and graduate student community to create cocurricular educational opportunities that foster self-exploration, facilitate conversations across difference, and support actions that create social change on campus. SJE welcomed a new assistant director, [Chelsea O’Neil Karcher](#), to their team for leadership on Sustained Dialogue and broadening SJE’s social media engagement.

In 2019–20 and 2020–21, SJE continued to support [Sustained Dialogue](#) through virtual engagement, providing students with an opportunity to engage in conversation across lines of difference with other Northwestern students throughout the pandemic. Peer Inclusion Educators continued as a signature SJE program, which trained 20 student facilitators in 2019–20 and 22 student facilitators in 2020–21 to lead workshops on topics related to social identity, social justice key concepts, and microaggressions.

SJE also developed a new virtual [anti-racism seminar](#) designed to bring students of diverse backgrounds

together to talk about racism as a foundation for understanding additional systems and forms of oppression. Students were encouraged to explore their own social identities, lived experiences, beliefs, and behaviors within a framework of systemic power, oppression, and privilege. The office more broadly was able to engage an additional 3,300 participants in 2019–20 and is on pace to exceed that number in 2020–21, reflecting a distinct increase in engagement from undergraduate and graduate students following national incidents of racial violence.

Finally, SJE redesigned the [Justice and Allyship Retreat](#) to a virtual offering in partnership with Midwest Academy to provide students with training and engagement on grassroots organizing. Midwest Academy teaches an organizing philosophy, methods, and skills that enable ordinary people to actively participate in the democratic process.



Left: Justice and Allyship Retreat participants  
Above: Chelsea O’Neil Karcher





# BY THE NUMBERS

## BENEFITS-ELIGIBLE STAFF BY GENDER AY21

*Graduates were able to celebrate in June 2020 despite the COVID-19 pandemic*

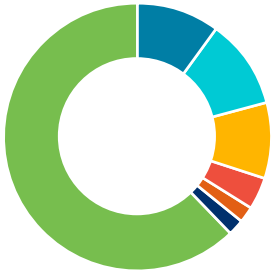


Female 54.2%  
Male 45.8%

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

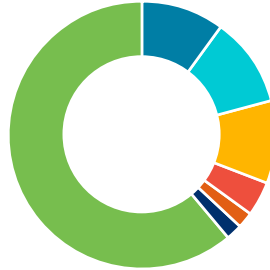
BENEFITS-ELIGIBLE STAFF AND POSTDOCS

BENEFITS-ELIGIBLE STAFF AY20



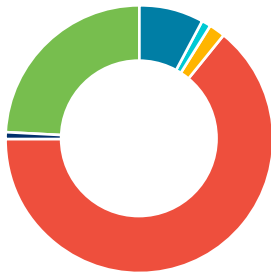
American Indian or Alaska Native <1%  
 Asian American 10%  
 Black/African American 11%  
 Hispanic/Latinx 9%  
 Hawaiian/Pacific Islander <1%  
 International 4%  
 Multiracial 2%  
 Unknown 2%  
 White 62%

BENEFITS-ELIGIBLE STAFF AY21



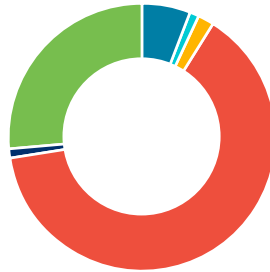
American Indian or Alaska Native <1%  
 Asian American 10%  
 Black/African American 11%  
 Hispanic/Latinx 10%  
 Hawaiian/Pacific Islander <1%  
 International 4%  
 Multiracial 2%  
 Unknown 2%  
 White 61%

POSTDOCTORAL AY20



American Indian or Alaska Native <1%  
 Asian American 8%  
 Black/African American 1%  
 Hispanic/Latinx 2%  
 Hawaiian/Pacific Islander <1%  
 International 64%  
 Multiracial <1%  
 Unknown 1%  
 White 24%

POSTDOCTORAL AY21



American Indian or Alaska Native <1%  
 Asian American 6%  
 Black/African American 1%  
 Hispanic/Latinx 2%  
 Hawaiian/Pacific Islander <1%  
 International 63%  
 Multiracial <1%  
 Unknown 1%  
 White 26%

