Northwestern University
OIDI Strategy Session

Building Next-Generation D&I: Current State Assessment and Preliminary Recommendations for Action

Summary of findings: August 9th 2018 meeting with OIDI Partners
Objectives

Inform
• About D&I current efforts and high level plan for advancing D&I forward, as well as gather input and feedback on current state perceptions

Align
• On Northwestern University D&I next-generation strategy – potential gaps between the current state and the desired state.

Discuss
• Debate and recommendations about the way forward
PRE WORK
SURVEY
Pre Work Survey: Background & Overview

28 Responses

- Staff invited included OIDI Partners that support Diversity, Equity and Inclusion at different levels of Northwestern University.
- Survey was sent as a pre-work for the Aug 9th workshop session.

21 Departments Represented

- Block Museum
- Campus Inclusion and Community
- CNAIR
- Counseling and Psychological Services
- Feinberg School of Medicine
- Graduate School Admissions
- Institutional Research
- IT
- McCormick School of Engineering
- Medill School of Journalism
- Neighborhood and Community Relations
- Northwestern University Library
- Northwestern University School of Law
- NUSAC
- Office of Equity
- Office of Human Resources
- Office of the Provost
- Searle Center
- University Police
- Weinberg College of Arts and Sciences
- Women's Center

3 Open-ended questions

1. What are you most proud of in the work you do related to diversity, equity and inclusion?

2. What are your two biggest challenges in the work you do related to diversity, equity and inclusion?

3. What are your top two desired outcomes of the strategic plan process?
Themes from Pre Work Survey: Summary of Findings

1. **Most Proud of…**

   - **Creating safe spaces for dialogue / awareness**, including talking circles, creating allyship, collaborative visioning, brainstorming, learning and helping others thinking differently.

   - **Helping people understand and leverage differences**, providing 1:1 advisory, mentorship, advocacy, and other forms of support to students, faculty and / or staff.

   - **Moving the needle / improving the pipeline / diversifying the pool**, some success stories / examples of increasing access, representation, and success in different forms for underrepresented minorities, low income and first generation students, as well as reaching out broader communities, establishing partnerships, recruiting more diverse faculty & staff, etc.

   - **Developing / implementing sustainable policies and processes** to create more equitable and inclusive environments, helping to overcome unconscious bias and privilege, as well as facilitating other forms of social justice.

   - **Embedding D&I into learning and professional development**, in different forms of training, enablement, making those part of formal development goals, pedagogical development, curriculum, etc.
Pre Work Survey: Summary of Findings

• **Too many silos / too much hierarchy / power dynamics**: majority referred this as one of the biggest barriers, as reflected on a lack of aligned vision, not been in the same page guidelines or even uniformity in processes, communication, information, practices, etc. Many agree that this is creating a lack of shared responsibility /accountability.

• **Lack of institutional support / willingness to be bold**: Many mentioned that this work is intrinsically motivating to them, but felt that university top decision-makers are often risk-averse, more short-term in their priorities and plans and therefore, there is not a more long term vision and overarching plan for sustainable practices around D&I. Many reported that this might be causing NU not to be competitive to attract and retain URM faculty and students.

• **Lack of awareness/understanding and support from top level administrators**, that often translates into a lack of dedicated staff, resources, time, and funds. Majority of participants pointed out they are not often recognized or rewarded for the work they do on DEI-e.g. not receiving pay for their labor on this, or not being valued for their efforts.

• **Getting some resistant / reluctant faculty onboard**: Some mentioned that a number of influential faculty don’t want to change -believe that opening the doors to more diversity (particularly underrepresented minorities, low income, and first generation students) will lower the quality and standards of excellence in education. Some mentioned that NU currently support a deficit model – only providing programs directed at students for them to help “them” to fit / succeed, that are good for some but not enough to move the needle. Mindset support more the idea that is a pipeline problem than a more systemic / identity issue.

• **Bigger and broader systemic / societal issues**: sometimes reflected on the difficulty in making the right balance on free speech vs. safety of diverse groups (managing controversial speakers, managing uncomfortable and sensitive topics, regulations, etc.) and holding principles in an extremely polarized environment and changing landscape.
Desired Outcomes

• **Re-thinking / re-imagine big and bold organization-wide vision and aspirational goals for D&I:** majority of participants mentioned that they need to see more alignment and collective understanding around a sense of direction, strategy, purpose, vision from leaders, what change could be for the culture, what role different parts will play in that big picture, commitment to confront what need to be confronted, etc.

• **Plans with short, medium and long term priorities:** almost all participants agreed that they need to see an integrated roadmap with defined actions items, timeline with prioritization and milestones to help address systemic issues.

