I. Welcome and Introductions

- Associate Provost Jabbar Bennett welcomed all in attendance to the Spring Quarter 2019 University Diversity Council meeting.
- Associate Provost Bennett announced that Susy Bielak will be departing Northwestern. Associate Provost Bennett acknowledged Susy for contributions made to University Diversity Council and throughout Northwestern.

Updates

- Associate Provost Bennett recently met with the Multicultural Alumni Council at the end of April to discuss current updates, programs and connection throughout campus.
- Associate Provost Bennett indicated that the formation and meeting with the Multicultural Alumni Council was developed to enhance the connection with alumni, current staff, and students. This connection has been fueled to increase the engagement of members from multicultural alumni groups and Northwestern.
- The connection with the alumni groups, along with additional campus partners such as the affinity groups, Multicultural Student Affairs, Office for Institutional Diversity and Inclusion (OIDI), and Alumni Relations and Development are all engaged to continually work closely with alumni constituents, develop an awareness and continue partnerships for connection.
- The communication with the Multicultural Alumni Council has allowed for alumni and students to stay informed regarding areas such as the Black House Renovation Project; student activism, and alumni engagement.
- This type of engagement with alumni has been a new venture in strengthening partnerships with Alumni Relations and Develop, particularly with the role of Crystal Black (Sr. Associate Director of Alumni Engagement) to enhance the connection and partnerships with the various constituents.
Associate Provost Bennett mentioned the work being completed with the Commemoration of the 150th Anniversary of Co-Education which is a group convened by Jeri Ward and Vice Provost, Academics, Lindsey Chase-Lansdale.

Associate Provost Bennett provided a brief update regarding the Change Makers program that originated from the Women’s Center in the Fall 2013. Through continuous conversations, Change Makers will go offline for at least one year as the program will undergo redevelopment regarding the future directions of the program. Discussions between Associate Provost Bennett, Sekile Nzinga-Johnson (Director of Women's Center) and Dana Bradley (Associate Vice President, Human Resources) will continue to determine how to effectively move forward based on the needs of the audiences participating in Change Makers, particularly with an emphasis in reviewing areas and elements of the program; curriculum changes, and what could potentially be done differently regarding communication across the program.

- Gina Logan indicated that data has been gathered regarding the experiences of those who participated in Change Makers and the data should continue to be analyzed. Sekile Nzinga-Johnson confirmed that the data collected has been received and forwarded to Associate Provost Bennett.

II. Overview of Office of Institutional Diversity and Inclusion (OIDI) Projects and Emergent Themes

Associate Provost Bennett shared an overview of programs and projects OIDI is engaged in throughout the diversity and inclusion spectrum:

- Discussion of Core Themes: Cultivation; Community; Collaboration; Culture. While OIDI is continually engaged in partnership with areas across campus regarding these programs/projects, OIDI does not own the projects:
  - **Black House Renovation** – Beginning in July 2019, Black House will be offline for approximately one year as it is being renovated.
  - **Black Student Engagement Task Force** – Proposal has been sent to Vice President for Student Affairs Telles-Irvin.
  - **Black/URM Pre-Health Initiative** – Initiative developed through the engagement of an alumna of WCAS and focus on the path of underrepresented students in earning a medical degree, particularly those who identify black males and understanding the progression of medical school, as well as understanding the path to medical school completion.
  - **Faculty Pathways** – Provost Holloway is continually working on the continuum of the professoriate pathway (from the post-baccalaureate to graduate to post-doctoral to pre-senior faculty; post-senior faculty) and is scheduled to speak with the Board of Trustees in June.
  - **Gender/Queer/Non-Binary/Transgender (GQNBT) Support Task Force** – Taskforce has been chaired by Sekile Nzinga-Johnson and Héctor Carrillo during past year. The Taskforce meetings have been conducted throughout the year in which a draft report is being completed, along with work being conducted within various communities. Next meeting of Task Force to be conducted during the second week of May.
  - **Diversity, Equity, and Inclusion Strategic Planning** – Draft of completed strategic plan will be provided in mid-May. Final presentation from the Korn Ferry consultants will be presented to the Provost in early June.
  - **Student Climate Survey for Diversity**– will receive update by mid-May; working with Global Marketing Communication, Student Affairs; and Organization Change regarding an announcement to enhance the community experience. The survey will be used to inform community members regarding student climate. OIDI to
work with Global marketing in which access to this survey will be provided by NetID sign-in.

