



2016 Report on
**Faculty, Staff, and Student
Diversity and Inclusion
at Northwestern**



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INTRODUCTION

Greetings from the Office of Institutional Diversity and Inclusion!

Northwestern is committed to excellent teaching, innovative research, and the personal, professional, and intellectual growth of its students, faculty, and staff in a diverse academic community. Fostering a diverse, equitable, and inclusive environment is a top priority at Northwestern. From the founding of a centralized office to advance institutional diversity and inclusion efforts to the continued advancement of our Native American Inclusive Initiative, the 2015–16 (AY16) academic year demonstrated advancement of this commitment.

The 2016 Report on Faculty, Staff, and Student Diversity and Inclusion is not intended to be a comprehensive narrative on the entirety of Northwestern's progress but to broadly and transparently display our upward trajectory in diversifying our faculty, staff, and student populations, as well as the progress our institution is making towards executing our strategic plan and complementary initiatives. The data included in the report are taken from AY16 regarding members of underrepresented groups on the Northwestern faculty and in our staff and student populations.

Faculty data were collected from the Faculty and Staff Information System (FASIS); staff data were collected from the Integrated Postsecondary Education Data System (IPEDS); and student data were collected from the Registrar's Office and the Student Enterprise Systems (SES). All data were collected and presented by Northwestern's Office of Institutional Research.

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

This report was compiled by the Office of Institutional Diversity and Inclusion. Comments, questions and feedback can be directed to diversity@northwestern.edu. Like us on [Facebook](#) and connect with us on [LinkedIn](#)!

Leadership Commitment

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

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

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

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

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

We Will. The Campaign for Northwestern

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

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

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

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

- We believe access to a world-class education should not depend on one’s financial resources—and that a diversity of backgrounds and life experiences benefits every student. We seek to attract the very best students—undergraduate and graduate—by offering competitive financial aid. Once they are on campus, we must ensure that all students benefit from the collaborative, interdisciplinary, and practical learning that prepares them for leadership in a rapidly changing world.

Engage Locally and Globally: We will bring the world to Northwestern by cultivating a diverse international community of students and faculty and through curricula that advance understanding of other languages, cultures, and systems.

- We believe that increased diversity strengthens our University community. Growing our international student and faculty populations allows for the best students, researchers, and scholars to join the Northwestern community to advance our impact around the globe.

Initiatives and Updates from the Strategic Plan and Campaign

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

STUDENT EXPERIENCE

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

- We make a four-year pledge of financial support to each admitted domestic undergraduate student with need. We reduce or eliminate debt obligations to help students pursue an education based on their true interests rather than income potential. We seek to attract the very best students—undergraduate and graduate—by offering competitive financial aid that puts Northwestern within reach.
- In March 2016, President Schapiro and Provost Linzer announced significant increases in financial aid for students, elimination of loans for incoming undergraduate students, and University-funded scholarships to undocumented students who are graduates of US high schools.
- We continue to focus efforts on increasing our number of Pell-eligible students with a goal of 20 percent admitted into a freshman class by the year 2020. The 2015 entering class was 15.5 percent Pell-eligible, and we are well on track to meet this goal.
- We have continued to expand admissions outreach internationally and in underserved communities. We continue to partner with college access programs, and the 2015–16 academic year welcomed the third cohort of [Posse Scholars](#). We continued our successful partnership with QuestBridge and our Good Neighbor, Great University program continues to provide financial support to incoming Northwestern freshmen from Evanston and Chicago high schools who demonstrate financial need. As of fall 2015, the Good Neighbor, Great University program had awarded 327 scholarships totaling \$2,870,300.
- 2015 marked the one-year anniversary of the [Office of Student Enrichment Services](#) (SES) which works with low-income and/or first-generation students to enhance their academic success, personal development, and professional growth.

COMMUNITY ENGAGEMENT

A strategic priority for Northwestern is connecting campus and community. We are committed to providing an optimal environment for every member of our community to learn from and collaborate with others. Northwestern is committed to becoming a national model for how a major research university engages with the city in which it resides. The University equally commits to building strong, transparent, and strategic partnerships that enhance the impact of both the University and the Evanston community through collaborative initiatives and efforts. Our goal is to build a vibrant, more diverse, and tight-knit community on our campuses and to maintain productive relationships with the communities our campuses are located in.

- The [Office of Neighborhood and Community Relations](#) was established to build strong, transparent, and strategic partnerships that enhance the impact of both the University and the Evanston community through collaborative initiatives and efforts. The office focuses on three pillars: education, child, and youth development; economic and community development; and health and public safety.
- The previously mentioned Good Neighbor, Great University program offers scholarships to students who graduate from high schools in Evanston and Chicago and demonstrate financial aid eligibility as well as financial need. As of fall 2015, the Good Neighbor, Great University program had awarded 327 scholarships totaling \$2,870,300. This program has successfully increased Northwestern's outreach to Chicago Public Schools, and we are nearing our goal of 100 CPS students in a freshman class.
- [Northwestern Academy](#), a more recent effort of the School of Education and Social Policy and the City of Chicago, is designed to help low-income high school students from CPS prepare for and gain admittance to selective colleges and universities. Every year 50 CPS ninth graders who qualified for but are not enrolled in CPS selective-enrollment schools will be invited to apply to the Academy.
- Northwestern continues to build strong relationships with Evanston and Chicago communities, and we have increased our efforts to bring educational programming in STEM to underrepresented populations in those communities. The Office of STEM Education Partnerships (OSEP) works with Northwestern faculty and students to support research, education, and broader impacts on federal grants and community outreach and engagement between the University and K-12 community.
- [Science in Society](#) is a research center dedicated to science education and public engagement. They partner with Chicago-area schools and community groups to share expertise and creativity in a community-centered way through their after-school and summer programs for K-12 students in Chicago.

- The [Public Voices Thought Leadership Program](#) trains a cohort of Northwestern faculty through a year-long process designed to help them become better equipped to communicate their research expertise with a public audience. The 2015–16 academic year represents the fourth continuous year of this highly successful program, and faculty have impacted local, state, and federal policymakers. Participants have written about topics such as gun control laws; better access to mental health support; public response to the Flint, MI, water crisis; and healthcare needs for immigrant or underserved populations in Chicago.

Organizational Support Structure for Diversity and Inclusion

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

Central Administrative Support Structure

The [Office of Institutional Diversity and Inclusion \(OIDI\)](#) was established in October 2015 with the arrival of [Dr. Jabbar R. Bennett](#) as the University's inaugural Associate Provost for Diversity and Inclusion. As the University's chief diversity officer, Dr. Bennett oversees this central office which is situated within the Office of the Provost. Over the course of the 2015–16 academic year OIDI established a strategic framework for its efforts which focus on access, equity, enrichment, and wellbeing. Major office undertakings within the first year include responding to undergraduate student demands; partnering with the Associate Provost for Faculty to advance faculty diversity, equity, and inclusion efforts; exploring staff diversity, equity and inclusion needs; and establishing a plan for engagement with multicultural national alumni clubs. The office also convenes [Leadership Partners](#) on a regular basis, which include the Executive Advisory Group, University Diversity Council, Diversity Leaders Group, and Multicultural Alumni Council.

The [University Diversity Council](#) (UDC) meets quarterly to help facilitate diversity, equity, and inclusion efforts across schools and units and within the local community. The Council convenes to share ongoing work to advance diversity, equity, and inclusion priorities; provide feedback and discuss ways to better engage and support students, faculty, staff, alumni, and community members; and explore partnerships among Council members and with the Office of Institutional Diversity and Inclusion. UDC [meeting notes](#) are available on the Office of Institutional Diversity and Inclusion website.

The [Diversity Leaders Group](#) (DLG) is composed of individuals with formal responsibility for diversity and inclusion efforts across the University and exists to strengthen a coordinated approach to addressing institutional issues of diversity, equity, and inclusion. This group meets bimonthly and is convened by the Associate Provost and Chief Diversity Officer. The DLG strives to enhance communication and collaboration across schools and units; share best practices aimed at advancing the University's overall diversity, equity, and inclusion efforts; and support staff who have explicit responsibility for addressing these issues within schools and units.

Two newly created groups—the [Executive Advisory Group](#) and the [Multicultural Alumni Council](#)—were established to expand partnerships and engage institutional leaders and alumni volunteers in advancing this work. The Executive Advisory Group helps to inform and ensure the success of diversity, equity, and inclusion efforts across schools and units beyond the University. The Group's objectives are to support strategy development and alignment with overall institutional priorities, to provide feedback and resources, and to help facilitate and enable cultural change. The Multicultural Alumni Council meets twice annually to enhance awareness, strengthen involvement, and explore partnerships between Northwestern and its national alumni clubs.

The [Change Makers program](#) is hosted annually by Northwestern's [Women's Center](#) and allows staff and faculty members to engage in a year-long personal journey to explore issues of identity, power, and privilege. The program aims to heighten and deepen understanding of staff and faculty around social identities and apply that understanding and cultural competency to create more inclusive classrooms, departments, and centers. AY16 ushered in the third cohort of the program, and affinity groups have been formed to support the work and continued growth of program alumni.

The [Institute for Sexual and Gender Minority Health and Wellbeing](#) (ISGMH) was established in 2015 and is the first university-wide institute in the United States focused exclusively on research to improve the health and wellbeing of the sexual and gender minority (SGM) community. ISGMH grew from director [Dr. Brian Mustanski's IMPACT LGBT Health and Development Program](#), which has been conducting state-of-the-art translational research with LGBT youth populations since 2008.

Graduate and Professional School-Level Support Structure

The Graduate School (TGS) [Office of Diversity and Inclusion](#) marked the completion of its first year in fall 2015. Under the leadership of Assistant Dean Nsombi B. Ricketts, the office developed a diversity recruitment strategic plan and added additional staff to support these efforts. In 2016, the office also developed a new underrepresented minority (URM) retention strategy to improve the engagement and experience of diverse students, which includes:

- Diversity Celebrations each quarter to facilitate networking opportunities.
- Orientation workshop and reception to welcome incoming URM students.
- Recognition of academic programs that have implemented innovative diversity and inclusion initiatives.

For more information on TGS diversity, inclusion, and retention initiatives, please refer to the [TGS 2016 Diversity Report](#).