TENURE-LINE FACULTY BY DEMOGRAPHIC

WEINBERG AY20

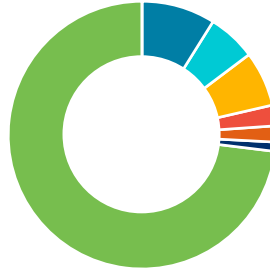


American Indian/Native American 0.2%  
 Asian American 8%  
 Hawaiian/Pacific Islander <1%  
 Black/African American 6.3%  
 Hispanic/Latinx 5.9%  
 International 3.3%  
 Multiracial 2.2%  
 Unknown 0.8%  
 White 73.2%

---

Female 36%

WEINBERG AY21

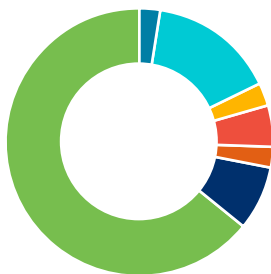


American Indian/Native American 0.2%  
 Asian American 8.7%  
 Hawaiian/Pacific Islander <1%  
 Black/African American 6%  
 Hispanic/Latinx 6.6%  
 International 2.5%  
 Multiracial 2.1%  
 Unknown 1%  
 White 72.9%

---

Female 36%

EDUCATION AY20

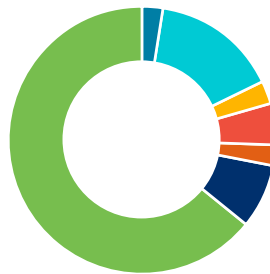


American Indian/Native American <1%  
 Asian American 2.6%  
 Hawaiian/Pacific Islander <1%  
 Black/African American 15.4%  
 Hispanic/Latinx 2.6%  
 International 5.1%  
 Multiracial 2.6%  
 Unknown 7.7%  
 White 64.1%

---

Female 46%

EDUCATION AY21



American Indian/Native American <1%  
 Asian American 2.6%  
 Hawaiian/Pacific Islander <1%  
 Black/African American 15.4%  
 Hispanic/Latinx 2.6%  
 International 5.1%  
 Multiracial 2.6%  
 Unknown 7.7%  
 White 64.1%

---

Female 46%

TENURE-LINE FACULTY BY DEMOGRAPHIC

MEDILL AY20

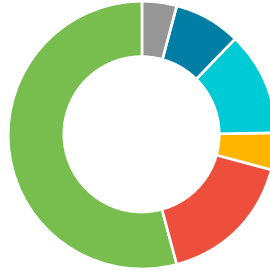


American Indian/Native American 3.8%  
 Asian American 7.7%  
 Hawaiian/Pacific Islander <1%  
 Black/African American 11.5%  
 Hispanic/Latinx 3.8%  
 International 15.4%  
 Multiracial <1%  
 Unknown <1%  
 White 57.7%

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Female 35%

MEDILL AY21

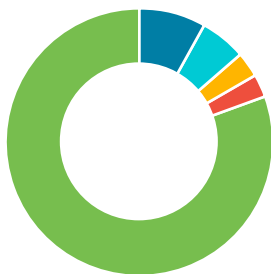


American Indian/Native American 4.2%  
 Asian American 8.3%  
 Hawaiian/Pacific Islander <1%  
 Black/African American 12.5%  
 Hispanic/Latinx 4.2%  
 International 16.7%  
 Multiracial <1%  
 Unknown <1%  
 White 54.2%

---

Female 33%

BIENEN AY20

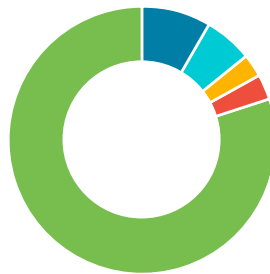


American Indian/Native American <1%  
 Asian American 8.3%  
 Hawaiian/Pacific Islander <1%  
 Black/African American 5.6%  
 Hispanic/Latinx 2.8%  
 International 2.8%  
 Multiracial <1%  
 Unknown <1%  
 White 80.6%