- Undergraduate Student Life Cycle - recommendations will be made by end May to Provost Holloway.
- Veteran Support Strategic Coordination – Various constituents working closely to review and move forward potential recommendations regarding the coordination of support for veteran services for the population of faculty, staff and veteran students.

Following the description of the various programs involving OIDI, comments/questions were brought forth from the University Diversity Council:

- Damon Williams commented in regards to the Student Climate survey and if the student climate survey will contain two separate reports – undergraduate student and graduate student reports; also indicated that it will be important to continually understand the experiences of post-doctoral students.
- Sekilie Nzina-Johnson commented about the varied climate surveys has been distributed and climate survey and Association of American Universities (AAU) climate survey; is the information from each of the surveys being utilized to inform and communicate regarding student experiences.
- Sarah Wake indicated that AAU survey results by available will be Fall; results will be broken down by identify and how the survey results influence the work of various identities.
- Samir Desai commented regarding the cost of the various tools that may be utilized and as the request for resources continues to identify 3 top priorities and 3 wish list requests.
- Suzy Bielak commented that when the data is revealed from the Student Climate Survey that the data can influence the work of the University Diversity Council.

III. Diversity Statement Wrap-Up

- Assistant Provost Russel y Rodriguez reviewed previous points regarding the Leadership Commitment to diversity and the diversity statements from various units. In previous meetings, members of the UDC have identified their respective diversity statement and the use of the diversity statement (if already provided). Proposed protocol of sharing links from individual local site and linking to OIDI site and vice versa. Assured philosophical alignment and consistency in intent regarding the sharing of the diversity statements.
  - Louie Lainez shared a working draft example graphic comprised of the diversity statements within the various schools, units and departments. It is the goal to continually identify and review the respective diversity statements and have the diversity statements not only listed on the individual area site, but also on the OIDI site. This practice informs the Northwestern community on its continual commitment to diversity and inclusion, as well as connectedness as a University.
  - Mary Goldenberg commented that once the graphic is solidified to share with members of the Associated Student Government to assist in serving as an aid for student groups to develop their diversity statements.

IV. Self-Identification Survey for Faculty and Staff

- Assistant Provost Russel y Rodriguez shared a draft of a Faculty and Staff Self-Identification Survey
  - Assistant Provost Russel y Rodriguez indicated that the proposed survey has no connection to Human Resources.
Information would be collected as an opportunity to provide voice and visibility to those who complete the survey. Survey could be used to inform the type of programming produced. The creation of the survey can serve as an opportunity to know how faculty/staff identify and how to continually think about the diverse populations. The survey was drafted as a result of those who previously attended events and information provided by OIDI and wished to inquire on how to receive and be included in further information.

- Associate Provost Bennett shared that information regarding individual identity is not shared and that it is not known until an individual discloses that particular information. The Self-Identification Survey can assist in understanding future opportunities in working with identified populations.
- Celina Flowers shared that it will be important to share the survey with Faculty Senate for continued input.
- Bob Rowley shared that the collected data from survey could serve as an opportunity to highlight experiences and stories.
  - It was expressed that the format of the survey is beneficial, particularly as an open-ended survey, as it may serve as a pathway to collect stories and showcase the experiences of individuals who complete the Self-Identification Survey.
- Comment was made regarding adding a question about spirituality.
- Susy Bielak noted that the survey should contain a ‘Call to Action.’
- Sekile Nzinga-Johnson shared a connection of the Self-Identification Survey to Change Makers in that when provided the opportunity to expand upon their lived experiences individuals will take the opportunity to share.
- Assistant Provost Russel y Rodriguez also noted that programming that would be associated with the survey would itself be a way to create community and inclusiveness. She shared a draft of identifying stickers (“she/her/her” as an opportunity to engage and discuss multiple ways of identification.

