

The African American/ Black Student Experience

FINAL REPORT

Black Student Experience Task Force

Summer 2016

Northwestern
University

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BACKGROUND

In the past year, we have watched—and experienced firsthand at Northwestern—the tension across the country as African American/Black students describe their experiences on college campuses, stage protests, and demand change. They are asking us to listen, to try and understand their experiences on campus, and to put in place support mechanisms, policies, and procedures that will allow them to thrive. Or, to put it differently, students want “systems” that work for them. As one Northwestern student described it,

. . . me coming from my background and why I was struggling. What was different about that? That’s like three years. I saw my friends get it together. No one explained to me, ‘You need help in this area. This is why this is failing you. This is why these STEM classes aren’t working out.’ No one contextualized it. No one explained that this system wasn’t built for you. Northwestern wasn’t built for you. You are going to struggle. I used to think, if it is all going wrong, other people got it—even when other people got it, I still thought, what’s wrong? It was self-hatred. All of that. I needed someone to contextualize my experience. I still haven’t figured out how to succeed in these classes, but hopefully, the next steps will be to understand how to do better, figure the system out. (Senior Focus Group)

Indeed, during Fall quarter 2015, a group of students called “The Concerned Students of Northwestern University” submitted a list of demands to University administrators (Appendix A, p. 60). African American/Black students at Northwestern University made demands in 1968 (Appendix B, p. 65) and 2012 (Appendix C, p. 85) as well. These documents—spanning 48 years—include some common requests:

- Increase the number and percentage of African American/Black undergraduate students
- Increase the number and percentage of African American/Black faculty
- Ensure financial aid/financial resources are available to African American/Black undergraduate students
- Plan and implement orientation programs for African American/Black undergraduate students
- Create spaces where African American/Black students feel comfortable, safe, and can socialize
- Provide academic and nonacademic support programs/resources that will enable African American/Black students to thrive
- Consider how the predominantly White fraternity and sorority community affects the African American/Black undergraduate student community at Northwestern

And there have been other efforts in the past to study African American/Black student satisfaction and issues related to campus climate. The 2016 Black Student Experience Task Force reviewed four such reports from the 1990s.

- *A Study of the Racial and Ethnic Climate for Undergraduates at Northwestern University, 1995–1996 (Appendix D, p. 88)*
- *Report on Programs, Services and Support for Underrepresented Minority Students and Programs Focused on Issues of Campus Climate and Racial Understanding, 1997*
- *First Report of the Task Force on Underrepresented Minorities, 1997*
- *Second Report, Task Force on Underrepresented Minorities, 1998*

The 1995–1996 report was particularly helpful as it described a climate for African American/Black students that is similar to what the task force found in 2016 (Appendix D, p. 88). Copies of the other reports are available from Student Affairs Assessment.

A fifth report, written in 2012, also provided useful insight into the Black student experience at Northwestern: *Students' Perceptions of Racial/Ethnic Campus Climate at Northwestern University: Spring 2012 Focus Groups*. The findings from thirteen focus groups conducted shortly after a series of campus racially bias-related incidents were described, and nine recommendations were outlined to improve the racial/ethnic campus climate at Northwestern. This report is available from Student Affairs Assessment.

A summary and comparison of the recommendations from these reports appears in Appendix E (p. 121). Some of the suggestions to improve the African American/Black student experience are specific to the time they were written and may no longer be relevant or have been accomplished. Still, there are numerous themes and recommendations in these documents that are as timely in 2016 as they were in 1995–1996, 1997, 1998, and 2012. Moreover, they repeat some of the demands from 1968, 2012, and 2016.

- Increase the number of African American/Black undergraduates
- Consider the role space makes in fostering an inclusive campus climate
- Institute a “cultural competency” academic requirement
- Expand academic support programs for marginalized students

It is outside the scope of this report to chronicle the University's response—or lack of response—to these demands and report recommendations over the years. The University's current commitment to ensuring a diverse, equitable, and inclusive campus for all community members, including students, faculty, staff, and alumni is acknowledged. Indeed, the

Northwestern University Diversity & Inclusion website (www.northwestern.edu/diversity) describes a number of efforts to “build an ever richer community, one that embraces each of our distinct backgrounds and perspectives.” Many of these initiatives are related to improving the African American/Black undergraduate student experience. Below are a few examples:

- Establishment of the position of Associate Provost for Diversity and Inclusion
- Establishment of Campus Inclusion and Community (including Social Justice Education, Student Enrichment Services, and Multicultural Student Affairs)
- Establishment of the University Diversity Council (evolved from the former Faculty Diversity Committee)
- Making financial aid for our students a priority in our current fundraising campaign
- Institutional support for the student-facilitated, Sustained Dialogue program
- Establishment of the Office of Student Enrichment Services (SES) to support the success of low income and first generation students
- Creation of Good Neighbor, Great University program which offers scholarships to students who graduate from high schools in Evanston and Chicago who demonstrate financial aid eligibility as well as financial need
- Creation of the Bias Incident Response Team (BIRT) and the online reporting mechanism called, Respect NU
- Convening of the 2016 Black Student Experience Task Force

Still, significant challenges remain if we are to improve the undergraduate experience for African American/Black students at Northwestern. This report describes these challenges and recommends a path forward.

CHARGE

In Spring 2015, Vice President for Student Affairs, Dr. Patricia Telles-Irvin, submitted her 2015-2016 goals. They included convening a Black Student Experience Task Force to explore and address the satisfaction of today's African American/Black undergraduates at Northwestern University. Members of the task force were appointed in November 2015.

The charge was two-fold:

1. Conduct a thorough review of the existing Black student satisfaction data and reach an understanding of its contributing factors; and
2. Generate recommended strategies and systems Northwestern can employ to improve the satisfaction of the Black undergraduate student community.

More specifically, the following questions and expectations guided this inquiry. These questions and expectations consider the past and anticipate the future.

- **General Research Findings:** *What are the major research findings related to the satisfaction of Black students in predominantly White colleges and universities?*
- **The Historical Perspective:** *How can the history of Black students at Northwestern inform our understanding of the current campus climate?*
- **The Black Student Experience at Northwestern:** *How can the data we have from the last 5 years inform the questions we need to ask to better understand the dissatisfaction of Black students at Northwestern?*
- **Supplemental Data Collection:** *What questions arise from the data that currently exists about Black student dissatisfaction? What methodology can be employed to answer these questions?*
- **Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis:** *Based on the information gathered and generated above, please summarize the overall current status of the Black student experience at Northwestern in terms of four dimensions: strengths, weaknesses, threats (internal and external), and opportunities to improve.*
- **Critical Issues and Program Priorities:** *Based on the above analysis, please identify and define the critical issues confronting the Black student experience at Northwestern and the program priorities that should be addressed.*
- **Recommendations:** *Please recommend specific objectives to address the critical issues and program priorities defined by the Task Force, including a suggested implementation plan that identifies responsible parties and a reasonable implementation schedule.*

TASK FORCE MEMBERSHIP

Members of the task force included faculty, staff, and students. Eleven members of the task force saw the project through from beginning to end. Others transitioned out as schedules prohibited the continued involvement of some faculty and students.

- Dr. Lesley-Ann Brown-Henderson, Executive Director, Campus Inclusion and Community (Chair)
- Dr. Martha Biondi, Professor and Chair, African American Studies
- Dr. Harvey Young, Professor and Chair, Theater
- Dr. Mary Desler, Director, Student Affairs Assessment
- Kathleen Bethel, Librarian, African American Studies
- Rosemary Magana, Counselor, Counseling and Psychological Services
- Heather Browning, Assistant Director, Multicultural Student Affairs
- Constance Wright, Assistant Dean for Academic Standing, Weinberg College of Arts and Sciences
- Maria Sanchez, Assistant Director, Athletics
- Cynthia Rose, Director, Fraternity and Sorority Life
- Robert Ellis, Assistant Director, Admissions, NU Alumnus '12
- Simeedar Jackson, Medill '16, Soul4Real
- Lawrence "Macs" Vinson, McCormick '17, Posse & Associated Student Government
- Damilola Arowalaju, Weinberg '17, Alpha Phi Alpha & Student Athlete
- Gwendolyn Gissendanner, SESP '18, Summer Academic Workshop Counselor

THE APPROACH

The task force met eleven times throughout Winter and Spring quarters 2016. Much of the work was accomplished through a review of existing data and discussion among members of the task force. In addition, the task force conducted a series of focus groups and distributed a survey to all African American/Black undergraduates.

Existing Data. Data related to African American/Black experience from the following sources were reviewed.

- Historical Enrollment Data (1980–2016)
- Enrolled Student Survey (2007, 2011, 2013, 2015)
- Senior Survey (2006, 2008, 2009, 2010, 2012, 2014)
- Multi-Institutional Study of Leadership (2015)
- Big Ten Campus Surveys – African American Student-Athletes (2013, 2014, 2015)
- African American Student Affairs Spring Survey (2014)

Focus Groups. Six focus groups were held between April 11 and 14, 2016. Focus group participants were selected at random, using a methodology called “purposeful sampling.” In other words, the composition of the focus groups was deliberate and based on findings from survey data and discussion in the task force. In total, 510 African American/Black students were invited to attend a focus group. Sixty-three (63) participated.

A description of the groups can be found in Table 1.

Table 1
Composition of Black Student Experience Focus Groups

Description of Group	Number Invited	Number Participating	Facilitators
Athletes	66	6	Harvey Young & Tracey Gibson-Jackson
Women	100	9	Stella Okeke & Heather Browning
Men	92	10	Robert Ellis & Charles Kellom
Sophomores	74	14	Tracie Thomas & Kathleen Bethel
Seniors	78	13	Lesley-Ann Brown-Henderson & Kristen Salomon
More Than One Race	100	11	Stella Okeke & Khaled Ismail
TOTAL	510	63	

The focus groups were facilitated by Northwestern faculty and staff, working in teams of two. One served as the moderator; the other listened and took notes. In a 2012 study reported in the *Journal of College Student Development*, Museus & Neville found that minority students were more likely to develop trust with institutional agents with whom they shared common ground, such as racial background or similar educational experiences. Considering this finding, and the goal to create comfortable and safe environments for these conversations, the facilitators and listeners were African American/Black faculty and staff members.

One additional factor was considered when scheduling the Black Student Experience focus groups. The focus groups occurred in spaces on campus where it was believed students would feel the most comfortable: the Black House and/or the Multicultural Center.

A copy of the focus group questions can be found in Appendix F (p. 126). Each group lasted 1.5 hours and, after obtaining students’ consent, conversations were recorded. Students who participated in the focus groups were provided a light supper and each received a \$15 gift card to Starbucks or Chipotle. Members of the Black Student Experience Task Force reviewed the focus group notes and/or recordings and, independently, generated a list of themes. Then, in a meeting in June, task force members shared their themes with one another.

Black Student Experience Survey. To corroborate the findings from the focus groups and to explore additional aspects of the Black student experience, the task force also distributed an electronic survey to 658 undergraduates who, according to the Registrar, were enrolled Spring 2016. These students



identified as African American/Black or more than one race, one of which was African American/Black. The survey launched on April 26, 2016, with an email from Dr. Lesley-Ann Brown-Henderson, the Executive Director of Campus Inclusion and Community and Chair of the Black Student Experience Task Force.

The survey consisted of 77 questions divided into six sections. A copy of the survey can be found in Appendix G (p. 132).

- Satisfaction
- Campus Climate
- The Black Community at Northwestern
- Places and Spaces
- Overall Comments
- Demographic Characteristics

At the end of the survey, students were redirected to a separate website where they could enter their names/email addresses in a drawing for one of ten \$15 Starbucks or ten \$15 Chipotle gift cards. The second reminder, also from the Executive Director of Campus Inclusion and Community, included an additional incentive: a \$100 Amazon gift card to two randomly selected students who completed the survey between May 8 and 11. The last reminder, authored by Lawrence “Mac” Vinson, a student member of the task force representing the Associated Student Government, offered a third \$100 Amazon gift card to one randomly selected student who responded to the survey between May 17 and May 22.

Two hundred and fifty-seven (257) students opened the survey. Of those, 215 answered at least the first question, representing a 33% return rate (154 completed the entire survey).

A demographic profile of the African American/Black students who received the survey compared to those that responded is illustrated in Table 2. The survey respondents are fairly representative of all African American/Black undergraduates registered Spring 2016. Consequently, in this report, the survey data is considered generalizable to the entire population.