---

Female 36%

BIENEN AY21



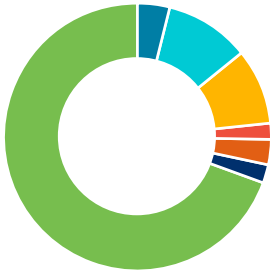
American Indian/Native American <1%  
 Asian American 8.6%  
 Hawaiian/Pacific Islander <1%  
 Black/African American 5.7%  
 Hispanic/Latinx 2.9%  
 International 2.9%  
 Multiracial <1%  
 Unknown <1%  
 White 80%

---

Female 37%

TENURE-LINE FACULTY BY DEMOGRAPHIC

COMMUNICATION AY20

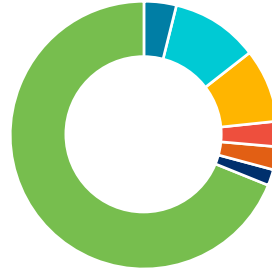


American Indian/Native American <1%  
 Asian American 4.1%  
 Hawaiian/Pacific Islander <1%  
 Black/African American 10.2%  
 Hispanic/Latinx 9.2%  
 International 2%  
 Multiracial 3.1%  
 Unknown 2%  
 White 69.4%

---

Female 50%

COMMUNICATION AY21

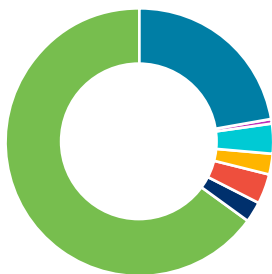


American Indian/Native American <1%  
 Asian American 3.9%  
 Hawaiian/Pacific Islander <1%  
 Black/African American 10.8%  
 Hispanic/Latinx 8.8%  
 International 2.9%  
 Multiracial 2.9%  
 Unknown 2%  
 White 68.6%

---

Female 51%

McCORMICK AY20

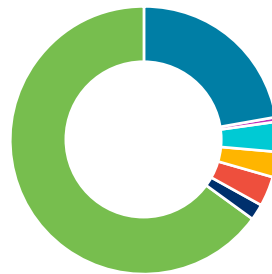


American Indian/Native American <1%  
 Asian American 22.3%  
 Hawaiian/Pacific Islander 0.5%  
 Black/African American 3.6%  
 Hispanic/Latinx 2.5%  
 International 3.6%  
 Multiracial <1%  
 Unknown 2.5%  
 White 65%

---

Female 15%

McCORMICK AY21



American Indian/Native American <1%  
 Asian American 22.3%  
 Hawaiian/Pacific Islander 0.5%  
 Black/African American 3.6%  
 Hispanic/Latinx 3.1%  
 International 3.6%  
 Multiracial <1%  
 Unknown 2.1%  
 White 64.8%

---

Female 15%

TENURE-LINE FACULTY BY DEMOGRAPHIC

FEINBERG AY20

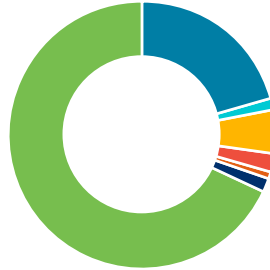


American Indian/Native American <1%  
 Asian American 20.5%  
 Hawaiian/Pacific Islander <1%  
 Black/African American 1%  
 Hispanic/Latinx 5%  
 International 1.6%  
 Multiracial 0.5%  
 Unknown 1.8%  
 White 69.6%

---

Female 32%

FEINBERG AY21

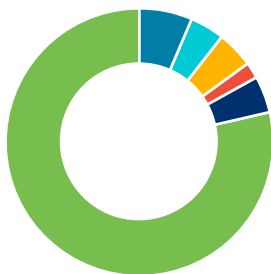


American Indian/Native American <1%  
 Asian American 20.8%  
 Hawaiian/Pacific Islander <1%  
 Black/African American 1.3%  
 Hispanic/Latinx 5.3%  
 International 2.1%  
 Multiracial 0.8%  
 Unknown 1.8%  
 White 67.8%