The Feinberg School of Medicine [Office of Diversity and Inclusion](#) strives to create a medical campus environment of belonging and respect for all. As a medical school embedded within one of the most culturally diverse cities in the United States, Feinberg aspires to be a leader in academic medical diversity initiatives and practice. The office welcomed [Dr. Teresa Mastin](#) as the new director of Diversity and Inclusion at the start of the 2015–16 academic year. Vice Dean for Diversity and Inclusion [Clyde Yancy, MD](#), Magerstadt Professor and Chief of Cardiology, and his team embrace a broad definition of diversity that includes not only students from racial and ethnic groups underrepresented in medicine but also other racial and ethnic, religious, gender, and sexual identities; people with disabilities; and socioeconomic diversity. The office holds the advancement of diversity in the profession as a core strategic priority and integrates diversity initiatives throughout teaching, research, and clinical activities.

The Kellogg School of Management [Office of Diversity and Inclusion](#) ensures that diversity and inclusion are integrated into all facets of the school’s business practices. [Anise Wiley-Little](#) was hired as the inaugural Chief Human Capital and Diversity Officer in October 2014 and a Senior Director of Diversity and Inclusion, Larissa Williams, was hired shortly after. In fall 2015, the group successfully implemented an inclusive leadership model and launched the [inaugural Chief Diversity Officer Summit](#).

In October 2015, Northwestern University Pritzker School of Law alumnus [J.B. Pritzker and his wife, M.K. Pritzker, made a \\$100 million gift to the School](#). The Pritzkers’ gift will allow the best students—no matter what their socio-economic background—to get a legal education at one of the top law schools in the country. In addition, it simultaneously focuses on public interest initiatives in the areas of civil and human rights and on the advancement of the study of law, business, and technology.

Student Affairs

Since its creation in 2012, [Campus Inclusion and Community](#) (CIC), led by [Dr. Lesley-Ann Brown-Henderson](#), has established numerous programs focused on creating and sustaining an inclusive and welcoming environment for all students. In September 2015, CIC expanded to encompass three departments—[Multicultural Student Affairs](#), [Student Enrichment Services](#), and [Social Justice Education](#). This new model aims to reach more students and have a greater positive impact. More recently, the [InclusionNU Fund](#) was established to support student-led initiatives and programming to advance CIC’s mission of “cultivating learning environments through the intentional engagement of difference across and within various identities.”

Directed by [Charles Kellom](#), [Multicultural Student Affairs](#) (MSA) has been a staple of Northwestern since its establishment in 2004. Since then, the office has expanded and been restructured to ensure it continues to meet the needs of our undergraduate students. MSA coordinates heritage month celebrations throughout the academic year as well as senior congratulatory events that recognize the accomplishments of MSA community graduates. MSA also seeks to create community for less visible identities and experiences within the greater Northwestern community through community dialogues and

engagement. Within these settings, students explore and celebrate the intersectionality of their identities and experiences and how they might better contribute to society.

[Student Enrichment Services](#) (SES) was established in 2014 and continues to expand its outreach efforts and support services. SES, directed by [Kourtney Cockrell](#), works with low-income and first-generation students to enhance their academic success, personal development, and professional growth. At the Family Programs that SES hosts in various locations in Chicago, guests have an opportunity to meet current students, staff, faculty, and alumni and to engage in conversations around the first-generation and low-income experience at Northwestern. SES also provides information on topics like financial aid and housing. Other efforts include faculty and student mixers, receptions, and celebrations and workshops for students to build community around the low-income and/or first-generation experience.

[Social Justice Education](#) (SJE) was established in 2015. Directed by [Robert Brown](#), SJE partners with our 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 coordinates [Sustained Dialogue](#), a student-facilitated program that encourages conversation across lines of difference with other Northwestern students. SJE also coordinates Step Up! Bystander Intervention Training for faculty, staff, and students, as well as various workshops around identity, power, and privilege.

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

Northwestern generates University level [news announcements](#) about a variety of events and topics on diversity in order to raise awareness within the campus community and among external constituents.

Progress on Diversity, Equity and Inclusion Initiatives

Responding to Student Demands

In fall 2015, the [Inclusive Northwestern website](#) launched as a platform to share information about progress made toward addressing student concerns. Created at the request of a group of undergraduate students, the website provides updates on progress made toward initiatives to improve the experience of our campus community members, an archive of related information, a calendar of events, and links to other relevant sites. As part of this initiative University administrators host quarterly “Community Dialogues” as an opportunity for students to talk with and provide feedback to administrators.

Native American Inclusion

Beginning in 2013 with the formation of the [John Evans Study Committee](#), Northwestern has been committed to strengthening the University’s relationship with Native American and indigenous communities through recruitment efforts, academic programs, and campus support services. The [Native American Outreach and Inclusion Task Force](#) was formed in 2013 to develop recommendations for continued progress. Initiative highlights during AY16 include:

- Establishment and inaugural convening of the [Native American Leadership Council](#)
- Weinberg College’s announcement of an [Indigenous Studies Research Initiative](#)
- [Jasmine Gurneau](#) hired as the Native American content expert in Multicultural Student Affairs and Admissions
- Establishment of the [Native American and Indigenous Peoples Steering Group](#)
- Establishment of a [Native American Inclusion website](#).

The Black Student Experience

In spring 2015, Vice President for Student Affairs, [Dr. Patricia Telles-Irvin](#) announced that Northwestern would convene a [Black Student Experience Task Force](#) to explore and address the satisfaction of today’s African American/Black undergraduates at Northwestern. Members of the task force were appointed in November 2015, and their work spanned AY16, culminating with a robust [report](#) which included [14 recommendations](#) on which the University should focus its efforts in the coming academic year. Progress on the recommendations will be discussed in the AY17 report.

Accessibility

In February 2016, [AccessibleNU](#) and [Equal Opportunity and Access](#) partnered on the creation of an Employee Accommodation Fund, which established a centralized fund that reimburses costs associated

with reasonable accommodations for employees. These offices also oversee the Accessibility Council, which began drafting recommendations centered around physical space, technology, and classroom and event access.

Veterans

In August 2016, Provost Linzer and Vice President Telles-Irvin launched a discovery group to review and understand the needs of [student](#) and [staff](#) veterans, identify and discuss how to leverage best practices, assess gaps in services, and identify opportunities for improvement. Key areas include identifying and creating support networks, bolstering and creating awareness of campus resources, and a simplification of the financial aid process. Work and early outcomes of the discovery group findings will be shared in the AY17 report.

Research and Teaching on Diversity and Inclusion

Faculty, graduate students, and postdoctoral scholars are contributing to the development of new research and teaching on diversity and inclusion in many departments, programs, and centers of the University. Of particular note, the [One Book One Northwestern](#) Steering Committee selected [The Inconvenient Indian](#) as the 2015–16 reading. With this selection, all incoming freshmen and transfer students received a copy, and programming on the book’s key themes was woven throughout the academic year. In addition, faculty also had the opportunity to incorporate the book into their coursework. This selection offered a penetrating and provocative look at the history of North American Indian-white relations in North America. There was great interest generated by these topics and year-long programming, which contributed to the creation of the aforementioned [Native American and Indigenous Peoples Steering Group](#).

Northwestern has made widespread efforts to incorporate human and cultural learning into its academic programs. The push for a social inequalities and diversities course requirement has continued to make progress since it was initially proposed by the University Diversity Council in 2013. To complement the existing coursework and off-campus experiences exposing students to issues of diversity and inequality, the requirement would see that all undergraduate students complete a course within a “social inequalities and diversities” curriculum within their first two years. Currently, several undergraduate schools have undertaken curriculum initiatives that recognize the value of discourse on diversity issues. The Medill School of Journalism, Media, Integrated Marketing Communications; the School of Education and Social Policy; the Bienen School of Music; and the School of Communication formally adopted new diversity course requirements. The Weinberg College of Arts and Sciences created a program for faculty to create, teach, and assess new courses on inequality and diversity; through this program, the College now has 16 such courses.

Faculty at Northwestern

DIVERSITY INITIATIVES

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

Diversifying the Faculty

- In May 2015, the Office of the Provost launched a multi-year initiative called the [Support for Faculty Excellence](#), intended to heighten the success of our faculty and to enhance the environments in which they are empowered to do their best work. A key component of this Initiative is the Faculty Perspectives Survey which was commissioned jointly with the Faculty Senate. The results of the survey were released in a series of four preliminary reports summarizing the data along the following themes: Satisfaction with Career and Resources, Faculty Salary and Compensation, Faculty Diversity and Inclusion, and Leadership and Work Environment.
- The recent work of the [Native American Outreach and Inclusion Task Force](#) focuses on identifying and acting upon opportunities to diversify the Northwestern community, including along the faculty dimension. Currently, the Weinberg College of Arts and Sciences is working to establish a [Native American and Indigenous Studies Center](#) with a focus on producing interdisciplinary research to explore and develop a deeper understanding of the history, culture, and needs of indigenous populations, both locally and globally. This initiative will include hiring full-time and visiting scholars to grow relationships with local Native and indigenous communities and to bolster scholarship in the emerging field of Native American and Indigenous Studies. More detailed information is available on the [Native American Inclusion Initiative website](#).
- In January 2016 Provost Linzer announced a partnership with the University of Pennsylvania Graduate School of Education's Center for Minority Serving Institutions to increase the number of Latino/a professors in the humanities at colleges and universities in the United States. [Hispanic Serving Institution \(HSI\) Pathways to the Professoriate](#) is supported by a grant from the Mellon Foundation, and the program will prepare 90 students from Hispanic-serving institutions (HSIs) for PhD programs over a five-year period.
- In collaboration with faculty representatives from all of the schools, a new [Faculty Search Committees website](#) was launched to provide resources and guidelines to assist schools and departments in building an excellent and diverse faculty. We are committed to increasing the diversity of our faculty, and success in this effort requires concerted, well-planned

action on the part of search committees, department chairs, deans, and the institution at large. This website is one resource to assist faculty search committees in achieving this goal.

- Associate Provost for Faculty, [Dr. Lindsay Chase-Lansdale](#), and Associate Provost and Chief Diversity Officer Bennett are partnering with schools and departments to provide targeted guidance in how to implement our [faculty search guidelines](#), notably the inclusion of an Equity Representative on each full-time faculty search committee, who is tasked with helping to maintain objectivity at every stage of the search process.