V. Staff Affinity Groups, Introduction, and Update
- Assistant Provost Russel y Rodriguez indicated that Staff Affinity Groups are currently active and have been conducting programming throughout the year.
- OIDI has met with Affinity Groups to further understand the type of programming conducted by Affinity Groups and what programming may look like in the future.

VI. Plans for Diversity and Inclusion for Faculty and Staff
Samir Desai (Executive Director of Learning & Organization Development) shared a working draft and explanation regarding the methodology of staff diversity, equity, and inclusion training and education.
- Explained Phase 1 Learning: Staff Education with an approach that has focused successfully on embedding DE&I education in the leadership development curriculum. Various programs conducted in the leadership development program was shared along with the number of staff participating in each program.
- Staff DE&I Education: Time to Look Forward to Expand Learning and Impact was shared with the Guiding Framework of Kaleidoscope’s 4i’S (Importance, Insight, Inclusion, Integration).
- Curriculum Map & Plan to focus on areas of “Why” “Awareness” “Skill Building” “Advanced”
- Staff DE&I Education Advisory Group was shared. Advisory Group comprised of various individuals from cross-section of institution.
- Vision, Philosophy & Guiding Principles
Building the skills with a focus on Community – Content – Experience
Bringing diverse groups within the university together and within all the levels
Creating the awareness
Content: How to utilize collaborative design, test, deliver information

- Curriculum Map is a work in progress – The vision is in creating a common language
- Online Training will provide a skill building model to aid in building actual skills and how to have conversations with one another. Also, to assist in building inclusive teams and practices. The providing training at the scale that is required was some of the thinking behind a video approach.
  - Associate Provost Bennett indicated that staff/faculty DE&I training efforts have been discussed for years prior to going forward; this is a first step to ensuring training regarding areas of diversity, equity and inclusion.
  - Sarah Wake shared that there may be an aspect of training fatigue with the mandatory trainings that will be completed.
  - Damon Williams shared that conducting DE&I training is exciting. Also shared that during recruitment trips for The Graduate School, students have inquired heavily about mandatory DE&I training for faculty and staff. Currently, Northwestern is behind since this is information not available. Also, how future question to consider will be how to roll out the training to various admissions and hiring committees within Northwestern.
  - Celina Flowers indicated that there are nuances of training that will look different to faculty; It will be important in identifying the faculty who will participate in this training (e.g. new faculty, previous faculty)
  - Sekile Nzinga-Johnson commented that this training is particularly important within the hiring area. What will the complete package of training entail?
  - Associate Provost Bennett indicated that the training within hiring is still formulating. Associate Provost Bennett and Dana Bradley will continue to operationalize the information received from staff survey regarding the types of training that will be important regarding diversity, inclusion and equity.
  - Rick McGee commented regarding how do we assess the information that is being taught; what can be done with the information? What areas of focus will be important: unconscious bias, macroaggressions, cultural competency?
  - Dav Velazquez Phillip shared that with LGBTQ ally training and that many staff continue to reference the training being conducted. Those who conduct the training are both internal and external individuals, how/will those individuals be compensated for their work in conducting trainings.
  - Mary Goldberg commented in regards to how individuals will be approached to the completing the training prior to arriving on campus? Will a baseline be set regarding training those individuals?
  - Lee West commented that providing implicit bias training will also be critical as these trainings are developed.
  - Bob Rowley – Online training is good. Individual training will allow for an opportunity to enhance the personal experience and connection.

VII. Campus Updates
- Korn Ferry Strategic Plan Update: Final Report due May 8, 2019
- Other Announcements
  - Jasmine Gurneau announced as a recipient of the Chicago Scholar 35 under 35 Award
  - Summer In-Service Potential Dates: Week of July 8, 2019