• **More clarity on roles, accountabilities, and measures to determine success:** most in the group would like to see more tangible outcomes, and they agreed that having more clear metrics, roles, and accountabilities should help to effectively transform values into consistent results. They also want to engage in this picture the entire university system, and not just the D&I offices or typical D&I champions.

• **Continuous learning / improvement** majority also mentioned that it will be important to have a common space / forum to monitor trends, ideate, debate, share best practices, benchmark, make sure all voices are heard and follow through to ensure change and collective commitment
Instant Polling Session
Instant Polling – Background and Overview

42 Unique participants
11 Multiple choice items
4 Open-ended questions

Likert Scale
- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Favorable Neutral Unfavorable

• Who do you believe Northwestern serves best and why?
• Who do you believe Northwestern serves least well and why?
• In one word or short phrase, describe how you currently feel about diversity, equity and inclusion efforts at Northwestern?
• In one word or short phrase, describe how you feel about today’s session
Instant Polling – current state perceptions preliminary findings from Diversity Leaders Council Meeting

At Northwestern (Northwestern), we acknowledge the significant presence of underrepresented students and their majority counterparts, and differences between the overall student experience and individual wellbeing across the two broad groups.

Northwestern values diversity, equity and inclusion.

In my opinion, Northwestern views diversity, equity and inclusion as a competitive advantage.

Northwestern considers the four focus areas of the OIDI (access, equity, enrichment, and wellbeing) as relevant to the needs of the campus community.

As it relates to our Student population, we have a culture where various ideas, perspectives, and viewpoints are valued and appreciated.

As it relates to our Faculty, we have a culture where various ideas, perspectives, and viewpoints are valued and appreciated.

As it relates to our Administration/Staff, we have a culture where various ideas, perspectives, and viewpoints are valued and appreciated.

Northwestern reflects upon the different perspectives, backgrounds and experiences of faculty, staff and students to help deliver better outcomes.

Currently, all of our faculty, staff, and students have an equal chance to advance and/or succeed.

Currently, I believe everyone at Northwestern has a good understanding and clarity around the vision, mission and focus areas of OIDI.

At Northwestern, everyone is treated fairly regardless of personal background or individual differences (e.g. age, gender identity and expression, sex, sexual orientation, etc.).
• Affluent/privileged people
• Tenured Faculty
• Faculty
• International students from Asian Countries
• Straight, cis, men
• Trustees - focus on campaign and resources
• Northwestern serves itself best by doing what is required to ensure its longevity and position in a competitive market
• Rich white students, rich white donors, white staff and administrators
• I think it best serves the faculty.
• Folks who they don’t consider to be "disruptive"
• Wealthy students
• Faculty and the Board of Trustees. The money is King. Research and donations give you a voice.
• White and global tenured faculty - they're valued most and have most influence
• NU does a great job providing access and supporting students regardless of their background.
• The faculty, they attract grants and students
• Students because they are top priority and drive every thing else
• WMASP
• White male majority students and faculty from elite educational and socioeconomic backgrounds
• Northwestern best serves those who are affiliated, be it by status as student, facility or employee.
• Faculty. As someone said earlier faculty own the culture and are the center of the university.
• Faculty, Staff, students who have biggest impact on brand/finances of Univ
• Students and faculty
• White, upper middle class, privileged students; white male privileged faculty; not sure staff are in general served well
• People conversant in the norms of majority culture and who have access to wealth and/or the associated networks.
• Cisgender, Heterosexual, Middle-Upperclass, English speaking, physically able, mentally able, US citizen, Male identified, Christian-Agnostic.
• Undergraduate students then faculty then graduate students then professional students followed by staff. Based on priority and perceived value of each
• Achievers, acclimated to/fluent in institutional culture
• Faculty - because it seems they are given the ability to forge their own paths
• Straight white tenured male faculty
• Itself, because the institution by design is meant to exclude, marginalize and dehumanize to garner greater prominence, influence, and financial capital
• Although some efforts have been made to increase diversity, the students best served at NU continue to be white, affluent, hetero-normative students.
• Those most privileged because change can be a difficult and long process
Instant Polling – Current State Perceptions on Diversity, Equity and Inclusion at NU