Faculty Diversity and Equity Awards and Grants

- The Office of the Provost has launched faculty grant and award programs to enhance Northwestern's diversity and inclusion efforts. The [Provost's Grant for Faculty Innovation in Diversity and Equity](#) funds innovative and novel faculty practices that will enhance our mission of education and research through improved diversity and inclusion at Northwestern. The [Provost's Award for Excellence in Diversity and Equity](#) recognizes faculty members or groups that are working collaboratively to build a more diverse, inclusive, and equitable climate at Northwestern. The inaugural recipients of both programs will be recognized during AY17.

Supports for Tenure-line and Instructional and Clinical Faculty

- The Weinberg College of Arts and Sciences has recently taken steps to recognize their non-tenure eligible (NTE) faculty with a title change to "professors of instruction," clearly defined criteria for promotion through the ranks, and longer contracts after their initial two-year term.
- In 2016 the Office of the Provost, in collaboration with the Faculty Senate, significantly revised the [Faculty Handbook](#) to include instructional and clinical faculty in existing policies and providing for their representation on faculty disciplinary and Title IX committees.
- The [Dependent Care Professional Travel Grant Program](#) was expanded to allow full-time instructional and clinical faculty (permanent status, excluding research faculty) to apply for funding to cover dependent care costs while traveling to attend professional meetings, conferences, workshops, and development opportunities.

DATA ON UNDERREPRESENTED FACULTY

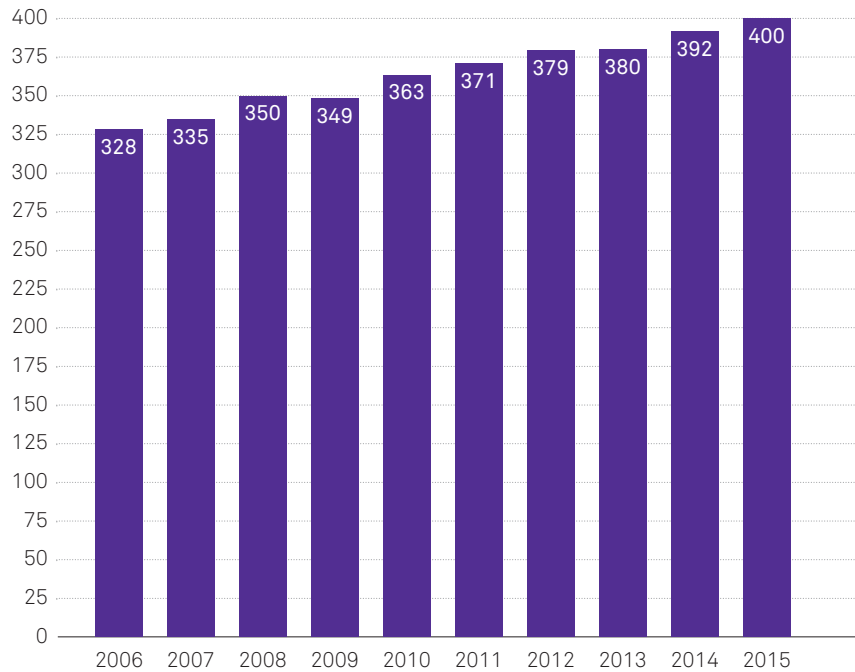
This report provides data spanning 10 years, from fall 2006 through fall 2015, regarding members of underrepresented groups on the Northwestern faculty, as well as proportional representation of each underrepresented group as part of the tenure-line and full-time instructional/clinical faculty as a whole. For the purposes of this report, underrepresented faculty include full-time faculty who identify as women, African-American, Hispanic/Latino, Native American (American Indian or Alaskan), and Native Hawaiian or Other Pacific Islander.

Data are taken from the Faculty and Staff Information System (FASIS) in October–November of each year. In addition to serving as primary information for this report, the faculty data are reviewed and analyzed by the Office of Institutional Research prior to reporting yearly updates to national databases. Consequently, these diversity reports focus on changes in the faculty that took place in the preceding academic year. Faculty counts include regular full-time instructional and research faculty as of November 1 of the academic year (November 1, 2015 for 2015–16). Faculty hired after that appear in counts the following year.

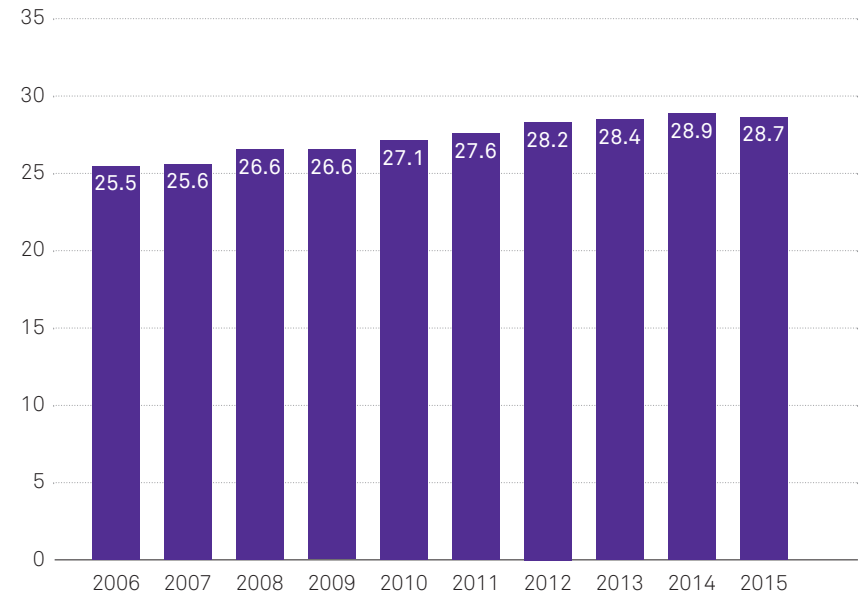
When they join the University, faculty members are asked to voluntarily list their gender and race/ethnicity on their Personnel Data Forms. To the extent that faculty choose not to provide this information, these annual snapshots that form the raw data for this report may misrepresent the full extent of faculty diversity at the University. Furthermore, in accordance with national reporting standards used in this and previous reports, non-US citizens are included in the numbers of underrepresented faculty only if they hold permanent residence status in the United States.

The change in percentage of underrepresented faculty on the tenure-line and clinical/instructional tracks varies significantly by school. Overall, underrepresented faculty proportions have increased over the past decade, with the most significant strides made in the increased proportion of women on both the tenure-line and clinical/instructional tracks. Although proportions have also increased for African American and Hispanic/Latino faculty at Northwestern, we still have much work to do to ensure we continue to increase the representation of faculty of color. Finally, we do not separate out data on Native American faculty because there are so few at the University. The aforementioned Native American Inclusion Initiative seeks to address this area of concern.

Number of Women Tenure-line Faculty: Fall 2006 through Fall 2015



Percentage of Women Tenure-line Faculty: Fall 2006 through Fall 2015

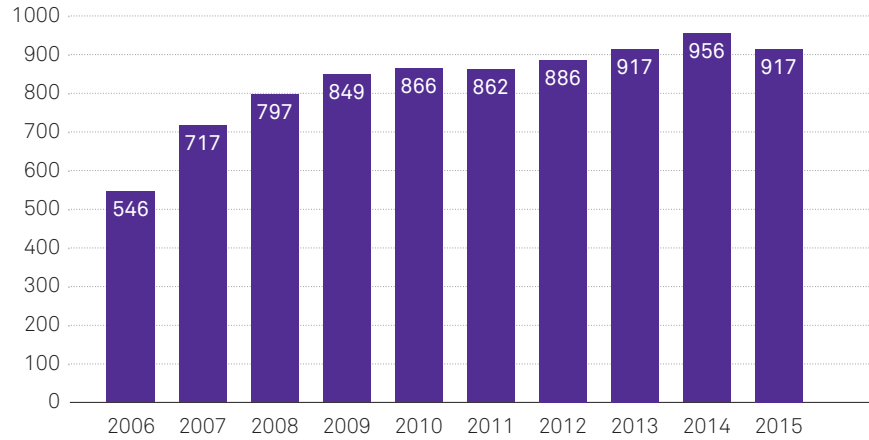


Women Tenure-line Faculty by School: Fall 2006 through Fall 2015

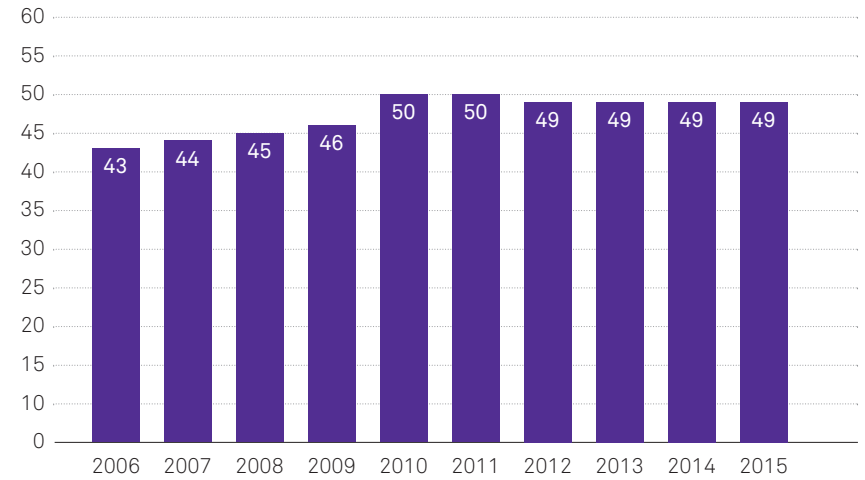
School Name	2006		2007		2008		2009		2010		2011		2012		2013		2014		2015	
	n	p	n	p	n	p	n	p	n	p	n	p	n	p	n	p	n	p	n	p
Weinberg	126	29.7	129	30.1	138	31.7	140	32.3	148	32.8	153	33.8	153	33.8	152	33.8	160	34.4	164	34.5
Education	8	33.3	9	34.6	9	37.5	9	36	9	33.3	9	32.1	10	35.7	11	39.3	15	46.9	16	48.5
Medill	4	21.1	4	21.1	4	19	5	20.8	4	16.7	4	17.4	5	21.7	5	21.7	5	20.8	5	19.2
Bienen	15	35.7	14	35	14	35	14	35	14	35	14	35.9	14	36.8	12	32.4	12	32.4	12	32.4
Communication	34	41.5	34	41.5	37	45.1	36	45.6	36	43.4	41	46.1	46	48.4	46	47.9	43	49.4	44	48.9
McCormick	16	9.9	15	9	17	9.9	20	11.2	20	11.5	21	11.5	21	11.7	20	11.1	22	12.2	23	12.5
Feinberg	89	24.2	91	24.3	93	25.1	87	25.2	91	26.2	94	26.9	93	26.7	97	27.2	96	27.4	98	26.7
Pritzker	14	31.8	14	30.4	13	27.7	13	27.7	13	28.3	9	21.4	9	20.9	10	21.7	12	26.1	13	28.9
Kellogg	22	18	25	19.8	25	19.7	25	17.7	28	19.2	26	18.7	28	20.7	27	21.8	27	20	25	18.5
Total	328	25.2	335	25.6	350	26.6	349	26.6	363	27.1	371	27.6	379	28.2	380	28.4	392	28.9	400	28.7

(The "n" column shows the number of women faculty; the "p" column shows the percentage.)