---

Female 33%

PRITZKER AY20



American Indian/Native American <1%  
 Asian American 6.4%  
 Hawaiian/Pacific Islander <1%  
 Black/African American 4.3%  
 Hispanic/Latinx 4.3%  
 International 2.1%  
 Multiracial <1%  
 Unknown 4.3%  
 White 78.7%

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Female 28%

PRITZKER AY21



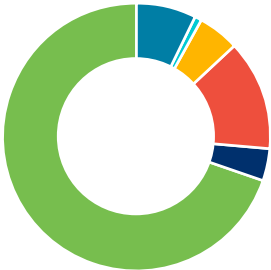
American Indian/Native American <1%  
 Asian American 6.4%  
 Hawaiian/Pacific Islander <1%  
 Black/African American 4.3%  
 Hispanic/Latinx 4.3%  
 International 2.1%  
 Multiracial 2.1%  
 Unknown 4.3%  
 White 76.6%

---

Female 28%

TENURE-LINE FACULTY BY DEMOGRAPHIC

KELLOGG AY20

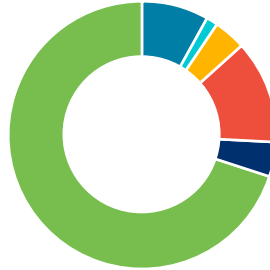


American Indian/Native American <1%  
 Asian American 7.4%  
 Hawaiian/Pacific Islander <1%  
 Black/African American 0.7%  
 Hispanic/Latinx 5.2%  
 International 13.3%  
 Multiracial <1%  
 Unknown 3.7%  
 White 69.6%

---

Female 24%

KELLOGG AY21



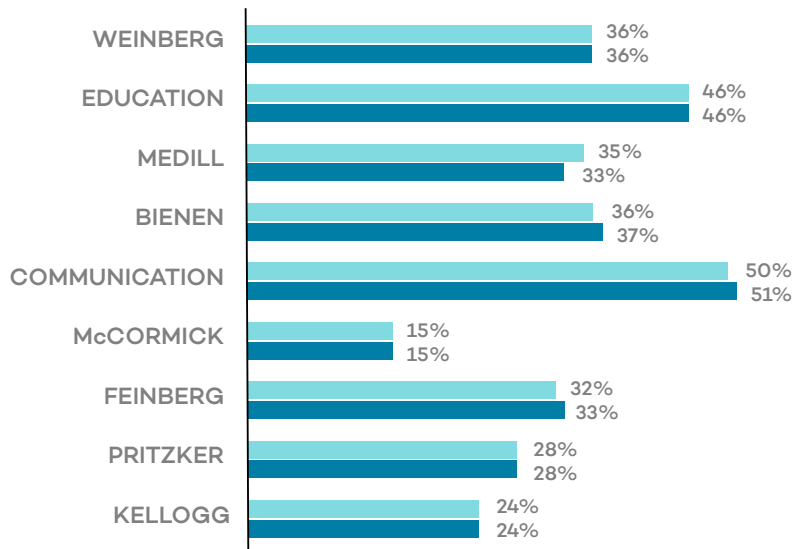
American Indian/Native American <1%  
 Asian American 8.1%  
 Hawaiian/Pacific Islander <1%  
 Black/African American 1.5%  
 Hispanic/Latinx 3.7%  
 International 12.5%  
 Multiracial <1%  
 Unknown 4.4%  
 White 69.9%