Table 2
A Comparison of All Undergraduate African American/Black Students Registered Spring 2016
and Black Student Experience Survey Respondents

Demographic Characteristics	All	Survey Respondents
Gender		
Female	396 (60.2%)	146 (67.9%)
Male	262 (39.8%)	69 (32.1%)
Racial/Ethnic Background		
Black	453 (68.8%)	155 (72.1%)
Hispanic & Black	52 (7.9%)	18 (8.4%)
Black & One or More Additional Race(s)	153 (23.3%)	42 (19.5%)
Low Income*		
No	402 (61.1%)	123 (57.2%)
Yes	256 (38.9%)	92 (42.8%)
First Generation		
No	546 (83.0%)	174 (80.9%)
Yes	112 (17.0%)	41 (19.1%)
Athlete		
No	588 (89.4%)	200 (93.0%)
Yes	70 (10.6%)	15 (7.0%)
School/College		
SESP	65 (9.9%)	22 (10.2%)
Medill	53 (8.1%)	22 (10.2%)
WCAS	308 (46.8%)	95 (44.2%)
Bienen	13 (2.0%)	6 (2.8%)
Communication	113 (17.2%)	37 (17.2%)
McCormick	106 (16.1%)	33 (15.3%)
TOTAL	658	215

*Students were considered “low income” if they received a Pell Grant and/or were a QuestBridge or Ryan Scholar
Source: University Registrar and Financial Aid

"...it is important to acknowledge that African American/Black undergraduates at Northwestern are a diverse group. Each student has his/her/their own narrative and experience. Sometimes these narratives and experiences do not fit neatly into a theme."

THEMES

Fourteen themes emerged from a review of existing data, the focus groups, and the 2016 Black Student Experience Survey. They are listed below, and each is described more fully on the pages that follow.

These themes summarize what the task force saw in the data and heard most consistently in the focus groups or through the open-ended comments on the 2016 Black Student Experience Survey. At the same time, it is important to acknowledge that African American/Black undergraduates at Northwestern are a diverse group. Each student has his/her/their own narrative and experience. Sometimes these narratives and experiences do not fit neatly into a theme.

The task force acknowledges that many of the themes overlap. They are presented below in no particular priority order.

1. There is much diversity within the African American/Black student community at Northwestern. This diversity makes it difficult—if not impossible—to describe a single, all encompassing, Black student experience. Intersecting identities must be considered.
2. “Being the only one” in multiple campus settings day in and day out is isolating, lonely, and exhausting for African American/Black undergraduates. Many wonder if they belong at Northwestern.
3. Current undergraduate African American/Black student satisfaction with their overall Northwestern experience lags behind that of every other racial/ethnic group. Moreover, it is on the decline. There are a myriad of contributing factors.
4. African American/Black student satisfaction is likely influenced by what is occurring elsewhere in the country as well as local campus bias incidents.
5. Perceptions of the racial/ethnic campus climate at Northwestern vary among African American/Black students.
6. Witnessing or experiencing harassment or discriminatory behavior is part of the everyday experience for many Northwestern African American/Black students.
7. Not all African American/Black students experience Wildcat Welcome as welcoming.
8. Summer and pre-orientation programs are powerful mechanisms to build community and sources of support. After Wildcat Welcome, African American/Black students described finding community within their residential units and in various student groups.

9. Space is important to African American/Black undergraduates. This includes the Black House and spaces where African American/Black students feel comfortable socializing.
10. African American/Black students do not feel a part of—sometimes even shunned by—the predominantly White fraternity and sorority community at Northwestern.
11. The Black community at Northwestern is welcoming for many African American/Black students but, at the same time, it can also be unwelcoming for others.
12. Doubts about their own preparation for the academic rigor of college—sometimes just nagging self-doubt and sometimes reality—coupled with a lack of knowledge of where to go for help, breed frustration. This is particularly acute for African American/Black undergraduates in STEM fields.
13. African American/Black students report many faculty are not trained or comfortable dealing with classroom micro or macroaggressions and/or controversial topics. African American/Black students further report that cultural competency is lacking for many staff with whom they interact across the University.
14. African American/Black students put forth numerous ideas to improve the Black student experience at Northwestern. Leading the list was increasing the number of undergraduate African American/Black students.

The themes are described in more detail on the pages that follow, using data and student voices as support. A decision was made to use more, rather than fewer, student quotes. These quotes are unedited so as not to change whatever was intended.

"To truly understand the African American/Black student experience at Northwestern, these intersecting identities must be considered."

THEME 1: There is much diversity within the African American/Black student community at Northwestern. This diversity makes it difficult—if not impossible—to describe a single, all encompassing, Black student experience. Intersecting identities must be considered.

African American/Black undergraduates at Northwestern are a diverse group. This diversity is evident in the demographic profile of the students registered in Spring 2016, the population from whom the focus group participants were drawn and who were invited to complete the Black Student Survey (Table 2, p. 10).

- Nearly seven of ten (68.8%) identify as African American. At the same time, slightly more than a third (31.2%) report being Black and one or more other race(s) or multi-racial.
- 38.9% come from low income family backgrounds; 61.1% do not.
- 17.0% are first generation (i.e., neither parent has a bachelor's degree); 83.0% report that one or both of their parents have a college degree.
- Approximately one in ten (10.6%) African American/Black undergraduates are student athletes.
- African American/Black students are enrolled in every school/college at Northwestern. The largest numbers are in Weinberg, Communication, and McCormick.

Further evidence of the diversity within the African American/Black student community can be gleaned from the Black Student Experience Survey conducted in Spring 2016.

- When asked about their gender identity, 6.4% of the respondents reported genderqueer, intersex, questioning, or they filled in the blank with another descriptor.
- 76.6% identified as heterosexual; 23.4% checked one of the following: bisexual, gay, lesbian, pansexual, asexual, questioning, or fill in the blank.
- Politically, 69.5% reported they were "very liberal" or "liberal"; 21.4% checked moderate/middle-of-the-road; 3.9% reported being conservative; 5.2% checked "other."
- 48.1% of the survey respondents reported they were "Christian"; 25.9% agnostic or atheist; 8.4% reported no religious or spiritual affiliation; 7.1% Catholic; 10.5% checked Buddhist/Taoist, Jewish, Muslim, or "other."
- 28.6% were members of a fraternity or sorority; 71.4% were not.

To truly understand the African American/Black student experience at Northwestern, these intersecting identities must be considered. For example, through open-ended questions on the 2016 Black Experience Survey and in the focus groups, students who identified as African American/Black and who come from low income family backgrounds

Theme 1: Diversity in the African American/Black Student Community



described how their socioeconomic status affected their experience. Students who identified as African American/Black and first generation described how those two attributes affected their experience at Northwestern. Students who identified as African American/Black and as members of NCAA athletic teams portrayed a unique experience at Northwestern. High school experiences or the racial composition of their neighborhoods at home affected the experiences of African American/Black students at Northwestern differently. Finally, students from multi-racial backgrounds described how that affected their experience. Intersections of identities are understood through students' voices:

It always feels like Northwestern is aware of having very diverse students, but just expects us to need the same resources as everyone else. And often times being black or multiracial overlaps with being low income and or first generation so my experience is way more complicated. (2016 Black Student Experience Survey)

It was total culture shock. I mean whiteness and wealth were hard things to deal with. Everybody was on a whole other socioeconomic status and having to negotiate that. That was the hardest thing for me. Academically, I just remember arguing with people in class. The wealth just made me feel uncomfortable. (Senior Focus Group)

Yeah. I remember the sense of relief when I moved in before my roommate did because later on I found out that both her parents had Ph.D.s. The few friends that I did make in my dorm, they always wanted to go somewhere or do some things and they just did not understand I didn't have money like that. They would shove out \$20 every night eating out and I felt embarrassed to say that so I would just say, "No." It was like, dang, now I can't even hang out with people that . . . the few people that I did find I couldn't go out with because I had to explain myself. I'd be embarrassed. They'd say, "Come on, you can't spend \$20?" And I'd be like "No." So that was really frustrating for me. (Senior Focus Group)

I think there was a bit of a culture shock for me. Not with whiteness and wealth because that is what I am used to, but rather the Black community. That even continues today. There's so many issues and news that affects the Black community. Living around all white people, you don't really think about those things. They don't really come up unless you are in history class about slavery. So I wasn't sure how I was supposed to react or the feelings I was supposed to have. Even now I don't think there is a right way to react, but there seems to be a lot of—I don't want to say conformity, but—the way people react can be unanimous and at times and I was at odds with that. That almost made me feel like I didn't connect or belong or what have you. (Senior Focus Group)

Theme 1: Diversity in the African American/Black Student Community

Another thing is—one advantage we [student athletes] have over just regular Black students—is that we can always fall back to our team. We have locker rooms and stuff, just speak our minds. For a lot of them, they don't have this safe space. The Black House is their only safe space. It kind of makes it real hard for them. We came in with each other. We had bonded quickly. They just come in during Welcome Week. After your PA group, you're on your own. Us, living with teammates and stuff, a locker room, gives us a little more safe space. (Athlete Focus Group)

I still haven't figured out how to succeed in these classes, but hopefully, the next steps will be to understand how to do better, figure the system out. These professors acknowledged it. I'd go to office hours and explain my high school wasn't the best in the neighborhood. We were the "bad" school and I didn't have the resources, but the ones I did, I took advantage of. (Senior Focus Group)

It was very easy for me to get involved in the Black community. I came from a majority Black high school. I was around all Black people all day, every day. It was a cool experience. With that being said, I couldn't really interact with the majority White groups. I felt kind of awkward. My PA group was mostly White. It was awkward to be on the lacrosse team which was mostly White and upper middle class and upper class backgrounds. The various clubs on campus I didn't feel they were where I could feel comfortable. (Men Focus Group)

I grew up in a predominantly White society. That is where I feel comfortable. That is how I socially flourish and stuff. I still get so much backlash about that. Everything I saw is second guessed. You're an Uncle Tom. Why do I want to be part of a community that is going to attack me? Why can't I be comfortable in both spaces? Why can't I have both things in my life? (Sophomore Focus Group)

One of the things I was interested in was the LGBT community here and also, I was interested in the Black House. I want to be around people that are like me . . . Do I go to the Black House? Do I go to the Rainbow Alliance meeting? So I had to pick and choose what I prioritize when I really wanted to go and explore multiple arenas. (More than One Race Focus Group)

"Recognizing the fact that during the 2015–2016 academic year, less than one in ten undergraduates were African American/Black, is key to understanding the Black student experience at Northwestern."

THEME 2: “Being the only one” in multiple campus settings day in and day out is isolating, lonely, and exhausting for African American/Black undergraduates. Many wonder if they belong at Northwestern.

Table 3 illustrates the opening undergraduate enrollment at Northwestern University (Evanston campus only) in Fall 2015 as reported by Institutional Research. Starting in 2010-11, the U.S. Department of Education issued regulations allowing students to select more than one race during the admission and registration process. The table below counts students in every group they have specified. Consequently, the percentages do not total 100. Students who are on visas (International students), or those who did not indicate their race/ethnicity, are excluded from the calculations.

**Table 3
Opening Undergraduate Enrollment – Evanston Campus
Fall 2015**

	Number (Percentage)
African American	686 (9.3%)
American Indian	94 (1.3%)
Asian American	1,748 (23.6%)
Pacific Islander	17 (0.2%)
Hispanic	951 (12.8%)
White	5,081 (68.6%)
Total Known Domestic	7,407

Source: Institutional Research

Recognizing the fact that during the 2015–2016 academic year, less than one in ten undergraduates were African American/Black, is key to understanding the Black student experience at Northwestern. In the focus groups and in the 2016 Black Student Experience Survey, African American/Black students frequently described feeling alone and isolated. For example, African American/Black students described being the only one in their Peer Adviser groups during Wildcat Welcome. They described being the only one in their residential units. They described being the only one in their classes. Finding students “like” them was important.