Women Instructional/Clinical Faculty: Fall 2006 through Fall 2015



Percentage of Women Instructional/Clinical Faculty: Fall 2006 through Fall 2015

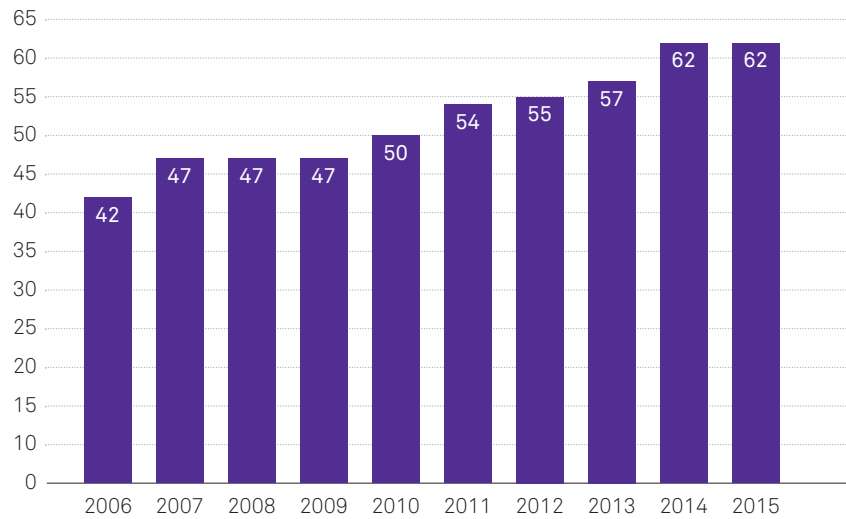


Women Instructional/Clinical Faculty by School: Fall 2006 through Fall 2015

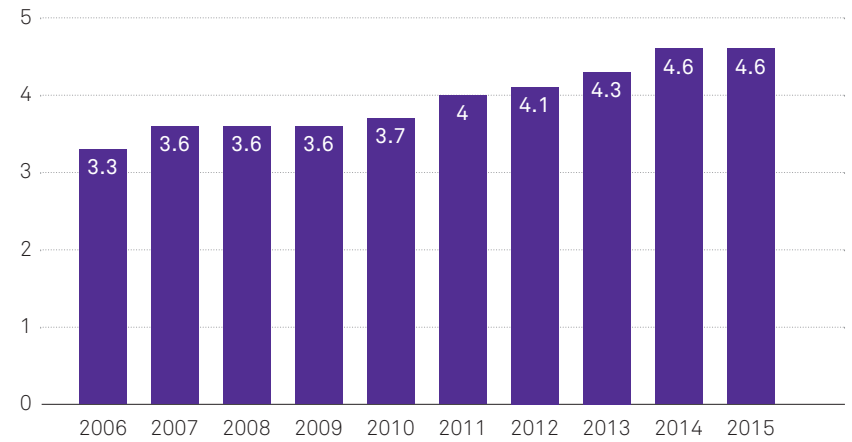
School Name	2006		2007		2008		2009		2010		2011		2012		2013		2014		2015	
	n	p	n	p	n	p	n	p	n	p	n	p	n	p	n	p	n	p	n	p
Weinberg	97	62	107	63	109	61	111	60	115	61	119	63	106	59	113	60	116	60	106	61
Education	4	40	2	22	5	45	5	50	6	60	6	67	3	38	3	43	5	63	4	67
Medill	14	48	11	35	14	38	12	39	12	36	18	44	19	43	23	45	21	43	18	41
Bienen	8	32	10	38	8	35	8	38	7	35	7	35	8	42	6	38	7	39	6	43
Communication	23	77	24	73	33	73	39	74	40	74	37	66	38	67	37	66	37	66	34	67
McCormick	3	11	3	13	3	11	6	21	6	18	5	15	7	17	8	18	9	22	10	24
Feinberg	361	38	517	41	586	42	629	44	642	48	632	48	673	48	690	48	717	49	695	48
Pritzker	29	76	35	73	34	67	33	66	30	63	31	63	24	56	26	55	29	56	27	56
Kellogg	7	26	8	33	5	21	6	23	8	28	7	26	8	31	11	28	15	30	17	36
Total	546	43	717	44	797	45	849	46	866	50	862	50	886	49	917	49	956	49	917	49

(The "n" column shows the number of women faculty; the "p" column shows the percentage.)

Number of Black or African American Tenure-line Faculty: Fall 2006 through Fall 2015



Percent of Black or African American Tenure-line Faculty: Fall 2006 through Fall 2015

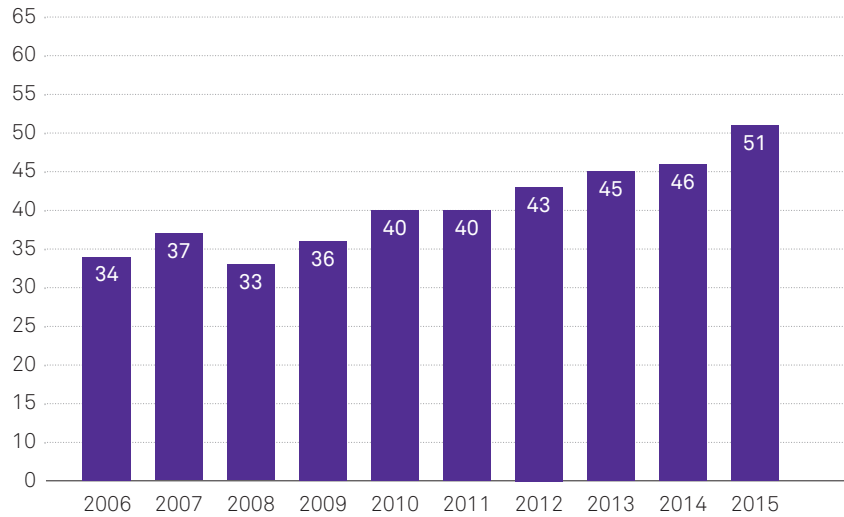


Black or African American Tenure-line Faculty by School: Fall 2006 through Fall 2015

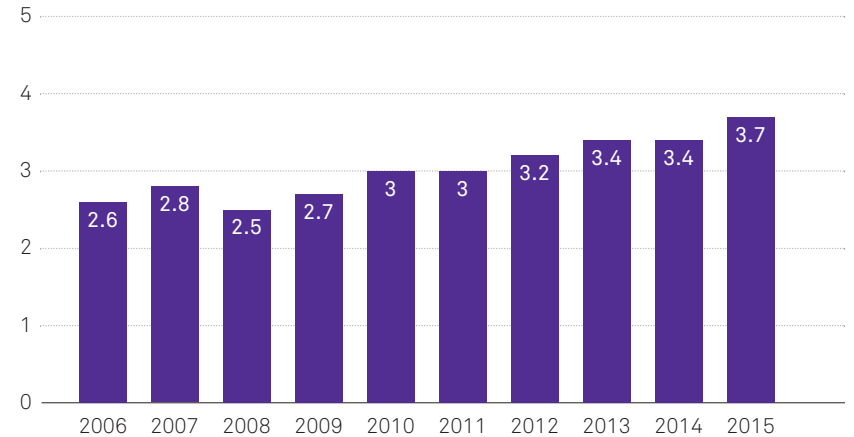
School Name	2006		2007		2008		2009		2010		2011		2012		2013		2014		2015	
	n	p	n	p	n	p	n	p	n	p	n	p	n	p	n	p	n	p	n	p
Weinberg	22	5.2	23	5.4	22	5.1	23	5.3	24	5.3	25	5.5	25	5.5	26	5.8	28	6	30	6.5
Education	3	12.5	4	15.4	4	16.7	3	12	4	14.8	5	17.9	5	17.9	4	14.3	5	15.6	5	15.6
Medill	2	10.5	2	10.5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bienen	2	4.8	2	5	3	7.5	3	7.5	3	7.5	3	7.7	2	5.3	2	5.4	2	5.4	2	5.4
Communication	3	3.7	4	4.9	4	4.9	4	5.1	4	4.8	9	10.1	10	10.5	10	10.4	9	10.3	7	8
McCormick	2	1.2	2	1.2	2	1.2	2	1.1	3	1.7	3	1.7	3	1.7	4	2.2	4	2.2	5	2.8
Feinberg	3	0.8	3	0.8	5	1.4	5	1.5	5	1.4	4	1.2	7	2	8	2.3	9	2.6	8	2.3
Pritzker	4	9.1	4	8.7	4	8.5	4	8.52	4	8.7	3	7.1	2	4.7	2	4.4	3	6.5	4	8.9
Kellogg	1	0.8	3	2.4	3	2.4	3	2.1	3	2.1	2	1.4	1	0.7	1	0.8	2	1.5	1	0.8
Total	42	3.3	47	3.6	47	3.6	47	3.6	50	3.7	54	4	55	4.1	57	4.3	62	4.6	62	4.6

(The "n" column shows the number of Black or African American faculty; the "p" column shows the percentage.)