---

Female 24%

TENURE-LINE WOMEN FACULTY

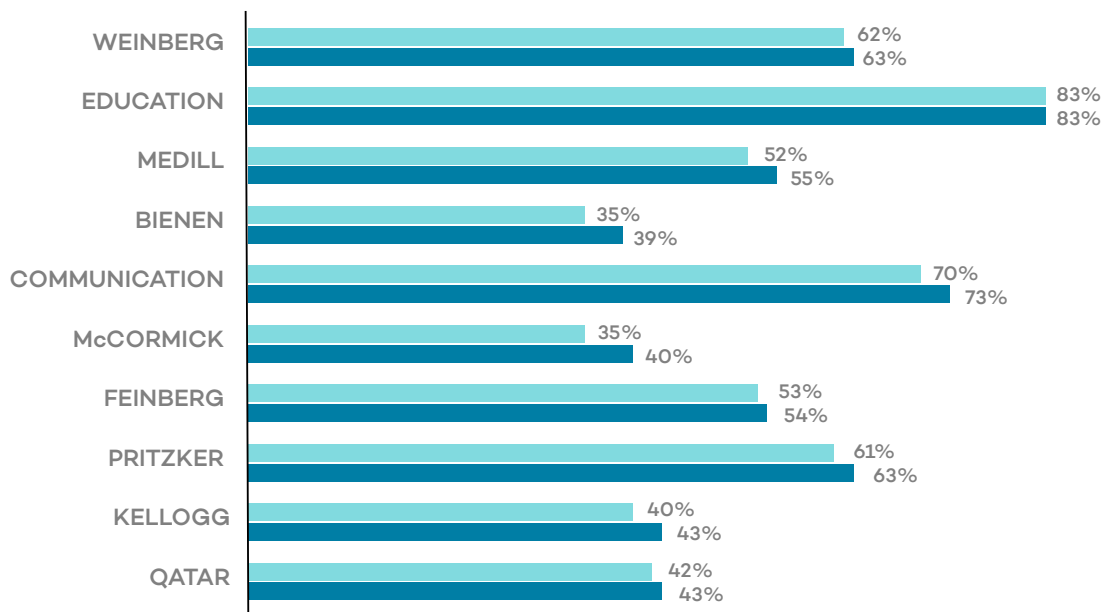
AY20  
AY21



CLINICAL/INSTRUCTIONAL WOMEN FACULTY

Note: Excludes Research Faculty

AY20  
AY21





CLINICAL/INSTRUCTIONAL FACULTY BY DEMOGRAPHIC

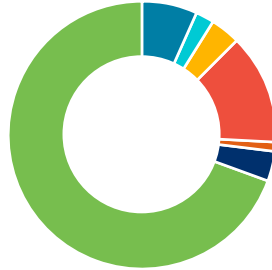
WEINBERG AY20



American Indian/Native American <1%  
 Asian American 8.7%  
 Hawaiian/Pacific Islander <1%  
 Black/African American 2.7%  
 Hispanic/Latinx 2.7%  
 International 13.1%  
 Multiracial 1.1%  
 Unknown 2.7%  
 White 68.9%

Female 36%

WEINBERG AY21



American Indian/Native American <1%  
 Asian American 6.9%  
 Hawaiian/Pacific Islander <1%  
 Black/African American 2.1%  
 Hispanic/Latinx 3.7%  
 International 13.3%  
 Multiracial 1.1%  
 Unknown 3.7%  
 White 69.1%

Female 36%

EDUCATION AY20



American Indian/Native American <1%  
 Asian American 16.7%  
 Hawaiian/Pacific Islander <1%  
 Black/African American 16.7%  
 Hispanic/Latinx <1%  
 International <1%  
 Multiracial <1%  
 Unknown 16.7%  
 White 50%

Female 46%

EDUCATION AY21



American Indian/Native American <1%  
 Asian American 16.7%  
 Hawaiian/Pacific Islander <1%  
 Black/African American 16.7%  
 Hispanic/Latinx <1%  
 International <1%  
 Multiracial <1%  
 Unknown 16.7%  
 White 50%

Female 46%

CLINICAL/INSTRUCTIONAL FACULTY BY DEMOGRAPHIC

MEDILL AY20

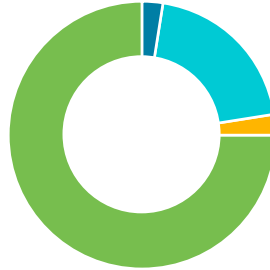


American Indian/Native American <1%  
 Asian American 4.8%  
 Hawaiian/Pacific Islander <1%  
 Black/African American 16.7%  
 Hispanic/Latinx 2.4%  
 International <1%  
 Multiracial <1%  
 Unknown <1%  
 White 76.2%