Theme 2: Being the Only One



I think my PA group during Wildcat Welcome was not welcoming. I did not feel included. I did not know how they had already “jived” so well together when we all got here at the same time. I hated Wildcat Welcome, to be honest. I felt like . . . if this was what Northwestern was going to be like, I wasn’t going to like it because I didn’t feel like I connected with anybody. My PA group didn’t meet up with other PA groups. I didn’t even know there were other Black people around. It was really isolating. (Senior Focus Group)

I was only one of four Black people in my dorm. So we met up in a big circle and introduced ourselves . . . kind of upon realizing that I felt pretty isolated. And then just the way everyone seemed to sort of click together without me was kind of odd. . . . but going back to the first question, my RA was a Black woman and she sort of took me in. That was really cool. (Senior Focus Group)

My freshman year, I was in Slivka, the engineering dorm. There were literally only three Black people in the dorm. The entire first week, they would call me by someone else’s first name, that kind of thing. (Senior Focus Group)

I couldn’t really interact with the majority White groups. I felt kind of awkward. My PA group was mostly White. It was awkward to be on the lacrosse team which was mostly White and upper middle class and upper class backgrounds. The various clubs on campus I didn’t feel they were where I could feel comfortable. (Men Focus Group)

On the soccer team there are only three of us—and that’s a record. (Athlete Focus Group)

I am the only Black girl in my pledge class. When the other girl graduates, I will be the only Black girl in the sorority. When we have our diversity conversations, in our house, a lot of people aren’t used to being around people of color. (Sophomore Focus Group)

One thing that came easily to me was having a friend on my floor who came from a same background as me. I’m still close to him to this day. It was nice to have someone that I could go out with at night. Do all of the things during the day and, even though at times it felt awkward talking to other people, it still felt nice to text each other and have each other’s back. (Men Focus Group)

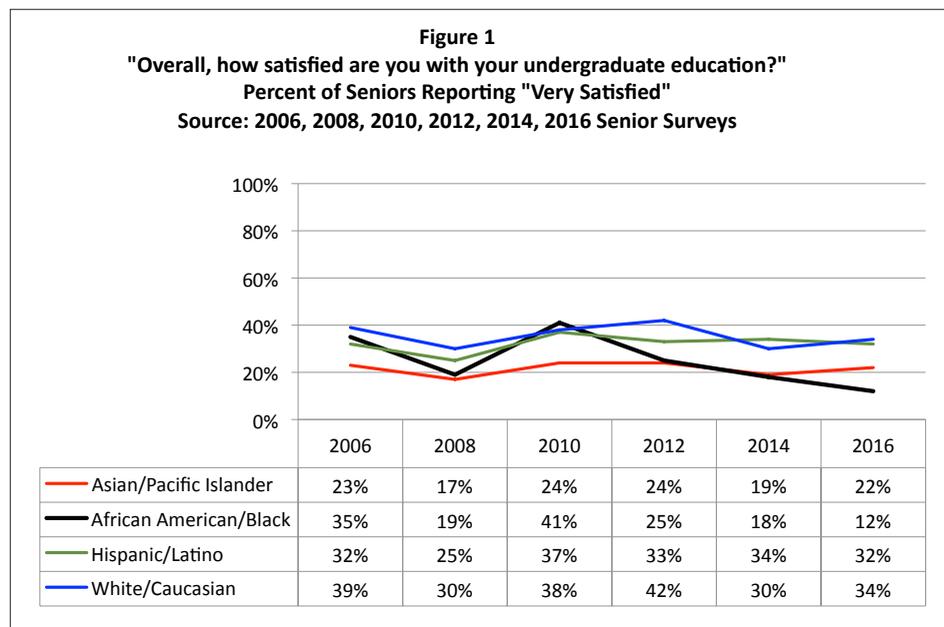
For the longest time, I thought that only student athletes were Black. I consistently was asking myself, “Where are the Black people on campus?” Most of my classes—if there are no other student athletes, then I’d usually be the only Black person. Definitely in class, it did not feel like a safe space. Even just walking around. Not that I’m scared, but mentally, it feels like an unsafe place. (Athlete Focus Group)

"African American/Black seniors were less satisfied with their overall undergraduate education than are their peers from other racial/ethnic backgrounds. And African American/Black student satisfaction is on the decline, and has been since 2006."

THEME 3: Current undergraduate African American/Black student satisfaction with their overall Northwestern experience lags behind that of every other racial/ethnic group. Moreover, it is on the decline. There are a myriad of contributing factors.

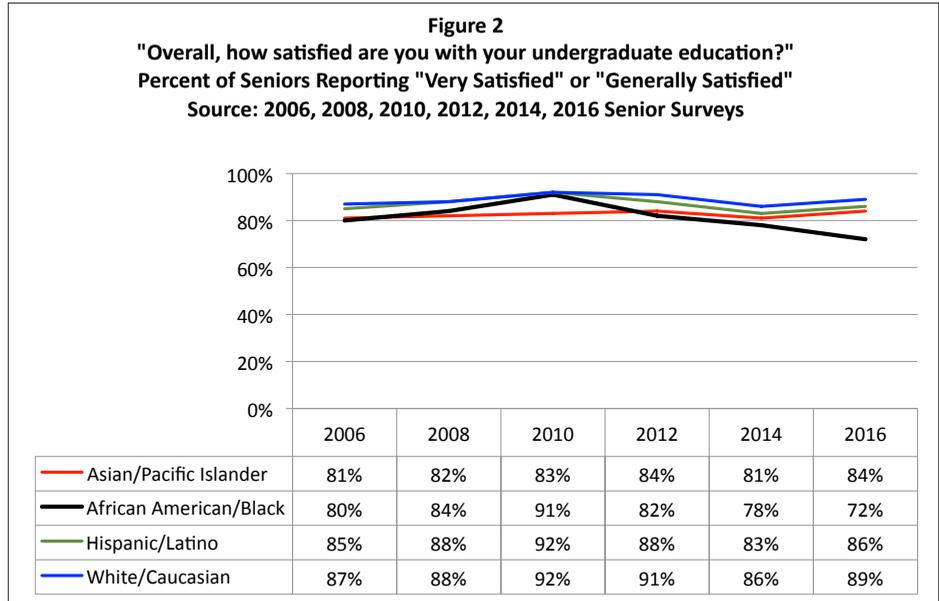
On a biennial basis, Northwestern distributes a senior survey that explores student satisfaction with various aspects of the undergraduate experience, such as: academic, extracurricular opportunities, and services. One question on this survey has traditionally served as a barometer of overall student satisfaction: "Overall, how satisfied are you with your undergraduate education?"

Figure 1 illustrates the percentage of seniors from various racial/ethnic groups who reported being "very satisfied" over a ten-year span (2006-2016). Figure 2 displays the percentage of seniors who reported being "very satisfied" or "generally satisfied" during the same time period. Regardless of the categories, African American/Black seniors were less satisfied with their overall undergraduate education than were their peers from other racial/ethnic backgrounds. And African American/Black student satisfaction is on the decline, and has been since 2006.

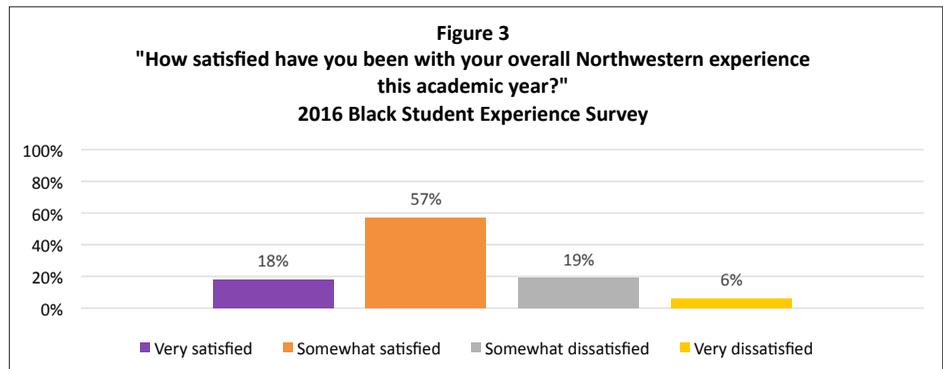


Theme 3: African American/Black Student Satisfaction

"In 2015, Institutional Research conducted an in-depth analysis of the Enrolled Student Survey data to determine what predicts student satisfaction at Northwestern. Using factor analysis and regression, they reported that "African American students are least satisfied with diversity, campus life, services/facilities" (Enrolled Student Survey 2015, Office of Institutional Research)."



The task force asked a similar, but different, question on the 2016 Black Student Experience Survey: "How satisfied have you been with your overall Northwestern experience this academic year?" Eighteen percent (18%) of the respondents reported being "very satisfied" and another 57% were "somewhat satisfied" (Figure 3). A quarter (25%) were "somewhat dissatisfied" or "very dissatisfied" with their overall experience.

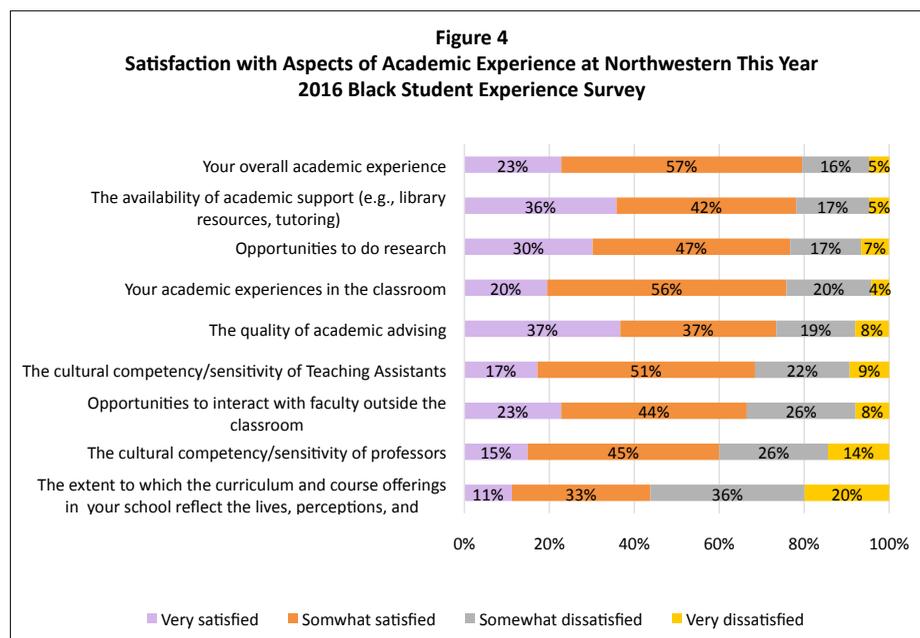


What contributes to or explains African American/Black student satisfaction or dissatisfaction at Northwestern? In 2015, Institutional Research conducted an in-depth analysis of the Enrolled Student Survey data to determine what predicts student satisfaction at Northwestern. Using factor analysis and regression, they reported that "African American students are least satisfied with diversity, campus life, services/facilities" (Enrolled Student Survey 2015, Office of Institutional Research).

The 2016 Black Student Experience Survey explored more fully this question of satisfaction, as well.

Theme 3: African American/Black Student Satisfaction

Academic Experiences. Nine questions exploring student satisfaction with various aspects of their academic experience were included on the 2016 Black Student Experience Survey (Figure 4).



- Nearly 75% or more of the African American/Black students reported being “very satisfied” or “somewhat satisfied” with following aspects of their academic experience: their overall academic experience, the availability of academic support, opportunities to do research, academic experiences in the classroom, and the quality of academic advising.
- On the other hand, more than a third were “very dissatisfied” or “somewhat dissatisfied” with the extent to which the curriculum and course offering in their schools reflect the lives, perceptions, and contributions of people from marginalized backgrounds (56%), the cultural competency/sensitivity of professors (40%), opportunities to interact with faculty outside the classroom (34%), and the cultural competency/sensitivity of Teaching Assistants (31%).

Compared to their male peers, African American/Black women were less satisfied with several aspects of the academic experience, including the following: the extent to which the curriculum and course offerings reflect the lives, perceptions, and contributions of people from marginalized backgrounds, opportunities to interact with faculty outside the classroom, the cultural competency/sensitivity of professors and TAs, and opportunities to do research.

Through open-ended questions on the 2016 Black Student Experience Survey and in the focus groups, African American/Black students described their academic experiences like this: they acknowledged they were getting a good education, but it was often a frustrating—sometimes even painful—experience.

Theme 3: African American/Black Student Satisfaction

During my experience at NU, I often found myself being isolated by both my major and my race. I struggled academically due to my prior education. However, I found that making it through has been one of the best experiences that I have had. (Senior Focus Group)

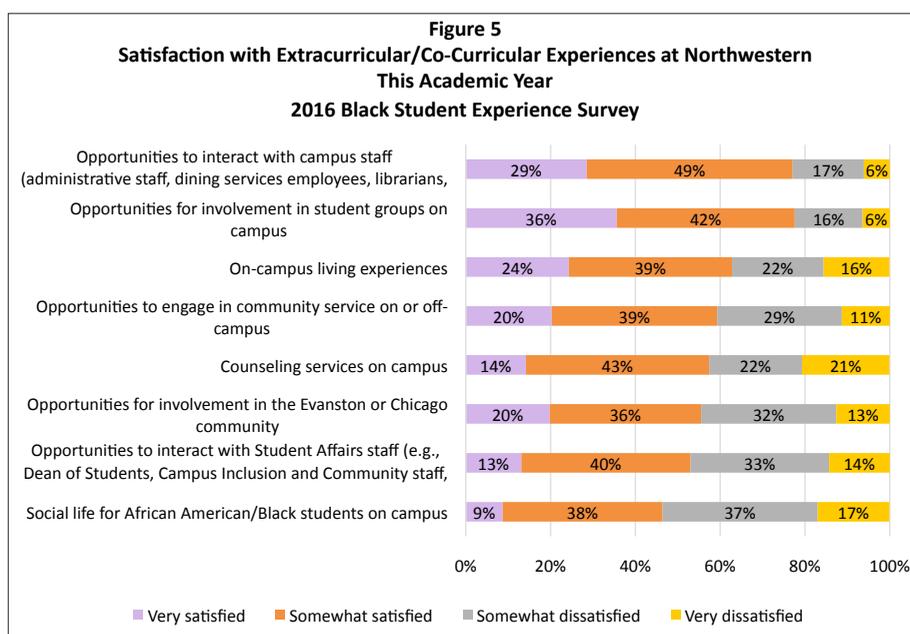
There are a lot of opportunities to get involved with research and pursue career-focused avenues, but the classroom is one of the most volatile spaces on campus. (2016 Black Student Experience Survey)

My Northwestern experience was very difficult at first, but has improved especially over the last two years. I found social groups that are very supportive and ready to discuss or propose changes, and I found professors that can empathize with my background. (2016 Black Student Experience Survey)

The curriculum is tough and not enough people talk about how hard it is to be a NU student so can be lonely at times when you're struggling with something privately. Nonetheless, I've met some amazing people and I think/hope that NU is preparing me for the real world, which is beneficial. (2016 Black Student Experience Survey)

My experience has been wonderful except for the lack of engagement with faculty and staff. (2016 Black Student Experience Survey)

Extracurricular/Co-Curricular Experiences. Eight questions related to students' experiences with extracurricular/co-curricular opportunities were included in the 2016 Black Student Experience Survey (Figure 5).