Number of Hispanic/Latino Tenure-line Faculty: Fall 2006 through Fall 2015



Percent of Hispanic/Latino Tenure-line Faculty: Fall 2006 through Fall 2015



Hispanic/Latino Tenure-line Faculty by School: Fall 2006 through Fall 2015

School Name	2006		2007		2008		2009		2010		2011		2012		2013		2014		2015	
	n	p	n	p	n	p	n	p	n	p	n	p	n	p	n	p	n	p	n	p
Weinberg	10	2.4	12	2.8	12	2.8	15	3.5	17	3.8	18	4	20	4.4	21	4.7	22	4.7	25	5.3
Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medill	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bienen	1	2.4	1	2.5	1	2.5	1	2.5	1	2.5	0	0	0	0	0	0	0	0	0	0
Communication	4	4.9	5	6.1	5	6.1	4	5.1	4	4.8	4	4.5	5	5.3	5	5.2	5	5.8	6	6.7
McCormick	6	3.7	6	3.6	6	3.5	7	3.9	6	3.5	6	3.3	6	3.3	6	3.3	6	3.3	6	3.3
Feinberg	11	3	12	3.2	8	2.2	6	1.7	7	2	7	2	7	2	7	2	7	2	7	1.9
Pritzker	0	0	0	0	0	0	1	2.1	1	2.2	1	2.4	1	2.3	2	4.4	3	6.5	3	6.7
Kellogg	2	1.6	1	0.8	1	0.8	2	1.4	4	2.7	4	2.9	4	3	4	3.2	3	2.2	4	3
Total	34	2.6	37	2.8	33	2.5	36	2.7	40	3	40	3	43	3.2	45	3.4	46	3.4	51	4

(The "n" column shows the number of Hispanic/Latino faculty; the "p" column shows the percentage.)

Full-time Instructional/Clinical Faculty by School, Excluding Unknown Ethnicity and Nonresidents: Fall 2006 through Fall 2015

School Name	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Weinberg	133	147	157	166	172	175	163	169	171	156
Education	8	7	9	9	10	9	7	6	7	5
Medill	27	30	36	31	33	41	44	51	49	44
Bienen	24	25	23	21	20	20	19	16	18	14
Communication	27	32	44	51	53	54	55	55	55	49
McCormick	23	19	20	24	28	32	34	39	37	37
Feinberg	860	1,167	1,300	1,343	1,252	1,249	1,348	1,327	1,368	1,344
Pritzker	37	47	50	50	48	48	42	46	51	48
Kellogg	25	22	22	25	29	27	26	39	47	46

Full-time Instructional/Clinical Faculty by Ethnicity: Fall 2006 through Fall 2015

	2006		2007		2008		2009		2010		2011		2012		2013		2014		2015	
	n	p	n	p	n	p	n	p	n	p	n	p	n	p	n	p	n	p	n	p
Black or African American	24	2	33	2.2	45	2.7	46	2.7	46	2.8	44	2.6	54	3.1	45	2.5	51	2.8	56	3.2
Hispanic	31	2.6	40	2.7	44	2.6	43	2.5	47	2.8	51	3	47	2.7	43	2.4	45	2.5	43	2.4
Asian/Pacific Islander	146	12.4	212	14.1	265	15.9	301	17.3	302	18.2	311	18.4	347	19.5	337	18.9	368	20.1	336	18.9
American Indian	0	0	0	0	0	0	0	0	0	0	1	0	2	0	2	0	3		3	0
White	973	82.9	1,221	81.1	1,316	78.8	1,345	77.5	1,268	76.2	1,273	75.6	1,312	74.3	1,346	75.7	1,362	74.2	1,331	74.9
Two or more	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	0	4	0	4	0	6		8	0
Total	1,174		1,506		1,670		1,735		1,663		1,684		1,766		1,777		1,835		1,777	

(The "n" column shows the number of faculty in each category; the "p" column shows the percentage. N/A indicates that the category was not reported before 2011.)

Full-time Instructional/Clinical Faculty by Ethnicity by School:

Black or African American

School Name	2006		2007		2008		2009		2010		2011		2012		2013		2014		2015	
	n	p	n	p	n	p	n	p	n	p	n	p	n	p	n	p	n	p	n	p
Weinberg	0	0	2	1.4	4	2.5	3	1.8	3	1.7	1	0.6	1	0.6	1	0.6	1	0	0	0
Education	0	0	0	0	1	11.1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medill	4	14.8	4	13.3	4	11.1	5	16.1	6	18.2	6	14.6	6	13.6	7	13.7	7	14.3	8	18.2
Bienen	1	4.2	1	4	1	4.3	1	4.8	1	5	1	5	1	5.3	0	0	0	0	0	0
Communication	0	0	1	3.1	0	0	0	0	0	0	1	1.9	2	3.6	2	3.6	2	3.6	1	2
McCormick	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Feinberg	14	1.6	20	1.7	31	2.4	32	2.4	31	2.5	32	2.6	40	3	32	2.4	37	2.7	43	3.2
Pritzker	2	5.4	2	4.3	2	4	2	4	1	2.1	1	2.1	1	2.4	1	2.2	1	2	1	2.1
Kellogg	3	12	3	13.6	2	9.1	3	12	3	10.3	1	3.7	2	7.7	2	5.1	3	6.4	3	6.5
Total	24	2.1	33	2.2	45	2.7	46	2.7	45	2.7	43	2.6	53	3	45	2.6	51	2.8	56	3.2

(The "n" column shows the number of Black or African American faculty; the "p" column shows the percentage.)

Hispanic

School Name	2006		2007		2008		2009		2010		2011		2012		2013		2014		2015	
	n	p	n	p	n	p	n	p	n	p	n	p	n	p	n	p	n	p	n	p
Weinberg	2	1.5	3	2	3	1.9	2	1.2	2	1.2	5	2.9	3	1.8	4	2.4	4	2.3	3	1.9
Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medill	2	7.4	1	3.3	1	2.8	1	3.2	1	3	1	2.4	1	2.3	2	3.9	3	6.1	2	4.5
Bienen	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Communication	1	3.7	1	3.1	2	4.5	2	3.9	2	3.8	4	7.4	3	5.5	3	5.5	3	5.5	2	4.1
McCormick	0	0	1	5.3	0	0	0	0	0	0	1	3.1	1	2.9	1	2.6	0	0	1	2.7
Feinberg	23	2.7	31	2.7	34	2.6	35	2.6	38	3	36	2.9	35	2.6	29	2.2	30	2.2	30	2.2
Pritzker	2	5.4	2	4.3	2	4	1	2	2	4.2	2	4.2	2	4.8	2	4.3	2	3.9	2	4.2
Kellogg	1	4	1	4.5	2	9.1	2	8	2	6.9	2	7.4	2	7.7	2	5.1	3	6.4	3	6.5
Total	31	2.7	40	2.7	44	2.6	43	2.5	47	2.9	51	3.1	47	2.7	43	2.5	45	2.5	43	2.5

(The "n" column shows the number of Hispanic/Latino faculty; the "p" column shows the percentage.)

Asian/Pacific Islander

School Name	2006		2007		2008		2009		2010		2011		2012		2013		2014		2015	
	n	p	n	p	n	p	n	p	n	p	n	p	n	p	n	p	n	p	n	p
Weinberg	10	7.5	10	6.8	14	8.9	17	10.2	17	9.9	22	12.6	20	12.3	20	11.8	23	13.5	19	12.2
Education	1	12.5	1	14.3	1	11.1	0	0	0	0	1	11.1	0	0	0	0	1	14.3	1	20
Medill	1	3.7	1	3.3	1	2.8	1	3.2	0	0	0	0	0	0	2	3.9	2	4.1	2	4.5
Bienen	1	4.2	2	8	1	4.3	1	4.8	1	5	1	5	1	5.3	1	6.3	1	5.6	1	7.1
Communication	1	3.7	2	6.3	2	4.5	2	3.9	3	5.7	2	3.7	2	3.6	1	1.8	0	0	0	0
McCormick	3	13	2	10.5	2	10	5	20.8	5	17.9	5	15.6	7	20.6	7	17.9	8	21.6	9	24.3
Feinberg	126	14.7	190	16.3	241	18.5	271	20.2	271	21.6	272	21.8	310	23	301	22.7	325	23.8	299	22.2
Pritzker	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	1	2.1
Kellogg	1	4	1	4.5	1	4.5	2	8	2	6.9	2	7.4	2	7.7	3	7.7	7	14.9	4	8.7
Total	144	12.4	209	14	263	15.8	299	17.4	299	18.2	305	18.4	342	19.7	335	19.2	368	20.4	336	19.3

(The "n" column shows the number of Asian/Pacific Islander faculty; the "p" column shows the percentage.)

Staff at Northwestern

Staff are integral to the success of Northwestern, and we strive to attract and retain exemplary employees to meet the needs of the University. During the 2015–16 academic year Northwestern employed 6,700 staff members across all three campuses in Evanston, Chicago, and Doha, Qatar, as well as other locations, including Miami, San Francisco, New York, and Washington, DC.

The [Office of Human Resources](#) provides transformational leadership, advice, and support on Northwestern workplace matters to achieve excellence in the recruitment, development, and retention of talent for an inclusive academic community. This is evident by the numerous internal opportunities; the benefits and programs HR makes available to staff to support their personal and professional development; and the learning experiences, events, and initiatives designed to build and sustain a positive, inclusive community, as well as on-campus resources such as educational resources, lactation rooms, childcare and adoption assistance, and caregiver support.