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Female 35%

MEDILL AY21

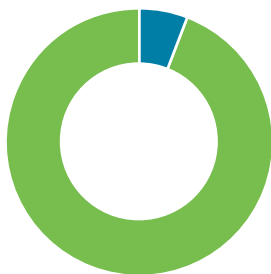


American Indian/Native American <1%  
 Asian American 2.5%  
 Hawaiian/Pacific Islander <1%  
 Black/African American 20%  
 Hispanic/Latinx 2.5%  
 International <1%  
 Multiracial <1%  
 Unknown <1%  
 White 75%

---

Female 33%

BIENEN AY20

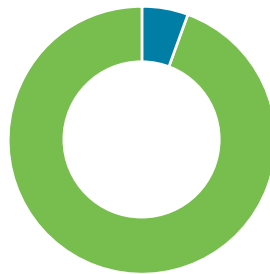


American Indian/Native American <1%  
 Asian American 5.9%  
 Hawaiian/Pacific Islander <1%  
 Black/African American <1%  
 Hispanic/Latinx <1%  
 International <1%  
 Multiracial <1%  
 Unknown <1%  
 White 94.1%

---

Female 36%

BIENEN AY21



American Indian/Native American <1%  
 Asian American 5.6%  
 Hawaiian/Pacific Islander <1%  
 Black/African American <1%  
 Hispanic/Latinx <1%  
 International <1%  
 Multiracial <1%  
 Unknown <1%  
 White 94.4%

---

Female 37%

CLINICAL/INSTRUCTIONAL FACULTY BY DEMOGRAPHIC

COMMUNICATION AY20



American Indian/Native American <1%  
 Asian American <1%  
 Hawaiian/Pacific Islander <1%  
 Black/African American 3.1%  
 Hispanic/Latinx <1%  
 International <1%  
 Multiracial 3.1%  
 Unknown 4.7%  
 White 89.1%

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Female 50%

COMMUNICATION AY21

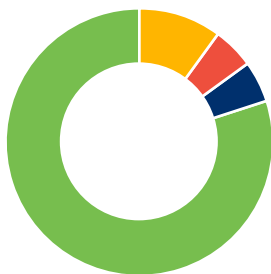


American Indian/Native American <1%  
 Asian American <1%  
 Hawaiian/Pacific Islander <1%  
 Black/African American 6.5%  
 Hispanic/Latinx 0%  
 International <1%  
 Multiracial 3.2%  
 Unknown 4.8%  
 White 85.5%

---

Female 51%

McCORMICK AY20

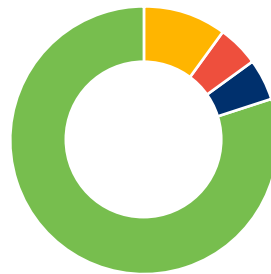


American Indian/Native American <1%  
 Asian American <1%  
 Hawaiian/Pacific Islander <1%  
 Black/African American <1%  
 Hispanic/Latinx 10%  
 International 5%  
 Multiracial <1%  
 Unknown 5%  
 White 80%

---

Female 15%

McCORMICK AY21



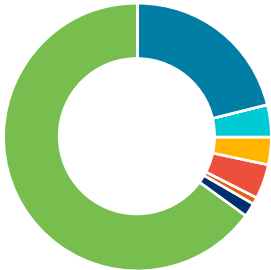
American Indian/Native American <1%  
 Asian American <1%  
 Hawaiian/Pacific Islander <1%  
 Black/African American <1%  
 Hispanic/Latinx 10%  
 International 5%  
 Multiracial <1%  
 Unknown 5%  
 White 80%