Theme 3: African American/Black Student Satisfaction

"Students were the least satisfied with "social life for African American/Black students on campus."

"While I have had the opportunity to make friends, the lack of black students and the tense space that black students live in while on this campus has made it difficult to have an enjoyable social life at Northwestern."

African American/Black students were the most satisfied with "opportunities to interact with campus staff" and "opportunities for involvement in student groups on campus." Students were the least satisfied with "social life for African American/Black students on campus." African American/Black women were less satisfied than men with their on-campus living experiences.

For many African American/Black students the social aspects of Northwestern are challenging. Here is how students described it through open-ended questions on the 2016 Black Student Experience Survey and in the focus groups.

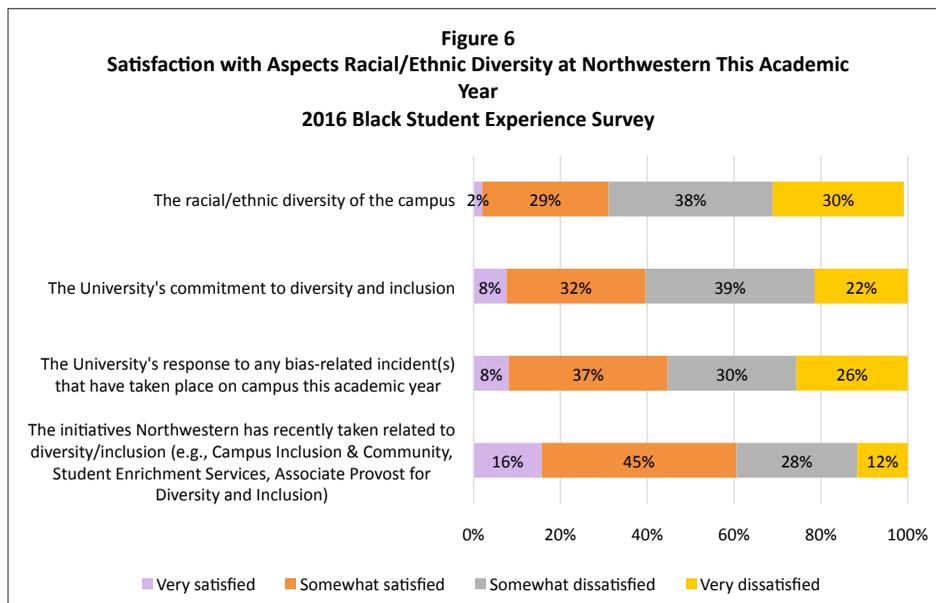
Academically I believe I have received a quality education that will set me up to succeed in my career. However that success has come at the expense of being able to have a good social experience at college. While I have had the opportunity to make friends, the lack of black students and the tense space that black students live in while on this campus has made it difficult to have an enjoyable social life at Northwestern. (2016 Black Student Experience Survey)

The social aspect for many African American students is exponentially decreasing. Comparing my freshman year to my senior year it is unbelievable how much has changed. This decline in social life is resulting in more mental health issues amongst the Black community and it is scary. (2016 Black Student Experience Survey)

A lot of the perception of how you are doing in college is on social media. Taking all these pictures. Having fun at parties or at events. Not being a part of that culture . . . takes on this—how you have to explain what you are doing in college to people you went to high school with. Its like, "Oh yeah, what are you actually doing? Are you doing college right?" Maybe not. (Women Focus Group)

[There is a belief that] Black social and greek life are not accessible due to lack of space. This lack of social space is directly linked to Black student dissatisfaction . . . (Notes, Black Student Experience Task Force Meeting)

Racial/Ethnic Diversity of Campus. As was mentioned earlier, in 2015, Institutional Research found African American/Black students were most dissatisfied with diversity on campus. The data from the 2016 Black Student Experience Survey supports this (Figure 6).



Sixty-eight percent (68%) of the survey respondents reported they were “somewhat dissatisfied” or “very dissatisfied” with “the racial/ethnic diversity of the campus.” A similar percentage (61%) were dissatisfied with the “University’s commitment to diversity and inclusion.” On the other hand, 61% of the African American/Black respondents were “somewhat satisfied” or “very satisfied” with “the initiatives Northwestern has recently taken related to diversity/inclusion (e.g., Campus Inclusion & Community, Student Enrichment Services, Associate Provost for Diversity and Inclusion).”

Dissatisfaction or frustration with the diversity of campus and skepticism of the University’s commitment to diversity and inclusion were supported by remarks in the focus groups and in open-ended comments on the 2016 survey as well.

I think that it's very evident how little Northwestern cares about its Black students. For years Black and Brown students have complained about their experiences on campus, and real efforts to make change have not been made. (2016 Black Student Experience Survey)

I feel like a lot of policies Northwestern implements as administrators don't trickle down to the student body. (Women focus Groups)

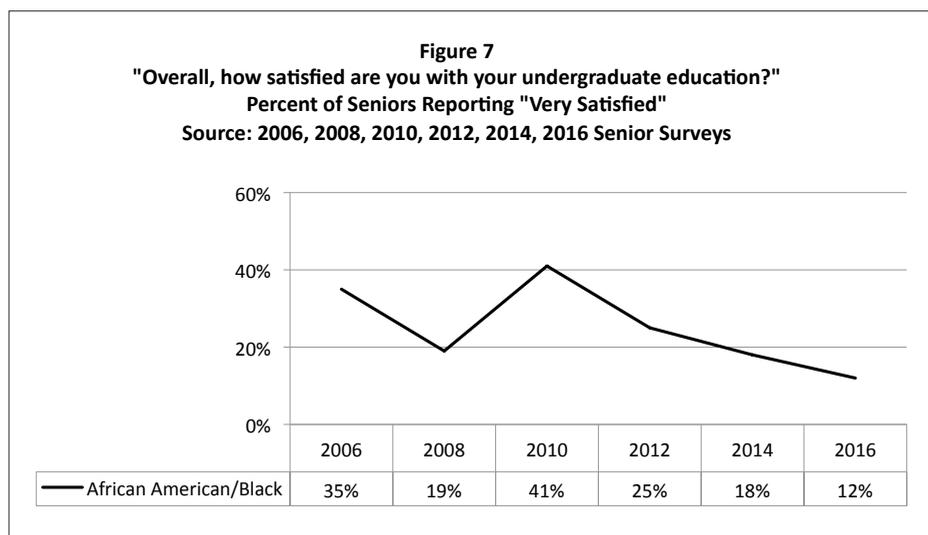


THEME 4: African American/Black student satisfaction is likely influenced by what is occurring elsewhere in the country as well as local campus bias incidents.

Campus bias incidents affect everyone, but for African American/Black students, these incidents have a chilling effect. At the least, these incidents leave students of color at Northwestern feeling unwelcome, excluded, and maligned.

The Northwestern Archives and the student conduct system, Maxient, allowed members of the task force to review a log of bias incidents on campus from 1964 to present, focusing on those that have occurred in the last 10 years (Appendix H, p. 144). The task force concluded that African American/Black student satisfaction is likely influenced by these campus bias incidents, but these incidents do not completely explain African American/Black student satisfaction/dissatisfaction.

For example, in 2010, African American/Black students reported fairly high levels of satisfaction on the Senior Survey (41% were “very satisfied”). In 2012, that percentage had dropped to 25% (Figure 7).



Based on the information in the University Archives, six bias incidents were recorded in 2011 and 2012, including the harassment of a Latina student while walking down Sheridan Road, a Beer Olympics party hosted by the Northwestern Ski Team in which racially themed costumes and chants were witnessed, and an egg throwing/racial slur incident involving Asian American students on the tennis courts. African American/Black students’ reactions to these incidents are described in the 2012 focus group report discussed previously. Furthermore, there is little doubt that the Black House controversy this past academic year (2015–2016) also contributed to the drop in African American/Black senior satisfaction in 2016.

Theme 4: External Influences and Campus Bias Incidents

"The Black Lives Matter movement, the multiple incidents of police shootings of Black men, the shootings of police officers, even the presidential election are influencing—and will continue to influence—the perception of campus climate for African American/Black students at Northwestern."

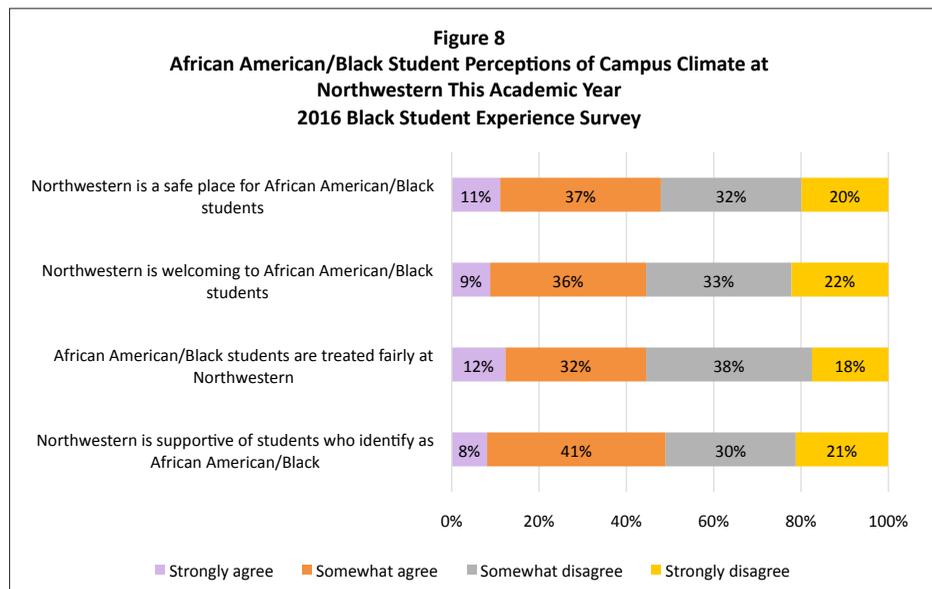
In today's world, the larger external context can also influence African American/Black student satisfaction at Northwestern. For example, in 2015–2016, African American/Black students across the country—Missouri, Yale, Northwestern, and other universities—drew our attention again to the hostile environment that exists on many college campuses for students of color. Through social media, Northwestern students are aware of and are communicating with students and community organizers across the country as they demand change. The Black Lives Matter movement, the multiple incidents of police shootings of Black people, the shootings of police officers, even the presidential election are influencing—and will continue to influence—the perception of campus climate for African American/Black students at Northwestern.

THEME 5: Perceptions of the racial/ethnic campus climate at Northwestern vary among African American/Black students.

It is well documented in the literature that, for students of color, perceptions of a hostile climate have an impact on all areas of adjustment to college, including social, academic, personal-emotional, involvement/integration, and attachment to the institution (Hurtado, Carter, & Spuler, 1996; Hurtado & Ponjuan, 2005; Nora & Cabrera, 1996; Cabrera, et al., 1999).

Through the 2016 Black Student Experience Survey, the task force explored African American/Black student perceptions of current campus climate at Northwestern. The data suggests half of the African American/Black students perceive campus climate fairly positively, the other half, just the opposite (Figure 8).

- 48% of the respondents “strongly agreed” or “somewhat agreed” that Northwestern is a safe place for African American/Black students; 52% disagreed.
- 45% of the respondents “strongly agreed” or “somewhat agreed” that Northwestern is welcoming to African American/Black students; 55% disagreed.
- 44% of the respondents “strongly agreed” or “somewhat agreed” that African American/Black students are treated fairly at Northwestern; 56% disagreed.
- 49% of the respondents “strongly agreed” or “somewhat agreed” that Northwestern is supportive of African American/Black students; 51% disagreed.