The [Office of Equal Opportunity and Access](#) (OEOA) drives and supports initiatives to foster equity, diversity, inclusion, and access for staff, faculty, and students. Such initiatives include:

- Responding to complaints of discrimination or harassment based on race, color, religion, national origin, sex, pregnancy, sexual orientation, gender identity, gender expression, parental status, marital status, age, disability, citizenship status, veteran status, or genetic information. As part of its neutral complaint resolution process, OEOA investigates staff, faculty, and student complaints of discrimination and harassment through a transparent and thorough process.
- Providing customized training workshops regarding equity and diversity in employment to schools/units/individuals across the University. Workshops topics include recognizing and preventing discrimination and harassment; appropriate search, selection, and interviewing practices; reasonable accommodations for individuals with disabilities; the impact of unconscious bias and microaggressions; and how to promote and foster inclusive and respectful work environments. In addition to providing training workshops, OEOA also arranges for diversity professionals to present on various topics.
- Supporting employees with disabilities by developing solutions that allow employees with disabilities to participate equally in the workplace, primarily through its reasonable accommodation process. In 2015, the University created a central fund, which reimburses costs associated with reasonable accommodations for employees. The fund, coupled with increased training regarding the reasonable accommodation process, has resulted in more employees utilizing OEOA's accommodation process.
- Overseeing the University's annual affirmative action program, which provides a comprehensive analysis of the diversity of the University's workforce. The affirmative action program is designed to help the University identify areas in which progress can be made,

recognize areas where progress has been made, and assist Northwestern in its continued efforts to develop initiatives that foster a diverse and inclusive community.

Northwestern encourages a supportive and engaging environment for our employees, and there are various groups and organizations for staff members to join. The [Northwestern University Staff Advisory Council](#) (NUSAC) serves as an advisory voice and change-agent for Northwestern staff in matters relating to community development, professional opportunities, and workplace concerns. This is accomplished through active engagement with staff, the University President, the Office of Human Resources, and/or various senior administrators. The [Association of Northwestern University Women](#) (ANUW) is a long-running organization committed to enhancing the career development of women at Northwestern by supporting women's careers in administration, building networks, fostering community, and serving as role models and mentors for other women.

More recently, staff have created affinity groups to provide further opportunities for underrepresented staff to gather in community. The Black Professionals Network (BPN) strives to build community through shared experiences in order to foster dialogue, provide leadership and mentorship opportunities, and improve the black professional experience at Northwestern. Similarly, the Northwestern Latinx Staff Affinity Group provides a space for a Latinx staff to meet, network, and develop a sense of community and belonging as staff at the University.

DATA ON STAFF

Northwestern asks staff members to voluntarily identify their gender, race/ethnicity, disability status, and veteran status at the time of hire. To help measure the University's progress toward enhancing diversity, the Office of Equal Opportunity and Access periodically requests that faculty and staff provide information regarding their race, ethnicity, and gender as well as information regarding their disability and veteran status. These data are essential to OEOA, to Associate Provost and Chief Diversity Officer Bennett, and to other institutional leaders' understanding of the diversity of our current faculty and staff and to help us collectively focus the University's efforts in recruitment and retention. This information is also used by OEOA to develop the University's annual affirmative action plan.

Data were collected from the Integrated Postsecondary Education Data System (IPEDS) and organized by Northwestern's [Institutional Research Office](#) for this report. The IPEDS occupational codes used to organize the data were established in 2012. This report includes data from fall 2012 through fall 2015 on the race/ethnicity and gender of full-time and part-time staff.

Staff by Gender

In the 2015–16 academic year women represented just over 58 percent of staff across the institution. Women staff in computer, engineering, and science positions have steadily increased since 2012, where women represented nearly half (49 percent) of staff in these positions by fall 2015. The top occupations employing women at Northwestern are in healthcare and office/administrative roles, whereas men have higher representation in our facilities management areas of construction and maintenance, as well as sales and related service.

Staff by Race/Ethnicity

The racial and ethnic makeup of Northwestern staff has remained steady throughout the past 4 years. It is noteworthy that from fall 2012 to fall 2015 our numbers of staff who identify as American Indian or Alaskan Native has increased by 40 percent to 7 staff members.

Women Staff in 2012-13 by Job Category

Reporting Category	Women	Percent women
Business And Financial Operations	834	71
Community Service, Legal, Arts, and Media Occupations	204	58
Computer, Engineering, and Science	743	47
Healthcare Practitioner and Technical	150	82
Librarians, Curators, Archivists, and Museum Technicians	62	60
Library Technicians	68	62
Management	104	43
Natural Resources, Construction, and Maintenance	30	11
Office and Admin Support	1200	80
Other	20	67
Post-docs	244	35
Sales and Service	38	22

(Excludes staff reported as non-residents.)

Women Staff in 2013-14 by Job Category

Reporting Category	Women	Percent women
Business And Financial Operations	901	72
Community Service, Legal, Arts, and Media Occupations	232	60
Computer, Engineering, and Science	794	47
Healthcare Practitioner and Technical	144	79
Librarians, Curators, Archivists, and Museum Technicians	64	59
Library Technicians	66	62
Management	102	43
Natural Resources, Construction, and Maintenance	32	12
Office and Admin Support	1207	80
Other	23	64
Post-docs	229	35
Sales and Service	40	24

(Excludes staff reported as non-residents.)

Women Staff in 2014-15 by Job Category

Reporting Category	Women	Percent women
Business And Financial Operations	943	71
Community Service, Legal, Arts, and Media Occupations	233	58
Computer, Engineering, and Science	810	48
Healthcare Practitioner and Technical	145	81
Librarians, Curators, Archivists, and Museum Technicians	53	60
Library Technicians	60	59
Management	113	44
Natural Resources, Construction, and Maintenance	32	12
Office and Admin Support	1173	79
Other	28	68
Post-docs	222	36
Sales and Service	37	23

(Excludes staff reported as non-residents.)

Women Staff in 2015-16 by Job Category

Reporting Category	Women	Percent women
Business And Financial Operations	928	70
Community Service, Legal, Arts, and Media Occupations	242	60
Computer, Engineering, and Science	825	49
Healthcare Practitioner and Technical	134	82
Librarians, Curators, Archivists, and Museum Technicians	65	64
Library Technicians	58	59
Management	130	47
Natural Resources, Construction, and Maintenance	34	12
Office and Admin Support	1181	80
Other	32	65
Post-docs	244	35
Sales and Service	36	22

(Excludes staff reported as non-residents.)

Percentage of Women Staff by Reporting Category: Fall 2012 through Fall 2015

Reporting Category	2012	2013	2014	2015
Business And Financial Operations	71	72	71	70
Community Service, Legal, Arts, and Media Occupations	58	60	58	60
Computer, Engineering, and Science	47	47	48	49
Healthcare Practitioner and Technical	82	79	81	82
Librarians, Curators, Archivists, and Museum Technicians	60	59	60	64
Library Technicians	62	62	59	59
Management	43	43	44	47
Natural Resources, Construction, and Maintenance	11	12	12	12
Office and Admin Support	80	80	79	80
Other	67	64	68	65
Post-docs	35	35	36	35
Sales and Service	22	24	23	22

(Excludes staff reported as non-residents.)

Staff in 2012-13 by Job Category and Race/Ethnicity

Job Category	Black or African American	Hispanic or Latino	Asian	Native Hawaiian or Other Pacific Islander	American Indian or Alaska Native	White	Two or more races	Race and ethnicity unknown	Non-Resident	Total
Business and Financial Operations	150	67	89	2	0	831	8	11	15	1,173
Community Service, Legal, Arts, and Media Occupations	34	11	14	1	0	288	0	1	5	354
Computer, Engineering, and Science	88	76	258	5	1	953	12	15	182	1,590
Healthcare Practitioner and Technical	15	27	21	2	0	112	1	3	2	183
Librarians, Curators, Archivists, and Museum Technicians	5	3	3	1	0	87	1	2	2	104
Library technicians	15	4	8	0	0	83	0	0	0	110
Management	10	8	9	0	0	206	3	3	1	240
Natural Resources, Construction, and Maintenance	43	36	11	0	0	171	0	1	0	262
Office and Admin Support	273	129	96	4	3	949	10	17	23	1,504
Other	1	3	1	0	0	24	0	1	0	30
Post-docs	16	10	44	0	1	230	1	15	387	704
Sales and Service	42	15	22	1	0	72	0	2	0	154
Total	692	389	576	16	5	4,006	36	71	617	6,408
Percent of total	10.8	6.1	9	0.2	0.1	62.5	0.6	1.1	9.6	—
Percent of known domestic	12.1	6.8	10.1	0.3	0.1	70	0.6	—	10.8	—

Staff in 2013-14 by Job Category and Race/Ethnicity

Job Category	Black or African American	Hispanic or Latino	Asian	Native Hawaiian or Other Pacific Islander	American Indian or Alaska Native	White	Two or more races	Race and ethnicity unknown	Non-Resident	Total
Business And Financial Operations	164	72	93	2	0	891	9	14	15	1,260
Community Service, Legal, Arts, and Media Occupations	39	12	15	1	0	316	2	1	2	388
Computer, Engineering, and Science	90	90	267	5	2	1,034	14	14	183	1,699
Healthcare Practitioner and Technical	22	22	20		0	112	2	2	2	182
Librarians, Curators, Archivists, and Museum Technicians	5	4	3	1	0	91	1	2	2	109
Library Technicians	16	4	7	0	0	79	0	0	0	106
Management	6	8	10		0	205	3	2	1	235
Natural Resources, Construction, and Maintenance	41	41	11	0	0	169	0	1	0	263
Office and Admin Support	265	127	84	3	3	968	9	15	23	1,497
Other	2	3	0	0	0	29	1	1	0	36
Post-docs	8	8	43	0	0	211	0	10	379	659
Sales and Service	44	15	23	1	0	71	0	1	0	155
Total	702	406	576	13	5	4,176	41	63	607	6,589
Percent of total	10.7	6.2	8.7	0.2	0.1	63.4	0.6	1	9.2	—
Percent of known domestic	11.9	6.9	9.7	0.2	0.1	70.6	0.7	—	10.3	—