- Efforts to serve URMAs are inadequate. Need more faculty PD and more student assistance, especially for under resourced students.
- Staff, especially staff of color.
- QTBIPOC
- The neighboring community and environment where it is geographically located
- Women of color...always last, always misunderstood
- Black women
- Any one other than "WMASP"
- Marginalized and minoritized groups.
- Staff. They are the least protected in higher ed.
- Staff, when cuts are made, they are first to go.
- U.S. underrepresented communities
- Graduate students, post docs and early career faculty of color
- Students that don't come from affluent backgrounds
- Women of color
- People of Color along the Staff and Faculty
- Staff. Not appreciated or rewarded well enough.
- Staff - I frequently hear comments about how staff are an "afterthought" or "second-class citizen" compared to faculty and the students we serve
- Under represented groups
- Folks at the intersection of multiple marginalities who don't even know what northwestern is and will likely never know based on how the institution has
- Staff, to transparent
- Trans, Queer, Gender non-conforming, people of color, low-income, undocumented, international status, Non-Euro based religions- at all levels
- Students and staff of color; LGBT students and staff; Gender non-confirming students and staff; Administrative Assistants; Facilities and Food Service wo
- NU serves least well those deemed as disposable. Just look at how layoffs occurred only at lower level positions
- Underrepresented staff followed by faculty then students. Based on priority and perceived value of population.
- Certain areas of campus have little opportunity for staff growth and advancement.
- Based on data (surveys) I would have to say our staff. There continues to be a "class" distinction and lack of overall appreciation for what staff contribute
- People in majority positions; less versed in navigating institutional structures; people resistant to hierarchy
- Low income, rural, underrepresented, differently abled
- Folks who don't ascribe to corporate/ hyper professional work styles...they don't fit in
- Low-income students of color. There are so many university-wide cultural norms that many students of color cannot access due to financial limitations.
- Minority administrators at the college level. Staff are least valued in general, and minorities often seem disposable
- Under represented Women of color and Non exempt workers. Just look at the data--staff survey, black student experience survey results
- NU serves black and other students of color less well though it does try and has improved over time.
- I think the school does a disservice to all by not sufficiently curating an "actually" inclusive culture. Students of color are left to feel isolated

Serving least well

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How do you currently feel about diversity, equity and inclusion efforts at Northwestern University?
In one word or short phrase, describe how you feel about today's session?
Four Pillars: Group Workshop
Four Pillars: Flip charting from the groups

- Define - Experience
- Physically recruiting fac/staff & students from diverse backgrounds
- What type of diversity are we looking for? (age, race, gender, sexuality, economic, etc.)
- Reimagining the hiring process – Intentional hiring – Aspirational hiring (developmental)
- Consistent training around DE & I
- Needs clear policy, procedures, metrics
- What does success in this area look like?
- What does accountability look like across?
- What is the experience when here?
- Access just sounds like the door is open but no proactive recruitment
- By design not an access – institution and increasing extra retention demands on fac/students/staff of color
Four Pillars: Flip charting from the groups

- Def - What are the consequences of language & actions?
- Having a common def.
- Being deliberate & proactive
- Equity – giving people what they need vs. giving everyone the same thing
- Need to consider power
- Fairness is not treating everyone the same
- Acknowledging harms past & current vs. take responsibility
- Some areas are falling behind – Chicago!
- Acknowledging that we are on native lands / John Evans
- Documentary about 50th anniversary of take over
- 30th Anniversary of Women’s Center
- Ethnic studies advocacy (programs)
- Modification of landscape used to find info in library resources
- Individual definitions of success
- Too many silos w/ similar goals of diversity, inclusion, & similar names, confusing!
- Better if one voice, intentional, collaborative
Four Pillars: Flip charting from the groups

- Depts. & Curriculum driving change  Example – Weaving in your real life & identities. Focus on values other than “academic excellence”
- Open for faculty, creating change
- How does it show up in administration
- Culture – people interact
- No unified training or shared definition – separating populations within unit vs. larger communities starting with the self- as part of the learning
- Inclusive Education
  - Curriculum & co-curric; Inclusive classrooms
  - Ways of being
  - Different ways of learning & research environments
- Inclusive Training
  - Faculty & staff development
  - Working around visible & invisible
  - Access, to whom & by whom, delivery
- Diversifying the curriculum
- Course requirements – please bring here!!!
- Ongoing, consistent DE & I training for managers
Four Pillars: Flip charting from the groups

- Definition: emotional – money, mental, physical, professional personal, feeling part of/belonging, overall health
  - more than information – sharing
- Well-being not the right label?
- Well-being signals health but the objectives seem to be about support/community
- Well-being for whom? individual vs. Organization
- Work/Life Balance
  - Promoting policies around flex/work from home, etc.
- What does “wellbeing” look like to marginalized communities
- Do we work in a place that allows you to be your whole self & recognize that “life” impacts work & vice versa.
- Recognizing – How trauma shows up at work.
- Building structure around wellness – 20% by 2020 – lack of structural support/sys.
- Missing – metrics, actual policies, time, trust, norms/ways of being
- Present – Perf. evaluation includes more?
- fear, perfectionism
Sharing Success and Challenges
Successes & Challenges Activity: Flip charting from the groups