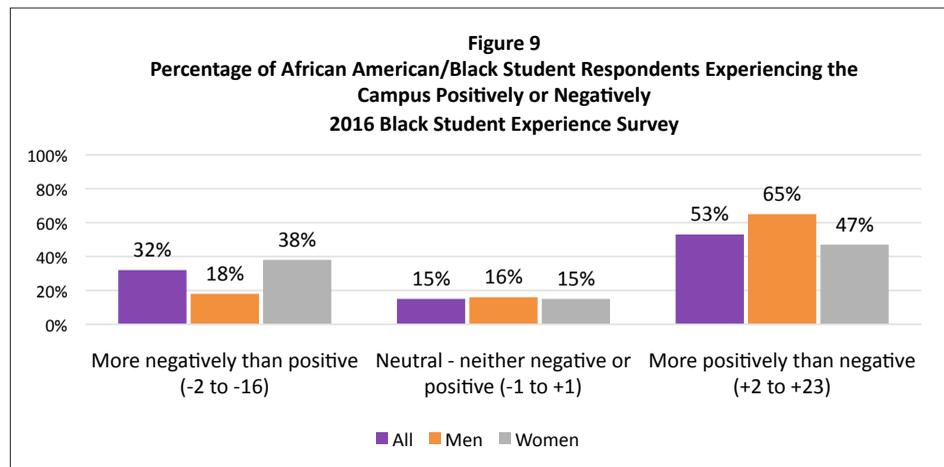
Theme 5: Varying Perceptions of Racial/Ethnic Campus Climate



African American/Black women were less likely than Black men to agree that Northwestern is welcoming to African American/Black students *and* that Northwestern is a safe place for African American/Black students.

Psychologists Diener, Wirtz, Tov, Kim-Prieto, Choi, Oishi, and Biswas-Diener (2009) developed a 12-item scale, The Scale of Positive and Negative Experience or SPANE, that purports to measure “the full range of positive and negative experiences, including specific feelings that may have unique labels in particular cultures” (p. 146). This scale was included on the 2016 Black Student Experience Survey using the following stem: “Please think about what you have been doing and experiencing at Northwestern during this academic year. Then report how often you experienced each of the following feelings (positive/negative, good/bad, pleasant/unpleasant, happy/sad, afraid/joyful, angry/content), using the scale below” (5 = very often or always; 4 = often; 3 = sometimes; 2 = rarely; 1 = very rarely or never).

Half (53%) of the respondents reported more positive than negative feelings (Figure 9). A third (32%) reported feeling more negative than positive. Fifteen percent (15%) were neutral. Compared to African American/Black men (18%), a higher percentage of Black women (38%) viewed their campus experience negatively.



² Each SPANE item is scored on a scale ranging from 1 to 5, where 1 represents “very rarely or never” and 5 represents “very often or always.” The positive and negative scales are scored separately because of the partial independence or separability of the two types of feelings. The summed positive score (SPANE-P) can range from 6 to 30, and the negative scale (SPANE-N) has the same range. The two scores can be combined by subtracting the negative score from the positive score, and the resulting SPANE-B scores can range from -24 to +24.

Theme 5: Varying
Perceptions of Racial/
Ethnic Campus Climate

"Although I acknowledge and greatly appreciate the opportunities I've been granted and the hard work many people put into making the experience better, I feel like every day is a constant struggle, and this school has been nipping at me from the day welcome week started."

Overall, I am pretty satisfied with my experience here at Northwestern. The classes push me to my fullest potential and there's never a moment where I am bored. The only areas I have concern with is the way black students are underrepresented on campus. With the threat of removal of the Black House being the epoch of my freshman year, I realized quickly that black representation isn't exactly the highest item on the list here. (2016 Black Student Experience Survey)

Although I acknowledge and greatly appreciate the opportunities I've been granted and the hard work many people put into making the experience better, I feel like every day is a constant struggle, and this school has been nipping at me from the day welcome week started. Only recently have I felt comfortable in a support network of professors/advisors/faculty, but it's a shame it took 3 years to get to this point. (2016 Black Student Experience Survey)

I'm pretty satisfied, but I don't feel like the faculty or Northwestern goes out of its way to make minorities feel welcome and supported. But I haven't really looked for these services. It is the Black student body that impresses me about Northwestern. They are the game changers. (2016 Black Student Experience Survey)

I am entirely unsatisfied with my Northwestern experience. I actually had an interesting conversation with another black student on this topic. I was telling him how much I hate being here; how I can't even push through and enjoy learning in this oppressive of an environment. They said that while they agreed that there were many terrible aspects about Northwestern, they are able to compartmentalize them and still find happiness within the oppression. I find that impossible. I find it ludicrous that I am expected to mentally tear apart an institution just to find something that does not remind me of the oppressive acts committed by Northwestern on a daily basis. (2016 Black Student Experience Survey)

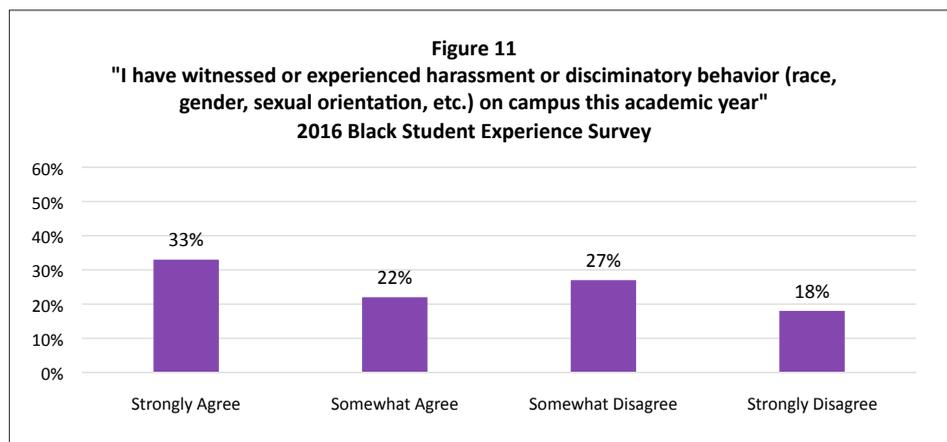
"In their review of existing data, task force members discovered an alarming number of African American/Black students have reported on three surveys (2014 African American Student Affairs Spring Survey, 2015 Enrolled Student Survey, 2015 Multi-Institutional Study of Leadership) that they have been threatened or insulted because of this race/ethnicity or that they have witnessed or experienced harassment or discriminatory behavior at Northwestern."

THEME 6: Witnessing or experiencing harassment or discriminatory behavior is part of the everyday experience for many Northwestern African American/Black students.

In their review of existing data, task force members discovered an alarming number of African American/Black students have reported on three surveys (2014 African American Student Affairs Spring Survey, 2015 Enrolled Student Survey, 2015 Multi-Institutional Study of Leadership) that they have been threatened or insulted because of their race/ethnicity or that they have witnessed or experienced harassment or discriminatory behavior at Northwestern.

- Half (53%) of the African American/Black students who completed the 2014 African American Student Affairs Spring Survey “agreed” or “somewhat agreed” they had witnessed or experienced harassment or discriminatory (race, gender, sexual orientation, etc.) behavior on campus during the current academic year (2014 African American Student Affairs Spring Survey)
- Nearly four of ten (39%) of African American/Black students reported having been threatened or insulted because of their race/ethnicity in the 2014–2015 academic year (2015 Enrolled Student Survey)
- 60% of the African American/Black respondents on the 2015 Multi-Institutional Study of Leadership reported they “strongly agree” or “agree” they had encountered discrimination while attending Northwestern (2015 Multi-Institutional Study of Leadership)

Each survey asked the question differently; therefore, in order to corroborate these data, the following question was included on the 2016 Black Student Experience Survey: “I have witnessed or experienced harassment or discriminatory behavior (race, gender, sexual orientation, etc.) on campus.”



Theme 6: Harassment or Discriminatory Behavior

Once again, more than half (55%) reported they “strongly agreed” or “agreed” with this statement (Figure 11).

Students who “strongly agreed” or “agreed” with this statement were then asked where the harassment or discrimination occurred, the source of the behavior, and where would they most likely report an incident like this. For each question, respondents were instructed to check all that apply. The responses from the 2016 Black Student Experience Survey were compared with those of the 2014 African American Student Affairs Spring Survey in Tables 4, 5, and 6. There is much similarity.

- The top seven locations where this kind of behavior most frequently occurs are: 1) in a class, 2) campus event, 3) public space on campus, 4) the fraternity quad, 5) on-campus housing, 6) in a group meeting, and 7) while walking on campus (Table 4).
- Other students are the most common source of harassment or discrimination (Table 5).
- Multicultural Student Affairs is where students are most likely to go to report an incident of harassment or discriminatory behavior (Table 6).

Table 4
Location of Harassing or Discriminatory Behavior
2016 Black Student Experience Survey and 2015 African American Student Affairs Spring Survey

Location	2016 Black Student Experience Survey	2014 African American Student Affairs Spring Survey
In a class	21%	10%
Campus event	13%	9%
In a public space on campus	13%	13%
Fraternity Quad	12%	11%
On-campus housing	12%	12%
In a group meeting	11%	5%
While walking on campus	11%	12%
Off-campus housing	7%	7%
Off Campus	7%	7%
In a meeting with one other person	6%	3%
Norris	5%	6%
On-campus dining facility	5%	5%
On-campus recreation or athletic facility	3%	2%
Sorority Quad	3%	5%
University Library	2%	2%
In a faculty office	2%	2%
While working in a campus job	2%	3%
Campus office	1%	0%

Theme 6: Harassment or Discriminatory Behavior

Table 5
Source of Harassing or Discriminatory Behavior
2016 Black Student Experience Survey and 2015 African American Student Affairs Spring Survey

Location	2016 Black Student Experience Survey	2014 African American Student Affairs Spring Survey
Another student	39%	30%
Administrator/staff member	9%	4%
Faculty member	9%	5%
Publication (posters, brochures, handouts)	6%	5%
Person not associated with Northwestern	6%	6%
Campus police or security officer	4%	5%
Don't know/unknown	5%	5%
Resident Assistant or Resident Director	1%	1%
Teaching Assistant	1%	1%

Table 6
Staff/Offices/Programs Where Students Would Most Likely Report Incident of Harassment or Discrimination
2016 Black Student Experience Survey and 2014 African American Student Affairs Spring Survey

Location	2016 Black Student Experience Survey	2014 African American Student Affairs Spring Survey
Multicultural Student Affairs	36%	17%
African American Student Affairs (2014)*		36%
Hispanic/Latino Student Affairs (2014)*		4%
Asian/Asian American Student Affairs (2014)*		2%
LGBT Resource Center (2014)		4%
Campus Inclusion and Community	22%	13%
University Police	15%	12%
Faculty member	13%	13%
Academic advisor	13%	10%
Other	13%	7%
Dean of Students	12%	11%
Office of Student Conduct	11%	7%
Other administrators or staff	11%	
Counseling & Psychological Services	9%	9%
RespectNU	6%	8%
NUHelp	2%	3%
Athletic staff (coach)	3%	2%
Religious Life	3%	4%
Equal Opportunity & Access Office	1%	2%
Ethics Point	1%	0%

*In 2015-2016 these individual offices were combined into Multicultural Student Affairs

Theme 6: Harassment or Discriminatory Behavior

In a recent article which appeared in ThinkProgress, an internet blog/news site, Casey Quinlan identified five things that make it hard to be a Black student at a mostly White college. One of these is confronting racial bias from professors and peers. Quinlan writes, “Students often have to pick their battles about when and how to address the gendered and racial microaggressions they face every day, according to a 2012 *Journal of African American Studies* paper on female black college students’ experiences. The study found that female black students used a variety of coping mechanisms, including resisting and speaking out against Eurocentric standards, leaning on a support network, and becoming desensitized and escaping” (ThinkProgress.org). Some of these coping mechanisms were described in the open-ended comments on the 2016 Survey and in the focus groups.

I don't feel comfortable enough to report it and how can I trust a campus that is majority white to take me seriously. This whole place is uncomfortable. (2016 Black Student Experience Survey)

Nowhere - better to keep it to myself than report it to someone that would pretend to care and take no action. (2016 Black Student Experience Survey)

³ The other four things Quinlan identified as making it hard to be a Black student at a mostly White college include: 1) struggling with the psychological pressure of proving yourself, 2) dealing with a Eurocentric teaching focus, 3) being targeted by campus police, and 4) failing to get solidarity from the administration.

THEME 7: Not all African American/Black students experience Wildcat Welcome as welcoming.

Wildcat Welcome, specifically, was described as a difficult week for many African American/Black students. Awkward introductions, EssentialNU conversations, and difficult racial encounters happen soon after students arrive on campus.