---

Female 15%

CLINICAL/INSTRUCTIONAL FACULTY BY DEMOGRAPHIC

FEINBERG AY20

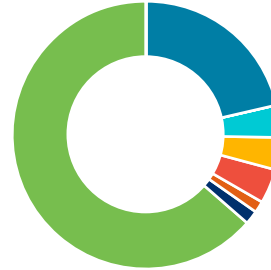


American Indian/Native American 0.1%  
 Asian American 21.1%  
 Hawaiian/Pacific Islander 0.1%  
 Black/African American 3.9%  
 Hispanic/Latinx 3.3%  
 International 4.1%  
 Multiracial 1%  
 Unknown 1.5%  
 White 64.9%

---

Female 32%

FEINBERG AY21

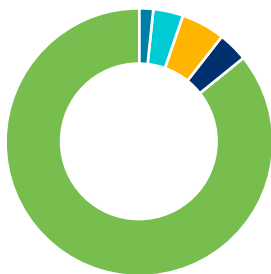


American Indian/Native American 0.1%  
 Asian American 21.3%  
 Hawaiian/Pacific Islander 0.1%  
 Black/African American 3.9%  
 Hispanic/Latinx 3.9%  
 International 4.3%  
 Multiracial 1.3%  
 Unknown 1.6%  
 White 63.5%

---

Female 33%

PRITZKER AY20

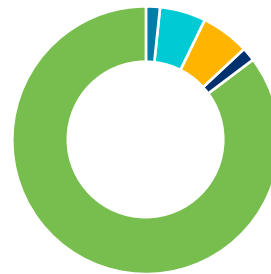


American Indian/Native American <1%  
 Asian American 1.8%  
 Hawaiian/Pacific Islander <1%  
 Black/African American 3.6%  
 Hispanic/Latinx 5.4%  
 International <1%  
 Multiracial <1%  
 Unknown 3.6%  
 White 85.7%

---

Female 28%

PRITZKER AY21



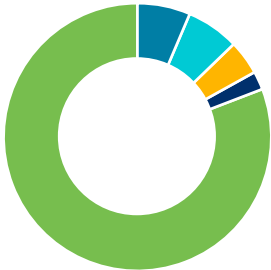
American Indian/Native American <1%  
 Asian American 1.9%  
 Hawaiian/Pacific Islander <1%  
 Black/African American 5.6%  
 Hispanic/Latinx 5.6%  
 International <1%  
 Multiracial <1%  
 Unknown 1.9%  
 White 85.2%

---

Female 28%

CLINICAL/INSTRUCTIONAL FACULTY BY DEMOGRAPHIC

KELLOGG AY20

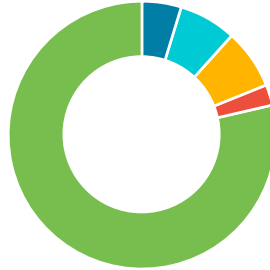


American Indian/Native American <1%  
 Asian American 6.4%  
 Hawaiian/Pacific Islander <1%  
 Black/African American 6.4%  
 Hispanic/Latinx 4.3%  
 International <1%  
 Multiracial <1%  
 Unknown 2.1%  
 White 80.9%

---

Female 24%

KELLOGG AY21



American Indian/Native American <1%  
 Asian American 4.8%  
 Hawaiian/Pacific Islander <1%  
 Black/African American 7.1%  
 Hispanic/Latinx 7.1%  
 International 2.4%  
 Multiracial <1%  
 Unknown <1%  
 White 78.6%

---

Female 24%

NU-Q NON-TENURE-TRACK FACULTY

QATAR AY20



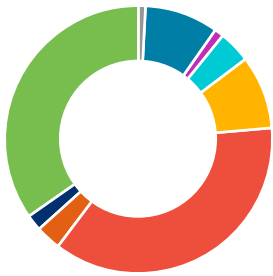
American Indian/Native American <1%  
 Asian American 3%  
 Hawaiian/Pacific Islander <1%  
 Black/African American <1%  
 Hispanic/Latinx <1%  
 International 45.5%  
 Multiracial <1%  
 Unknown 3%  
 White 48.5%

QATAR AY21



American Indian/Native American <1%  
 Asian American 2.9%  
 Hawaiian/Pacific Islander <1%  
 Black/African American <1%  
 Hispanic/Latinx <1%  
 International 45.7%  
 Multiracial <1%  
 Unknown 2.9%  
 White 48.6%