Staff in 2014-15 by Job Category and Race/Ethnicity

Job Category	Black or African American	Hispanic or Latino	Asian	Native Hawaiian or Other Pacific Islander	American Indian or Alaska Native	White	Two or more races	Race and ethnicity unknown	Non-Resident	Total
Business And Financial Operations	162	70	108	2	0	956	11	16	12	1,337
Community Service, Legal, Arts, and Media Occupations	38	14	16	1	0	326	4	2	3	404
Computer, Engineering, and Science	95	106	281	5	3	1,015	18	11	162	1,696
Healthcare Practitioner and Technical	16	25	21	0	0	112	3	1	2	180
Librarians, Curators, Archivists, and Museum Technicians	3	3	3	1	0	72	1	3	2	88
Library technicians	15	3	6	0	0	77	0	0	0	101
Management	7	8	12	0	0	220	2	2	3	254
Natural Resources, Construction, and Maintenance	39	40	10	0	0	174	0	1	0	264
Office and Admin Support	251	137	86	3	1	959	7	11	22	1,477
Other	3	3	0	0	0	34	1	0	0	41
Post-docs	5	10	46	0	0	198	1	12	349	621
Sales and Service	47	14	21	1	0	76	0	1	0	160
Total	681	433	610	13	4	4,219	48	60	555	6,623
Percent of total	10.3	6.5	9.2	0.2	0.1	63.7	0.7	0.9	8.4	—
Percent of known domestic	11.4	7.2	10.2	0.2	0.1	70.4	0.8	—	9.3	—

Staff in 2015-16 by Job Category by Race/Ethnicity

Job Category	Black or African American	Hispanic or Latino	Asian	Native Hawaiian or Other Pacific Islander	American Indian or Alaska Native	White	Two or more races	Race and ethnicity unknown	Non-Resident	Total
Business And Financial Operations	164	81	103	2	0	931	12	14	14	1,321
Community Service, Legal, Arts, and Media Occupations	38	15	17	1	0	323	6	1	2	403
Computer, Engineering, and Science	85	110	284	5	4	995	18	13	158	1,672
Healthcare Practitioner and Technical	15	22	19	0	0	105	2	1	0	164
Librarians, Curators, Archivists, and Museum Technicians	7	4	4	0	0	81	1	3	2	102
Library technicians	13	3	5	0	0	78	0	0	0	99
Management	10	9	12	0	0	237	2	2	3	275
Natural Resources, Construction, and Maintenance	43	44	11	0	0	179	0	1	1	279
Office and Admin Support	246	129	87	2	3	974	10	7	24	1,482
Other	5	4	1	0	0	38	1	0	0	49
Post-docs	5	7	45	0	0	201	2	13	415	688
Sales and Service	54	15	20	1	0	75	0	0	1	166
Total	685	443	608	11	7	4,217	54	55	620	6,700
Percent of total	10.2	6.6	9.1	0.2	0.1	62.9	0.8	0.8	9.3	—
Percent of known domestic	11.4	7.4	10.1	0.2	0.1	70.2	0.9	—	10.3	—

Staff by Job Category and Race/Ethnicity: Fall 2012 through Fall 2015

Job Category	Black or African American	Hispanic or Latino	Asian	Native Hawaiian or Other Pacific Islander	American Indian or Alaska Native	White	Two or more races	Race and ethnicity unknown	Non-Resident
Business and Financial Operations	150	67	89	2	0	831	8	11	15
Community Service, Legal, Arts, and Media Occupations	34	11	14	1	0	288	0	1	5
Computer, Engineering, and Science	88	76	258	5	1	953	12	15	182
Healthcare Practitioner and Technical	15	27	21	2	0	112	1	3	2
Librarians, Curators, Archivists, and Museum Technicians	5	3	3	1	0	87	1	2	2
Library technicians	15	4	8	0	0	83	0	0	0
Management	10	8	9	0	0	206	3	3	1
Natural Resources, Construction, and Maintenance	43	36	11	0	0	171	0	1	0
Office and Admin Support	273	129	96	4	3	949	10	17	23
Other	1	3	1	0	0	24	0	1	0
Post-docs	16	10	44	0	1	230	1	15	387
Sales and Service	42	15	22	1	0	72	0	2	0
Total	692	389	526	16	5	4,006	36	71	617

Percentage of Staff by Race/Ethnicity: Fall 2012 through Fall 2015

Race/Ethnicity	2012	2013	2014	2015
Black or African American	10.8	10.7	10.3	10.2
Hispanic or Latino	6.1	6.2	6.5	6.6
Asian	9	8.7	9.2	9.1
Native Hawaiian or Other Pacific Islander	0.2	0.2	0.2	0.2
American Indian or Alaska Native	0.1	0.1	0.1	0.1
White	62.5	63.4	63.7	62.9
Two or more races	0.6	0.6	0.7	0.8
Race and ethnicity unknown	1.1	1	0.9	0.8
Non-Resident	9.6	9.2	8.4	9.3

Undergraduate Students at Northwestern

This report includes data from fall 2006 through fall 2015 on the race/ethnicity and gender of our undergraduate student population. Data were collected from the Registrar's Office and the Student Enterprise Systems (SES), and organized by Northwestern's [Institutional Research Office](#) for this report.

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

ADMISSIONS AND ENROLLMENT

In fall 2015, women comprised 49.8 percent of the undergraduate student body, down slightly from 50.5 percent in fall 2014. The incoming freshman class showed a slight decrease in enrollment of African American and Hispanic/Latino undergraduates in terms of proportion while the total undergraduate minority population was the largest and most diverse in Northwestern's history. African American students composed 8.6 percent of the 2015 entering class, and Hispanic/Latino students made up 14 percent of the class. A strategic priority of the University continues to be the increased diversification of our student populations, as well as structural support for their ongoing success. Over the past ten years, Northwestern has made significant advancements in this area.

Enrollment of students who self-identify as American Indian is shown as declining since 2010. In 2010 students were given the option to select multiple racial or ethnic identifiers. When selecting more than one race or ethnicity, students are automatically categorized as Hispanic/Latino (Hispanic selection and anything else) or Multi-Racial (any combination of non-Hispanic selections). When broken down, the Multi-Racial category for fall 2015 enrolled undergraduate students includes 161 students who self-identified as African-American and 63 who self-identified as American Indian.

Low-Income Undergraduate Students

Northwestern continues to make strides in increasing the socioeconomic diversity of our undergraduate population, which includes students with low-income and first-generation college attendance status. From 2006 to 2015, the percentage of undergraduate students receiving Pell Grants, based on family low-income status, has increased from 9.3 percent to 15.5 percent. Currently, the University is developing programs to continue to increase this percentage over the next few years. This plan includes augmenting financial aid resources and on-campus support to ensure a high quality educational

experience for these students. In March 2016, President Schapiro and Provost Linzer [announced significant financial aid increases](#), elimination of loans for incoming students, and University-funded scholarships for undocumented students who are graduates of US high schools. Northwestern remains one of the few colleges and universities that is “need-blind” for US undergraduates.

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

QuestBridge

Northwestern is one of thirty-seven partner schools around the country with this non-profit organization that targets high-achieving, low-income high school students for college placement. The University has one of the largest Quest Scholars chapters of all the partner colleges. Along with Stanford, Yale and Princeton, Northwestern hosts a [QuestBridge](#) summer conference for several hundred students and their families every other summer.

Posse

Beginning in 2013, Northwestern has enrolled ten [Posse](#) students each year from greater Los Angeles. Posse identifies public high school students with extraordinary academic and leadership potential that may have been overlooked by traditional college selection processes.

Community Based Organization Partnerships

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

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

College Greenlight

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

I'm First

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

Student Outreach

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

Chicago Public School Outreach

During AY16 Northwestern participated in over 80 recruitment events at high schools and college fairs throughout the city of Chicago, and hosted over 50 high schools and Chicago community-based organizations on campus through programming at the Segal Visitors Center. Students from several Chicago Public Schools are brought to campus for a two-day, overnight experience. Their guidance counselors nominate students based on academic criteria and references.

High School Visits and Group Travel

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

Application Fee Waivers and Travel Voucher Program

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

Direct Mail/Email

Thousands of our prospects receive [Open Minds](#), Northwestern's diversity publication, and the [financial aid brochure](#). Both publications were developed in partnership with Northwestern's Global Marketing and University Relations Offices. In addition, Northwestern's web communications team developed a [new page](#) for prospects interested in learning more about our commitment to diversity. A [new financial aid page](#) was also developed. Targeted over 1,000 community based organizations with a mailing of Northwestern information.

Take NU Home Program

The Office of Undergraduate Admission expanded outreach efforts by asking Northwestern students to return to their home high schools to share personal experiences of life at Northwestern. We target public high schools with high achieving low-income students.

Native American Recruitment

A new position was created with a dual reporting line to the Office of Undergraduate Admission and Student Affairs with a focus on Native American recruitment and advising. Several areas around the country were targeted for recruitment travel and a brochure was created about the Native American and Indigenous community on campus.

Full-time Women Undergraduates: Fall 2006 through Fall 2015

Year	Number	Percent
2006	4,259	52.7
2007	4,323	52.8
2008	4,369	52.4
2009	4,419	52.0
2010	4,431	52.1
2011	4,318	51.5
2012	4,336	51.0
2013	4,312	51.0
2014	4,221	50.5
2015	4,092	49.8

Undergraduate Student Enrollment by Ethnicity: Fall 2006 through Fall 2015

Year	Black or African American		Hispanic/ Latino		Asian American		Pacific Islander		American Indian		Multi-Racial		Total Underrepresented Minority	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2006	527	6.7	554	7.1	1,395	17.8	NA	NA	12	0.2	NA	NA	2,488	31.7
2007	515	6.8	574	7.6	1,417	18.7	NA	NA	10	0.1	NA	NA	2,516	33.2
2008	489	6.4	575	7.5	1,561	20.4	NA	NA	9	0.1	NA	NA	2,634	34.4
2009	510	6.5	606	7.8	1,684	21.6	NA	NA	12	0.2	NA	NA	2,812	36.1
2010	467	5.8	648	8.1	1,736	21.7	4	0	13	0.2	176	2.2	3,044	38
2011	476	5.8	686	8.4	1,672	20.5	4	0	9	0.1	291	3.6	3,138	38.4
2012	495	6	733	8.9	1,604	19.6	3	0	9	0.1	377	4.6	3,221	39.3
2013	502	6.2	855	10.5	1,509	18.6	0	0	6	0.1	419	5.2	3,291	40.5
2014	505	6.2	946	11.8	1,477	18.5	0	0	4	0.1	462	5.8	3,394	42.5
2015	514	6.7	987	12.8	1,492	19.4	0	0	3	0	393	5.1	3,389	44

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

Black or African-American Students: Admissions Statistics for Entering Undergraduate Class