Yeah, I found Wildcat Welcome week just totally alienating, but the dialogues that we had . . . remember . . . in Pick. That was the worst for me. I liked my PA and I didn't like the rest of my group, because my PA was Black and we just clicked. But me and the rest of the group didn't. They were asking us to raise our hands and stand up for super, like intimate, personal things. And I didn't feel comfortable within my PA group. So that experience, I felt like, whoa . . . it feels like a violation. That specifically. (Senior Focus Group)

I would say two things. One is the activities fair. I had a pretty open mind going into the activities fair my freshman year so I would just go up to random groups, find out more about it, sign up for the listserv. I didn't feel welcome in those spaces. I don't remember what the group was, but I remember talking to one of the directors of the group and I remember seeing her talk to some other White dude and it was a good conversation. So, me coming up, I expected the same thing, but it really wasn't that much. It wasn't as free flowing a conversation as I expected it to be. At that point—30 seconds in—I said, "I'm out of here." That was one instance. I didn't feel comfortable in that student group. I wish I could remember what it was. I intentionally forgot about it. Number 2. Having these fake conversation with people. There were so many people I couldn't relate to—a lot of my floormates, they came from a completely different background, coming from some of the best high schools in Chicago and having a Northwestern lineage. Having an older brother who went to Northwestern. Our backgrounds were completely different. Having those [conversations] were uncomfortable. (Men Focus Group)

If I were to talk about the program or the day where was most uncomfortable, it would have to be the first day when we were getting to know the kids in our PA groups. What's been the common consensus at this table—the fake conversations—being in the PA group was one of the worst times that fake conversations happen. I was the only Black kid in the group, whether male or female. So already off the bat, when the kids were talking to me, sometimes it was obvious that they didn't interact with Black people ever in their lives. Other times, really I could sense they were not going to understand me if I told them what I did back in high school. What my culture was like. I guess more than the first day, every time our PA group had a discussion on the kind of people that we were or where we came from, those kinds of discussions where that program was

Theme 7: Wildcat Welcome
Not Always Experienced as
Welcoming



implemented, was where I felt the least welcome because no one was like me. The PA groups represents the Northwestern campus. So from all that I felt I was kind of isolated right now. (Men Focus Group)

On the flip side of that EssentialNU when we broke up into smaller groups for conversations about diversity and how you identify and people's experiences, I brought up the fact to my PA that this campus wasn't as diverse as they had pretended they were and, like, in brochures and this Wildcat Days that I went to for all students who identify as Black or something like that. It wasn't met with a lot of understanding—more like, "This campus is pretty diverse." I don't feel like it is. I felt a little misled, I guess. It was hard to voice my opinions when most of the group came from a place that was not really diverse. It is acceptable to them. (More Than One Race Focus Group)

I remember moving all my stuff in and I went to take a shower. I wore my shower cap, and one of the girls said, "Why do you have to wear that thing?" It made me feel like . . . weird having to explain. Why should I have to explain? I felt like, okay, now I don't know how to go about this—being different. (Senior Focus Group)

"When I was an incoming freshman, I did a summer program: Excel. Within those five weeks, I got really close to 10 – 15 other students."

THEME 8: Summer and pre-orientation programs are powerful mechanisms to build community and sources of support. After Wildcat Welcome, African American/Black students described finding community within their residential units and in various student groups.

The academic pre-orientation programs (BioExcel, Bridge, Excel, Summer Academic Workshop) and, occasionally, the non-academic pre-orientation programs (Project Wildcat, Freshman Urban Program, CATalyst, and Alternative Student Break) were reported by many African American/Black students as helpful in developing community and building sources of support. Furthermore, the relationships they build in these programs are lasting.

I actually did a summer program before Wildcat Welcome. The Excel program so I could get acclimated to college in the College of Engineering. I got to meet the other Black engineers. It was the best experience I had beforehand. [What was helpful about that?] Just coming in knowing people. Being in Engineering, you only have one other Black student in your entire class—or maybe two. So just knowing all 12 of us before coming in was really helpful. (Senior Focus Group)

. . . the second was participation in SAW (Summer Academic Workshop) where you are literally surrounded by—the whole point is living with minorities—to build really strong connections. Even now, those are my friends. (Women Focus Group)

I did BioExcel. Excel for Biology. Where I come from, there aren't a lot of Black kids—hardly any—so I wasn't used to the whole Black community, but when I got here, almost everyone in BioExcel was Black. It was nice to change things up. (Senior Focus Group)

My Wildcat Welcome experience was a little bit different. When I was an incoming freshman, I did a summer program: Excel. Within those five weeks, I got really close to 10 – 15 other students. Yeah, I did feel a lot of forced social interaction . . . I guess it was understandable. No one really knows each other. Everyone is trying to meet each other. After all the activities and the ENUs, what I usually did—all the Excel people just hung out at a friend's dorm. I considered, at that point, that I had a few friends. Even today, they are some of my close friends here. For me it was a mix of familiar—kind of a feeling like, home and still having friends—but at the same time, still trying to meet new people. (Men Focus Group)

I did a similar program—we were actually housed in the same building—the Bridge program for Econ students. We came five weeks early and that was really—that was my family. I felt very welcomed by them. It was also for minority and low income families. That program really helped to

Theme 8: The Power of
Pre-Orientation Programs

acclimate here. It was nice to meet the minority students first so I could see that they [unclear]. It was a really good community to be welcomed into first. (Women Focus Group)

After Wildcat Welcome, African American/Black students described finding community within their residential units and in various student groups.

I was in a res college—Hobart—and it was really diverse which I was happy about. (Senior Focus Group)

I received a letter from Daniel Flores who was one of the Quest Scholars. It was very heart felt—“Oh you are from California.” And I thought, oh my gosh, he knows me, someone who understood me and my situation. And my coming right into that, the first few weeks, the QuestBridge Scholars all met up. (Senior Focus Group)

One moment for me was when I went to the activities fair and I was looking for a Christian organization and just being able to find not just a Christian organization, but a Black Christian organization—House on the Rock and NCE. I now know people that are in both organizations –they were so welcoming. “Oh, you should definitely come to our events” and stuff. It really made me feel—find a place in the community. (Women Focus Group)

I joined the club sports team—the track team—right away, before I got on campus. That was a really good experience for me to do something I’m used to doing and doing it with people who are really really nice to me. (More than One Race Focus Group)

THEME 9: Space is important to African American/Black undergraduates. This includes the Black House and spaces where African American/Black students feel comfortable socializing.

Space is important. On the 2016 Black Student Experience Survey, African American/Black students were provided a list of spaces and asked to check those in which they felt the most comfortable (i.e., sense of belonging, safe, etc.). Leading the list were student groups, followed by the Black House, the Library, Norris, and residence halls/colleges (Table 7).

**Table 7
Campus Spaces Where African American/Black Students Feel Most Comfortable (i.e., sense of belonging, safe, etc.) at Northwestern
2016 Black Student Experience Survey**

Space	Percentage Checking Option
Student groups	38%
Black House	29%
Library	29%
Norris University Center	27%
Residence halls/colleges	27%
Dining facilities	24%
SPAC	21%
Classrooms	17%
Multicultural Center	16%
Blomquist	13%
Other*	8%
Athletic facilities/locker rooms	6%
Labs	6%
Sorority houses	5%
Fraternity houses	3%
I don't feel comfortable in any space at Northwestern	2%

* Other (off campus apartment, residence hall room, AMPED, work, Tech, StuCo, Women's Center, Louis Hall)

The importance of the Black House was described multiple times in the 2016 Black Student Experience Survey and focus groups.

When I first got here, I definitely felt like—just not a part of campus in terms of demographic and in terms of culture. I struggled with that a lot freshman year. But also coming into the Black House for me—one in particular—I think it was a game night. It was a 90s game and it was so much fun. Being around Black students, just hanging out and relaxing, in that space felt infectious. It definitely made me feel like, I can do this. I can stay here. (Women Focus Group)

During the first week of school, maybe, there was a back-to-school BBQ—something that was here at the Black House. There were a lot of alumni, upperclassmen, and stuff and it was really—probably one of the first times I really felt welcomed into the Black community on campus. They all seemed really excited to see me on campus—to say, hi. That was one of the first moments I really felt a part of the campus. (Women Focus Group)

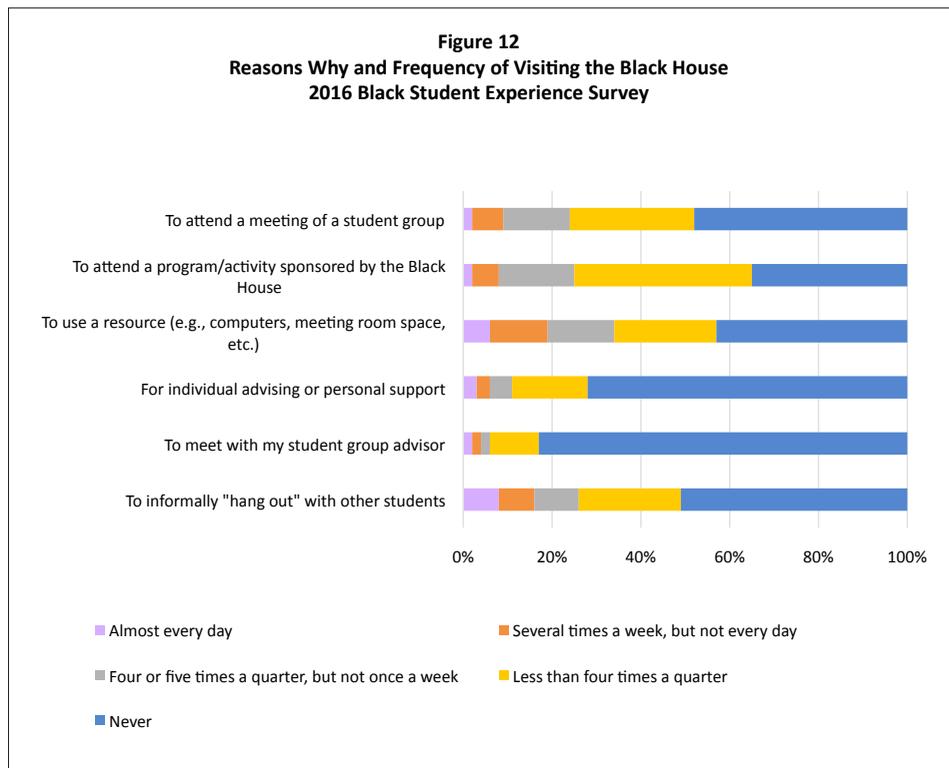
Theme 9: Importance of Space

"During the first week of school, maybe, there was a back-to-school BBQ—something that was here at the Black House. There were a lot of alumni, upperclassmen, and stuff and it was really—probably one of the first times I really felt welcomed into the Black community on campus."

For me it was during Wildcat Welcome. They gave us this huge pamphlet of all the events that were happening during the week. I saw there was an open house Black House event and I didn't know what the Black House was. And they said, oh, it is a place where Black students can congregated and get together. So I went to the event. They gave us cookies and lemonade and talked. It was nice to get to know other Black students as well. (Women Focus Group)

I think the biggest thing is reaching out to freshmen early on and getting them to the black house early in their time at Northwestern so they feel comfortable in the space and with the black community (2016 Black Student Experience Survey)

Still, not all African American/Black students use the Black House or feel welcome there. On the 2016 Black Student Experience Survey, students were asked how often—if ever—they visited the Black House for various reasons (Figure 12).

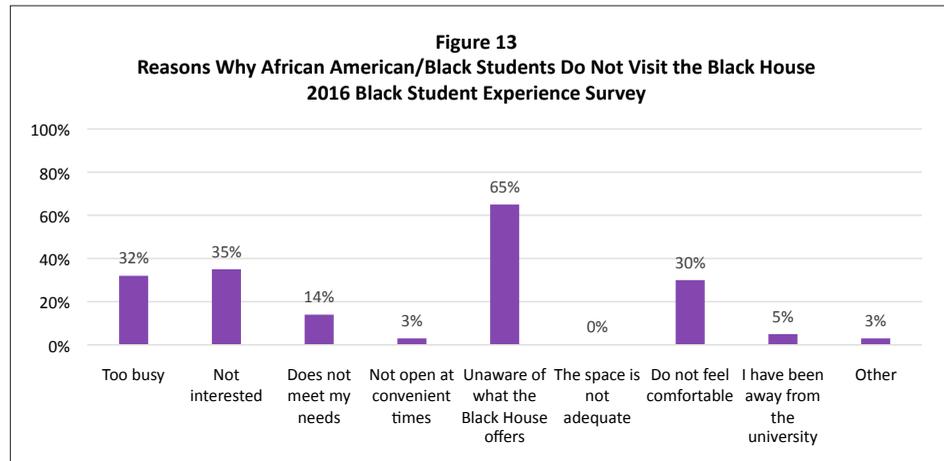


Theme 9: Importance of Space

"Not only do I not feel included in white spaces, but I do not feel included in black spaces, either."