<table>
<thead>
<tr>
<th>SUCCESSES</th>
<th>CHALLENGES</th>
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<tbody>
<tr>
<td>• Increase in recognition of need to improve support mechanisms for marginalized groups</td>
<td>• Native indigenous initiatives</td>
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<tr>
<td>• How we are describing content / work “decolonization”</td>
<td>• Medill school dean</td>
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<td>• Resources for low-income students i.e. buying most expensive textbooks</td>
<td>• 20 by 2020</td>
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<tr>
<td>• Partnerships across departments</td>
<td>• Added resources &amp; positions (i.e. CIC, CAPS liaisons, etc.)</td>
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<tr>
<td>• Looking at how/when we pay students</td>
<td>• Emerging collaboration &amp; partnership</td>
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<tr>
<td>• holistic care</td>
<td>• A bit more access &amp; recruitment of marginalized pops.</td>
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<tr>
<td>• Independent reporting structure for bias</td>
<td>• A lot of good work happening in pockets of the university</td>
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<tr>
<td>• OMBUDS</td>
<td>• Established choir for DEI</td>
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<tr>
<td>• Restructuring hiring practices - Intentional recruitment</td>
<td>• Surveys &amp; assessment</td>
</tr>
<tr>
<td>• Increasing requirements in hiring practices</td>
<td>• Bursar’s takeover</td>
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<tr>
<td>• More WOC!</td>
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<tr>
<td>• Utilizing resources $</td>
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<tr>
<td>• Strategic planning opportunity</td>
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<td>• real results, collaboration</td>
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<td>• Changemakers program</td>
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<tr>
<td>• Interfaith strategic plan</td>
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<tr>
<td>• SPACE! (multifaith belief space)</td>
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<tr>
<td>• One on one relationships with students particularly African American students who seek out Black family</td>
<td>• Surviving!</td>
</tr>
<tr>
<td>• Support for (…) position credited a law school</td>
<td>• Mentoring</td>
</tr>
<tr>
<td>• Position, Dean reported position</td>
<td>• Holding space for other</td>
</tr>
<tr>
<td>• Revise courses to teach equity</td>
<td>• Marginalized colleagues</td>
</tr>
<tr>
<td>• Build relationship with students LGBTQ space, engaging administrators, building community support</td>
<td>• Stabilizing units</td>
</tr>
<tr>
<td>• Journey mapping for students, student experience.</td>
<td>• Hiring &amp; retaining</td>
</tr>
<tr>
<td>• Guide students with NU resources (financial)</td>
<td>• Diverse colleagues</td>
</tr>
<tr>
<td>• BPN</td>
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### Successes & Challenges Activity: Flip charting from the groups

#### CHALLENGES

- Barriers in recruitment inherent systemic oppression in city of Chicago (Cook County)
- Not being able to match benefits to a partner school (U of C – lab schools)
- Perception of what is offered in student engagement and support
- Harm in healthcare field
- Demystifying bias / stigma
- Change in leadership
- Lack of continuity of leadership
- Budget conversation & distribution
- Lack of trust (local & global)
- Current political climate
- Lack of trust (local & global)
- Traditions / orthodoxies

- Destabilized units/work environment
- Lack of acknowledgement for mentoring
- Having to “Code Switch” and wear purple to be successful

- Better job of making the people on the diversity groups on campus know about each other and collaborate. Let’s spread the word about the pillars.
- Break down the silos, the more we know, who and what they are networking (intentional map)
- Faculty efforts should be supported
- Should create community of practice, should be recognized and supported
- Model, support – what kind of classroom
- LGBTQ what we offer to these students – inclusive class room
- Support trans students – specifically trans black students
- Work not valued – all people who engage with students should be recognized
- Teach to enrich the student experience
- Lack of faculty professional development
- Lose sight of student experience

- Disproportionate distribution of DEI labor
- Native student and missions
- Lack of language & knowledge related to DEI
- Performative allyship
- Reengaging alums who didn’t have a good NU experience
- Lack of staff support for diversifying student body
- Insurance
- Actual support for DACA and undocumented students
- High pressure environment
- NU measurement of success
- Fit is in our DNA
- Erasure of SOC & LGBTQ
- Retention of f/s
- Choir not singing same notes