PHD MATRICULANTS BY ETHNICITY AY20



American Indian/Native American 1%  
 Asian American 9%  
 Black/African American 4%  
 Hispanic/Latinx 9%  
 Native Hawaiian/Other Pacific Islander 1%  
 International 37%  
 Multiracial 3%  
 Unknown 2%  
 White 35%

MASTER'S MATRICULANTS BY ETHNICITY AY20



American Indian/Native American 1%  
 Asian American 11%  
 Black/African American 9%  
 Hispanic/Latinx 9%  
 Native Hawaiian/Other Pacific Islander <1%  
 International 15%  
 Multiracial 3%  
 Unknown 3%  
 White 49%

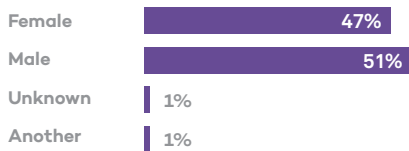
LGBTQI+ PHD MATRICULANTS, AY20



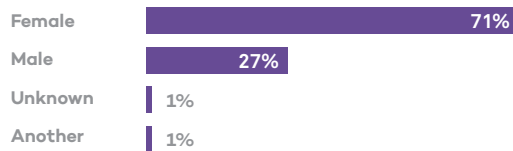
LGBTQI+ MASTER'S MATRICULANTS, AY20



PHD MATRICULANTS BY GENDER, AY20



MASTER'S MATRICULANTS BY GENDER, AY20



PHD MATRICULANTS BY URM STATUS, AY20

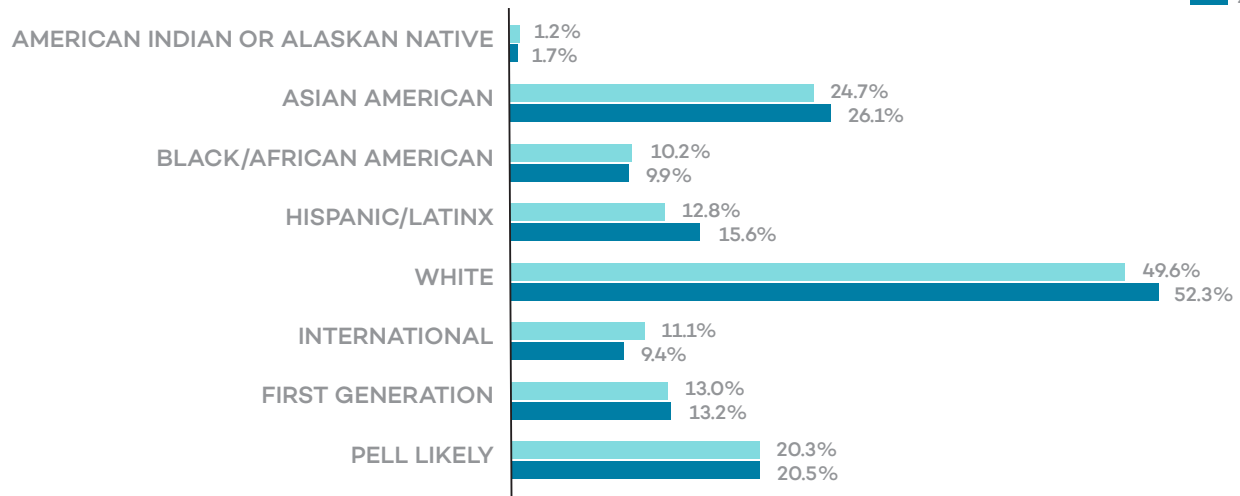


MASTER'S MATRICULANTS BY URM STATUS, AY20



UNDERGRADUATE STUDENTS BY DEMOGRAPHIC

CLASS OF  
 2023  
 2024



Notes:

All years denote Fall Quarter enrollment reporting.

Information sourced from Office of Undergraduate Admissions

\*Reporting method tracks students who report multiple races/ethnicities in each category, so the numbers will exceed 100%.

Fall 2024 is a Covid-19 impacted year.