The most frequently cited reasons for visiting the Black House included the following: 1) to informally “hang out” with other students, 2) to use a resource, 3) to attend a program, and 4) to attend a student group meeting. Students reported visiting the Black House less frequently to meet with a student group advisor or for individual advising or personal support.

Nearly a quarter (24%) of the respondents reported they “never” visited the Black House for any of the reasons provided on the survey. These students were asked why. The most frequently cited reasons for not visiting the Black House were 1) unaware of what the Black House offers; 2) not interested; 3) too busy; and 4) do not feel comfortable (Figure 13).



One student’s comment in the focus groups was particularly poignant.

Not only do I not feel included in white spaces, but I do not feel included in black spaces, either. (More than One Race Focus Group)

In the focus groups, African American/Black students often lamented they had no place to socialize.

Let us have parties at the Black House. We promise not to have alcohol. Let us do something here. Something like that would really enhance our social life and make us feel like we can have a good time in college. (Women Focus Group)

[There is a belief that] Black social and greek life are not accessible due to lack of space. This lack of social space is directly linked to Black student dissatisfaction . . . (Notes, Black Student Experience Task Force Meeting)

This comes back to renovations of the Black house basement as a social space where students have been told that it is “too expensive”. This sort of dismissal, while I know it is being looked into, sends a bad message

Theme 9: Importance of Space



to students who can start to believe that their experience outside of the classroom at Northwestern is not worth being invested in. (Notes, Black Student Experience Task Force Meeting)

In addition, African American/Black students—some in Greek organizations, some not—questioned why NPHC and MGC chapters do not have houses on campus like the organizations affiliated with IFC and PHA. Others suggested the idea of “Black-centered” residential units.

The first thing I noticed when I came on campus is there are no Black frats on campus. I live on north campus in the fraternity quad and there would always be parties over there. There are no Black frat houses. (Athlete Focus Group)

Consider having—or the potential to have—houses for NPHC or MGC. (Women Focus Group)

Living dissatisfaction. I, too, had this issue when I lived on North campus, not understanding the lack of diversity and harmful atmosphere that it creates surrounded by white frat life. Black women feel uncomfortable on North campus. While I know it would be wrong to direct students of color toward south campus, I believe there needs to be a much more extensive explanation of the atmosphere of different dorms outside of basic amenities, along with opening up the idea of black-centered halls. (Notes, Black Student Task Force Meeting)

THEME 10: African American/Black students do not feel a part of—sometimes even shunned by—the predominantly White fraternity and sorority community at Northwestern.

Approximately 38% of all undergraduate students at Northwestern are members of a fraternity or sorority. A demographic profile of the fraternity and sorority community at Northwestern in Spring 2016 appears in Table 8. Seventy-six (76) African American/Black undergraduates (approximately 3%) are members of this community.

**Table 8
Gender and Racial/Ethnic Backgrounds of Undergraduate Fraternity and Sorority Community at Northwestern
Spring 2016**

	IFC (Interfraternity Council)	PHA (Panhellenic Association)	MGC (Multicultural Greek Council)	NPHC (National Panhellenic Council)	All
Gender					
Female	13 (1.0%)	1332 (99.9%)	58 (51.8%)	9 (45.0%)	1412 (51.1%)
Male	1282 (99.0%)	0 (0.0%)	54 (48.2%)	11 (55.0%)	1347 (48.8%)
Missing	0 (0.0%)	1 (0.1%)	0 (0.0%)	0 (0.0%)	1 (0.0%)
Racial/Ethnic Background					
American Indian/Alaskan Native	3 (0.2%)	1 (0.1%)	0 (0.0%)	0 (0.0%)	4 (0.1%)
Asian/Pacific Islander	151 (11.7%)	135 (10.1%)	56 (50.0%)	0 (0.0%)	342 (12.4%)
African American/Black	27 (2.1%)	27 (2.0%)	4 (3.6%)	18 (90.0%)	76 (2.8%)
Hispanic	138 (10.6%)	151 (11.3%)	32 (28.6%)	1 (5.0%)	322 (11.7%)
International	57 (4.4%)	70 (5.3%)	17 (15.2%)	0 (0.0%)	144 (5.2%)
Not Applicable	23 (1.8%)	21 (1.6%)	0 (0.0%)	0 (0.0%)	44 (1.6%)
Two or More Races	48 (3.7%)	64 (4.8%)	2 (1.8%)	1 (5.0%)	115 (4.2%)
White	848 (65.5%)	861 (64.6%)	1 (0.9%)	0 (0.0%)	1710 (62.0%)
Missing	0 (0.0%)	3 (0.2%)	0 (0.0%)	0 (0.0%)	3 (0.1%)

Source: Fraternity and Sorority Life and Student Affairs Assessment

Many students at Northwestern feel that the majority of the social life on campus is connected to—or is in—the Greek community. And, while some African American/Black students are a part of this community, others feel excluded by it. In fact, some African American/Black students go so far as to blame the predominantly White fraternity and sorority community for campus climate issues.

Greek life and the black student experience do not mix and I believe for the University to be more integrated with regard to race, Greek life should not exist. (2016 Black Student Experience Survey)

I couldn't get into a frat party to save my life. I'd just be walking around. [Why didn't you get into a frat party?] I think it was because I'm Black. I don't know. (Athlete Focus Group)

I went to a party with my girlfriends—we were all Black. I don't think we were the kind of girls they were looking for. We were all 6' or 6'1" and these frat guys aren't that tall, and we're not 5'3" dainty white girls. They clearly gave us the cold shoulder. We didn't feel welcome. That's not just because we're athletes. (Athlete Focus Group)

Theme 10: The
Predominantly White
Fraternity/Sorority
Community

I am also a part of PHA Greek Life and honestly believe these sororities (and IFC fraternities) promote a racist social system. (2016 Black Student Experience Focus Group)

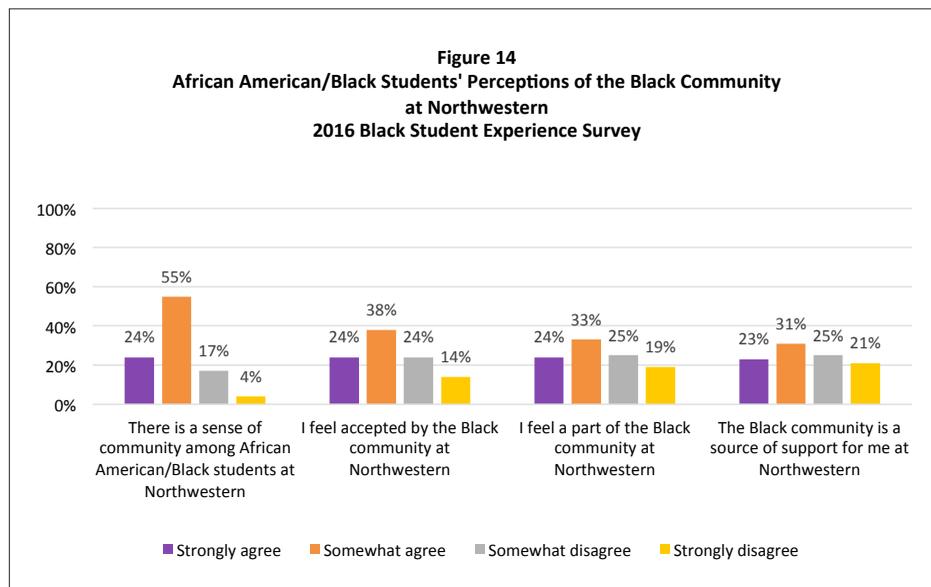
I also feel neglected in the social NU community. If you are not in a white greek chapter your social circles become very small. I don't want to feel like I need to throw my money at these institutions to have a better connection with my peers on campus. I have felt uncomfortable at parties because I can feel the way people ignore me because of the color of my skin. (2016 Black Student Experience Survey)

A lot of my friends would say, "Oh, let's go to this frat party tonight." None of them [my friends] are Black. I remember going to my first one. It was very uncomfortable for me. I looked around. Of course, I was different. I wasn't accepted. I felt extremely uncomfortable. My friends wanted me to keep going. I can't surround myself with people like that anymore. I don't like the frat scene." (Women Focus Group)

I remember going up to houses with my [Black] friends and immediately being stopped . . . but two of my best girlfriends came to visit about two and a half years ago and they are both White. As soon as we stepped into the quad some guy was like "Come to our party." They didn't even care to ask, 'Who do you know here?' which I had gotten when it was just me and my Black girlfriends. It wasn't even like a guy thing. Really, this is what I have to do is bring some hot White girls! (More Than One Race Focus Group)

THEME 11: The Black community at Northwestern is welcoming for many African American/Black students but, at the same time, it can be unwelcoming for others.

For some students, the Black community at Northwestern offers the support they need and want. For others, the Black community is less accessible or welcoming. Four questions about the Black community at Northwestern were included on the 2016 Black Student Experience Survey (Figure 14).



The majority of the respondents (79%) “strongly agreed” or “somewhat agreed” that “there is a sense of community among African American/Black students at Northwestern.” On the other hand, there was less agreement that “students feel accepted or a part of the Black community” or that “the Black community at Northwestern is a source of support for them.”

Students recognized that there is diversity among African American/Black students at Northwestern. This diversity can affect the sense of community.

There is not one Black student community at Northwestern, therefore it is hard for me to comment on this. I generally feel that most Black students are supportive of their Black peers, but I cannot say there is a single Black community I feel a part of. (2016 Black Student Experience Survey)

There are parts of the black student community that are very strong but there are also some pockets where there is a split in the black community. Black students who decide to join IFC and PHA are often questioned for their intentions, and there are other groups of black people who are often pushed away because they are seen as 'Whitewashed' or that they don't embrace their culture. Ultimately I feel the view is simplistic but when a lot of students are proud of being black, like there is here

Theme 11: The Black Community at Northwestern

at Northwestern, and they don't see other students embrace it the same way they do then a rift happens. Overall though, I would say the black community is very supportive of each other. (2016 Black Student Experience Survey)

"The Black community here creates for itself what Northwestern cannot. There is comradery, affirmation and overall support in making one secure in an identity that is not largely represented."

Students who find community in the Black House or with other African American/Black students describe it as central to their experience at Northwestern.

WE ARE SO WELCOMING. It is such a relief to see people who look like you and can relate to you on similar experiences. (2016 Black Student Experience Survey)

"There is, at times, comparison or system of invalidation in terms of black experience. Many feel they are not black enough or do not follow what is considered black."

The Black community here creates for itself what Northwestern cannot. There is comradery, affirmation and overall support in making one secure in an identity that is not largely represented. (2016 Black Student Experience Survey)

However, some students described not being Black enough to feel comfortable in or accepted by the Black community at Northwestern.

I think it's very exclusive. If you do not fit into the correct mold or notion of Blackness you will be excluded. Look at the title of the only solid African American club: For Members Only. (2016 Black Student Experience Survey)

There is, at times, comparison or system of invalidation in terms of black experience. Many feel they are not black enough or do not follow what is considered black. (2016 Black Student Experience Survey)

I'm sitting here reflecting on my whole experience. I had difficulty fitting into the Black culture here. I'm from Minneapolis. It is very diverse people of all colors. My high school [unclear]. I was around a lot of different people. But it was a huge deal that I was going to Northwestern. But it's not like there weren't a lot of other educated Black kids in my school. I had majority White friends, not because I picked them because they were White, but it was just my friend group based on my freshman rotation. So I was really excited about coming to Northwestern and be meeting all these educated Black people. But when I got here, I came to the Black House, but I felt I wasn't Black enough to be here. Which was a really weird feeling because I was so looking forward to being a part of the community. But because I wasn't super involved with all the activism on campus, I felt kind of excluded. Even though I was part of BioExcel which was for people of color—from diverse socioeconomic backgrounds—I still felt out of place in a lot of ways. I wasn't sure where I fit in. It was really sad and unfortunate that—even coming here [the Black House] still makes me a little uncomfortable. (More than One Race Focus Group)

Theme 11: The Black Community at Northwestern



What I don't like about the Black community is how critical Black students can be toward each other. If you come in here, you will hear someone ridiculing this Black person doing this or saying this or standing up for this. That is something I don't like. (Sophomore Focus Group)

Other students described an almost “all or nothing” aspect to the Black community at Northwestern: complete engagement or, the opposite, disengagement.