Year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
percent of applications	6.7	5.8	5.6	6.6	7.5	7.6	8	8.8	8.2	8.6
percent of entering students	6.5	6.3	4.8	6.9	7.4	7.8	8.4	9.9	9.6	8.6

Hispanic/Latino Students: Admissions Statistics for Entering Undergraduate Class

Year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
percent of applications	6.5	5.6	5.3	7.6	8.6	8.9	10.3	11.7	11.9	12.7
percent of entering students	7.8	8.3	7.5	7.4	8.9	9.8	9.7	14.4	15.1	14

Pell Recipients as Percent of Undergraduate Students at Northwestern

Year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Percent	9.3	9.7	8.7	11	13	13.8	14.1	14.3	14.1	15.5

Graduate and Professional Students at Northwestern

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

Since the establishment of the [The Graduate School Office of Diversity and Inclusion](#), the school has seen their underrepresented graduate student populations grow to record numbers among incoming classes. In 2016, TGS hosted its 31st Annual [Summer Research Opportunity Program](#) (SROP). There were 757 applications for SROP and 36 students were selected for the program. The 2016 SROP cohort included 32 visiting students and 4 Mellon Mays Undergraduate Fellows from Northwestern. The SROP Early Admissions Decision Program (EADP) is designed to increase the number of SROP participants that enroll in Northwestern's doctoral programs. It enables programs to recruit highly qualified diverse students who have excelled in a one-on-one research experience with a Northwestern faculty mentor. Since 2013, a total of 18 students have either matriculated or intend to enroll in doctoral programs at Northwestern through the EADP. Additional TGS recruitment efforts include:

- New partnerships with minority serving institutions (MSIs) such as Florida International University and Xavier University.
- Sponsoring faculty, staff, and PhD students to attend recruitment trips to existing MSI partners—Howard University, Morehouse College, Spelman College, and the University of Puerto Rico–Mayagüez.
- Planning for the 5th annual [Introduction to Graduate Education at Northwestern \(IGEN\)](#).
- Facilitation of Northwestern's five-year partnership with the Hispanic Serving Institution Pathways to the Professoriate (HSI Pathways) program sponsored by the Mellon Foundation.

As previously mentioned, the Pritzker School of Law [Office of Diversity Education and Outreach](#) supports a diverse student body through education and student support services. They also provide support to the numerous law student affinity groups. Through outreach targeted to every phase of law school and career—from applying for admission to joining alumni networks—the Office of Diversity Education and Outreach develops, supports, and maintains the interrelationships that foster student achievement and produce satisfied graduates.

The Feinberg School of Medicine [Office of Diversity and Inclusion](#) spent the 2015–2016 academic year highlighting diversity and inclusion initiatives that occurred throughout the extended Feinberg

community. The newly designed website and the newly launched newsletter were the primary vehicles used to publicize diversity and inclusion efforts. Included among the year's highlights were:

- Release of [promotional videos](#) that provide insight about FSM underrepresented minority (URM) students.
- Two town hall meetings, one focused on cultural competency while the other focused on community concerns about the tragic events that occurred across the country and world.
- The Spring Lyceum Series featured John A. Rich, MD, MacArthur fellow and professor of health management and policy at the Center for Nonviolence and Social Justice at Drexel University Dornsife School of Public Health.
- Jennifer Smith, '16, MD, honored as the recipient of the inaugural [Daniel Hale Williams Diversity and Inclusion Award](#).

The Kellogg School of Management consistently invests in programs, partnerships, initiatives, research and events that promote diversity throughout the organization, celebrate differences, and strengthen the culture of collaboration. In 2016, Kellogg increased the number of diversity recruitment events nationwide and expanded strategic programming focused on the student experience and retention. Examples of Kellogg diversity initiatives included:

- Launched a student Diversity & Inclusion Council composed of student representatives across all academic programs, providing student perspective for the Kellogg D&I strategy.
- Supported more than 80 cultural and affinity student groups, including groups focused on faith, culture, ethnicity, gender-identity, veterans, and world regions.
- Sponsored MOSAIC week diversity celebration, featuring over 30 informative cultural events and 2000 attendees across two Kellogg campuses.
- Supported commemorations including Veterans Day, Black History Month, Pride Week, Martin Luther King Jr. Week, and Hispanic Heritage Month.
- The student Black Management Association Conference was held in partnership with Admissions Diversity Preview weekend to attract and engage 150 underrepresented minority (URM) prospective students to enroll at Kellogg.
- Kellogg completed construction of the Global Hub building which includes gender-neutral bathroom facilities, reflection rooms, and collaborative work spaces.
- Hosted diversity brunches to engage newly admitted diverse students in New York, Washington DC, Atlanta, Chicago, Los Angeles, San Francisco, Houston, Charlotte, and other high potential markets nationwide.
- Conducted focused study on the impacts of scholarship strategies in order to increase student yield at Kellogg.

- Expanded partnership initiatives with Management Leadership for Tomorrow, Ten School Diversity Alliance, MBA Jumpstart, National Black MBA Association, and other admissions and career-related organizations that support women and students of color.
- Conducted additional admissions information sessions in countries worldwide.

Kellogg's broad programming around diversity and inclusion yielded the class of 2018 two-year profile consisting of 41 percent women, 26 percent US minority, and 35 percent international students, with 53 countries represented. By focusing on addressing diversity throughout the organization, Kellogg creates a dynamic environment where students, faculty, staff, and alumni come together collaboratively to impact the institution, business, and society.

AGGREGATE DATA ON GRADUATE AND PROFESSIONAL STUDENTS

Over the past decade, the proportion of women graduate and professional students has steadily increased. In fall 2015, women comprised 47.1 percent of graduate and professional students, up from 46.5 percent in fall 2014. The number of African American graduate and professional students has continued to increase over the last decade. The percentage of African American students increased to 7.1 percent in 2015, an increase from 6.3 percent in 2014. Enrollment of Hispanic/Latino graduate and professional students increased to 9.1 percent in 2015 from 8.2 percent in 2014. Representation of all underrepresented minorities increased to 37.3 percent in 2015 from 33.5 percent in 2014. As discussed in the section on undergraduate student enrollment, the reporting methodology allows students to select multiple racial or ethnic categories to self-identify. Students who select more than one option are categorized as either Hispanic/Latino or Multi-Racial. When broken down, the Multi-Racial category includes 57 graduate or professional students who self-identified as African-American and 39 who self-identified as American Indian.

Full-time Women Graduate and Professional Students: Fall 2006 through Fall 2015

Year	Number	Percent
2006	2,546	44.7
2007	2,777	45.5
2008	2,874	45.8
2009	3,633	45.8
2010	3,729	45.4
2011	3,971	45.9
2012	3,964	45.8
2013	3,974	45.7
2014	4,006	46.5
2015	4,210	47.1

**Graduate and Professional Student Enrollment by Ethnicity:
Number and Percentage of Total Known Domestic Enrollment Fall 2006 through Fall 2015**

Year	Black or African American		Hispanic/ Latino		Asian American		Pacific Islander		American Indian		Multi-Racial		Total Underrepresented Minority	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2006	365	6.2	259	4.4	918	15.6	NA	NA	27	0.5	NA	NA	1,569	26.7
2007	390	6.4	302	4.9	952	15.6	NA	NA	24	0.4	NA	NA	1,668	27.3
2008	397	6.6	314	5.2	927	15.5	NA	NA	18	0.3	NA	NA	1,656	27.7
2009	405	6.6	352	5.8	955	15.6	NA	NA	23	0.4	NA	NA	1,735	28.4
2010	473	6.5	484	6.7	1,109	15.3	5	0.1	18	0.2	82	1.1	2,171	30
2011	491	6.4	539	7.1	1,081	14.1	12	0.2	19	0.2	124	1.6	2,266	29.6
2012	539	6.6	591	7.2	1,202	14.7	13	0.2	18	0.2	190	2.3	2,553	31.2
2013	497	5.9	660	7.8	1,271	15.1	11	0.1	21	0.2	217	2.6	2,677	31.7
2014	530	6.3	695	8.2	1,349	15.9	12	0.1	16	0.2	231	2.7	2,833	33.5
2015	548	7.1	701	9.1	1,367	17.7	14	0.2	17	0.2	225	2.9	2,872	37.3

Northwestern Alumni Community

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

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

[Council of One Hundred](#) (Women Leaders)

[Gay and Lesbian Management Alumni](#)

[Hispanic Business Alumni](#)

[Kellogg Black Alumni Club](#)

[Kellogg Executive Women's Network](#)

[Kellogg Black Management Association](#)

[Latino Alumni of NU](#)

[NU Asian and Asian American Alumni](#)

[NU Black Alumni Association](#)

[NU Gay and Lesbian Alumni](#)

[NU Muslim Alumni](#)

These alumni clubs may be engaged in connecting with admitted and current students, as well as sharing their experience at Northwestern with prospective students in their communities. They also work to enrich connections among alumni on a national basis. The Multicultural Alumni Council, which was convened for the first time in spring 2016, strengthens these connections and engages alumni more fully in Northwestern's diversity, equity, and inclusion efforts.

CONCLUSION

Northwestern prioritizes the diversity and inclusion of our entire University community. As a result, we have made progress toward greater representation of women and underrepresented minorities among our full-time faculty and staff as well as our undergraduate, graduate, and professional students over the past decade. Representation of Pell-eligible, low-income, and first-generation undergraduate students, as well as underrepresented minority graduate students, continues to be a point of focus in our diversity efforts. We expect to continue to see increased representation of students in every category along with structural support to help ensure their success.

While the data show the success of our efforts to increase diversity at Northwestern, inclusion and equity are the foundations of a truly welcoming and dynamic University culture. As we have made substantial progress in diversifying our community, we are also continuing to make strides towards equity and inclusion. The Office of Institutional Diversity and Inclusion is driven by a mission to “sustain a diverse, inclusive, and welcoming environment for all Northwestern community members including students, faculty, staff, and alumni.” By collaborating with schools and units across the institution, as well as alumni and community partners, the Office aims to be a central resource and partner to drive our progress.

Thank you for reading our 2016 report. Stay in touch with us at diversity@northwestern.edu or follow us on [Facebook](#) and [LinkedIn](#).