There are students who choose to be actively involved (i.e., around the black house, attending black student group events, being a part of black student groups) in the community and others that don't. So to those who are in the community, it can be seen as vibrant, but for those that aren't, it may be seen as nonexistent. (2016 Black Student Experience Survey)

Those that are in the community seems to feel very accepted-- but not being part of it can leave you feeling isolated. It feels like your only opportunity to interact meaningfully with other black students is to be part of that very specific small community. And there are very few ways to enter it / many of them are in your first year. (2016 Black Student Experience Survey)

I feel like it is exclusive and clique-oriented, but I have somewhat managed to navigate that and become 'a part' of the Black community. (2016 Black Student Experience Survey)

It feels really cliquish and I feel like an outsider. (2016 Black Student Experience Survey)

Connecting to the Black community is kind of tough here because some—not all—some definitely view us [athletes] just like another student in class, like a student athlete. Some are more accepting. But there is kind of a rift between Black student athletes and the regular Black community because of hearing things—they look down on stuff. We don't help them with their standouts and stuff. They would like us to do more to support them. They don't understand what we have to do. We have obligations, too. That causes a rift between our two communities. But, for the most part, you will still get accepted more into the Black community than any other community. (Athlete Focus Group)

I guess I'm in the Black community, whatever that means, but I feel like—one thing I hate—I hate that there has to be this one idea that you have to adopt. If you have any feeling outside the “common” feeling in the Black community, you are targeted and drilled each second. Why are you saying that? When can I . . . can I be me? I feel like everything is so critical. It takes the fun out of just talking. So lately, I've just been silent. I don't feel like I can voice my opinion. (Sophomore Focus Group)

Theme 11: The
Black Community at
Northwestern

"No community is perfect at this university. There are things we need to work on. We can be petty when we don't have to be. We don't talk about the toxic stuff that plagues our community, especially sexual assault and mental health. There are some weird pathologies going on. This community is run by black women and femmes. Black men as a collective do not run anything, but they love to complain. We have some really great moments of unity and collective efforts but we are at a tipping point. We have to start addressing not only what goes on outside of our community, but what damages it on the inside"

One student eloquently addressed the topic of the Black community at Northwestern on the 2016 Black Student Experience Survey.

No community is perfect at this university. There are things we need to work on. We can be petty when we don't have to be. We don't talk about the toxic stuff that plagues our community, especially sexual assault and mental health. There are some weird pathologies going on. This community is run by black women and femmes. Black men as a collective do not run anything, but they love to complain. We have some really great moments of unity and collective efforts but we are at a tipping point. We have to start addressing not only what goes on outside of our community, but what damages it on the inside. (2016 Black Student Experience Survey)

"I saw people staying awake until 3 am—these were other pre-meds—and I thought, I'm doing it wrong. How are they succeeding? It was like, other people get it and I don't and I'm lost."

THEME 12: Doubts about their own preparation for the academic rigor of college—sometimes just nagging self-doubt and sometimes reality—coupled with a lack of knowledge of where to go for help—breed frustration. This is particularly acute for African American/Black undergraduates in STEM fields.

The academic experience at Northwestern is rigorous and many students struggle. The same is true for African American/Black undergraduates. However, for those who come less prepared or who are first generation, the academic experience can be even more trying. Not knowing where or how to get help was a common theme.

From my first class, there was . . . we had to separate into groups for group projects. I didn't have any friends in that class. I was sitting next to these people and I figured I'd ask them . . . "let's be in a group together." It was clear that because I was an athlete and they did not want to be in a group with me. It was very obvious to me. They said, "I have someone over here," but they didn't. They just walked away . . . so . . . (Athlete Focus Group)

I was—and am--pre-med and it was just jarring being in those classrooms—the Gen Chem. I did science pretty well in high school so it's just like a shock: the expectations, knowing how to study for it, knowing what was expected of me. The shock of being one of the few people of color in a large room. It was all of that. They were disorganized: the lab and the lectures. It was all of that. (Senior Focus Group)

I saw people staying awake until 3 am—these were other pre-meds—and I thought, "I'm doing it wrong." How are they succeeding? It was like, other people get it and I don't and I'm lost. (Senior Focus Group)

I was pre-med for one quarter. [Unclear] If the University had a more structured way of organizing those particular classes [unclear] or a stronger network of people, especially because you don't know anyone at first. You don't have anyone to study with. It would be really helpful. (Senior Focus Group)

Similar to that . . . me coming from my background and why I was struggling. What was different about that? That's like three years. I saw my friends get it together. No one explained to me, "You need help in this area. This is why this is failing you. This is why these STEM classes aren't working out." No one contextualized it. No one explained that this system wasn't built for you. Northwestern wasn't built for you. You are going to struggle. I used to think, if it is all going wrong, other people got it—even when other people got it, I still thought, what's wrong? It was self-hatred. All of that. I needed someone to contextualize my experience.

Theme 12: Preparation
for the Academic Rigor of
College

"I go back and forth about the academic aspect of things. Fall quarter for me was really tough, academically. Adjusting to everything. I definitely wish I had more resources to say, 'You're on the right track here. You should know that you can drop this class if you want to.'"

I still haven't figured out how to succeed in these classes, but hopefully, the next steps will be to understand how to do better, figure the system out. These professors acknowledged it. I'd go to office hours and explain my high school wasn't the best in the neighborhood. We were the "bad" school and I didn't have the resources, but the ones I did, I took advantage of. They'd say, "ok". And that would be it. They wouldn't acknowledge the fact I was struggling because of XYZ and support me. The professors say they understand. They say, "Oh, everyone hasn't done this before." But if they acknowledged and actually executed those beliefs in their classrooms, that would be huge. (Senior Focus Group)

I failed a class my freshman year in Winter. I felt like my advisor was out there just letting me flop. She caught me and said, "Oh, you're doing really badly in this class. What are you going to do about it?" I don't know! If I knew how to do better, I would be doing that. It just wasn't helpful. (Senior Focus Group)

On that note, I came from [unclear], that's where I went to school. I had no idea what was going on. I had no idea what AP credits were. Junior year I ended up getting 5 credits from high school, that's when I found out you could do that. There were a lot of different things. I had no clue how to do those things. I don't know exactly where that information should come from, but they expect you to know it. (Senior Focus Group)

My toughest thing transitioning was academic sort of things. My major is computer engineering and so, obviously, most people here at the university have [unclear] came from a [unclear] school and now they're competing with the best of the best. I definitely felt that. Taking EA1, that was my first time experiencing coding at all. I heard these horror stories about how the kid right next to me coded since he was in high school or middle school or something. That definitely had a toll. Something that I think would have definitely helped is the university reaching out and saying—communicating much better about the academic resources available. I think it's gotten better now, but when I was a freshman, that wasn't the case. And also when I was scheduling my classes, I thought I had to take four every single quarter, whereas now as a senior, I could have taken some quarters with only three classes. I could have planned the whole academic thing a lot better. Physically just telling me . . . me actually knowing a much better way to plan academically. (Men Focus Group)

I go back and forth about the academic aspect of things. Fall quarter for me was really tough, academically. Adjusting to everything. I definitely wish I had more resources to say, "You're on the right track here. You should know that you can drop this class if you want to." Different things academically around that. But I will say, looking back, struggling through

Theme 12: Preparation
for the Academic Rigor of
College

that and then actually being able to grow from that and know what I should be doing with my classes and that was helpful. But I still think having some solid resource—really feeling as a freshman, comfortable, talking to these people—talking through it. (Men Focus Group)

For me it was not really understanding the full resources that I was supposed to use. For example, I didn't really understand what office hours were and the professors—being premed and being in chemistry and struggling with chemistry having on the syllabus that office hours are to whenever, not realizing that you don't necessarily have to have a specific question. There was a lot of disconnect there and not having family who knew about the American college system so they could tell me certain things like that. It put me at a disadvantage. I think more so than that was hearing other students who were doing well in chemistry—that class I really struggled with. Hearing people say they study in groups and then trying to find a group and being rejected from the group because you/I didn't seem smart enough or I didn't seem like I could keep up with whatever. That was very discouraging. It made me feel like I wasn't supposed to be premed student at school. Not having students appreciate or recognize that you got into here and you are just as capable of doing what they can do was definitely something I wasn't prepared for. (Women Focus Group)

First quarter was definitely a struggle for me. I'm from Tennessee and education is not on par with other states . . . I took Chem 101 Fall quarter and that was just a nightmare. What was I doing wrong? In my high school we never did labs. Coming here doing labs we were just thrown in and expected to know how to do it. My lab partner, he went to a very good private school and was very good in the lab. I felt like I couldn't contribute as much as he could. I felt like a bad partner. First quarter I compared myself with my classmates. I know I shouldn't do that, but seeing everyone else doing well and you're not, it kind of ruins your self-esteem. After first quarter, I didn't know if I should stay here. Coming here—being in McCormick and it's not diverse at all—looking around. I don't know if I belong. That was very hard for me. (Women Focus Group)

"If I wanted to speak about Black people—my Black experience is not everybody's Black experience. We should not feel pressured to talk about our experiences in class. I don't care if I fit the exact description of what he is talking about."

THEME 13: African American/Black students report many faculty are not trained or comfortable dealing with classroom micro or macroaggressions and/or controversial topics. African American/Black students further report that cultural competency is lacking for many staff with whom they interact across the University.

This theme emerged primarily in the discussions in the task force meetings, but it is also present in the demands made by "The Concerned Students of Northwestern" (Appendix A, p. 60). Below are examples of how students described their experiences with faculty in the focus groups and in the 2016 Black Student Experience Survey.

One, some faculty have your back. I had a professor who stopped me when I was walking from class. He was very intentional about meeting with me. Granted, he was a Black professor, so he probably just knew what I was feeling. But he was intentional about making a connection with me . . . There are some good professors out there who care about you and want to see you succeed. Two, representation of Black people . . . if I'm a professor and I'm teaching about something I'm not familiar with, such as Blackness, and I would like students of color to speak up if I say something wrong—or if they just want to give their opinion—but to make a statement and then look at me like, "Do you have anything to say about the Black people on the south side of Chicago?" If I wanted to speak about Black people—my Black experience is not everybody's Black experience. We should not feel pressured to talk about our experiences in class. I don't care if I fit the exact description of what he is talking about. (Women Focus Group)

In my music education classes, I feel awkward that I always have to reassert the fact that minority students have a different experience in education. So in learning how to teach, we have to be mindful that everyone has a different experience. I hated the fact that I had to keep asserting that. Because in every class last quarter, I was the only Black person, the only minority. I didn't want to be the only one doing that. It felt weird for me to always have to fight with myself: should I say something, should I not? Then when I say it, there is this huge awkward moment. I think there should be more awareness. If you have a class and there is only one Black person, please be aware of that. Even if there wasn't a Black person, you should still be talking about the fact that there are different learning environments. (Women Focus Group)

I have been greatly dissatisfied with the cultural competency with the professors and staff of Northwestern. (2016 Black Student Experience Survey)

Theme 13: Cultural
Competency of Faculty
and Staff

"There have been a number of instances in classes where we were discussing Black culture and students would say incredibly inappropriate comments without being reprimanded."

As a Black woman in engineering, I am satisfied with my experience within the Black community, and satisfied with my academic experience (in terms of learning what I need to learn to have a successful career), but have constantly been dissatisfied with the way those two areas of my life intersect. I lead two very different lives on campus, which is exhausting. My teachers are very white and culturally incompetent, as are my classmates. (2016 Black Student Experience Survey)

I often feel dismissed and 'othered' in white dominated classes taught by a white professor. (2016 Black Student Experience Survey)

I also decided to take a class in the art theory and practice department this quarter and it has been a huge disappointment. The professors are hugely racially insensitive and furthermore, abysmal teachers. We received no help or funding towards our thesis projects and we have no syllabus so it's been frustrating feeling like my grade directly corresponds to the amount that my professor likes me. (2016 Black Student Experience Survey)

I would say the worst part about the Northwestern experience is the other students that say racially coded and racist things, homophobic things, and sexist things. While for some classes it seems to be very difficult to incorporate the voices of marginalized groups, for classes that have the opportunity to do so it is rare for them to actually talk about them. Guest speakers are rare which is sad. (2016 Black Student Experience Survey)

I'm satisfied very much so with my academic experience. I have issues with, however, the blatant discrimination I face as an African American student. I am especially dissatisfied with students who trivialize Black problems and issues. There have been a number of instances in classes where we were discussing Black culture and students would say incredibly inappropriate comments without being reprimanded. (2016 Black Student Experience Survey)

I think that this year in particular, I've realized that there is a real lack of accountability and sensitivity from the professors who teach at Northwestern. Often the narrative that is commonly told ignores or degrades the history of marginalized folks in this country. I don't understand how we still only tell one side of history without any sort of accountability. In addition, I've felt uncomfortable at points in time when sexist comments were made by a professor this quarter, but there didn't feel to be any safe, anonymous and quick way to express my concerns. (2016 Black Student Experience Survey)

Theme 13: Cultural
Competency of Faculty and
Staff

I have generally been dissatisfied with my Northwestern experience. I thought about transferring in my freshman year but decide to stick it out and often regret this experience. I find that many of my professors have been insensitive and unaware, and that every day I feel unwelcome and out of place in what is supposed to be my community. (2016 Black Student Experience Survey)

A lot of students I've talked to have a lot of complaints about treatment by professors and faculty, but they are afraid to say anything to those in authority. (Women Focus Group)

Someone said something that shocked me in class. The professor who's White was, like, "Well, this is an opinion." Had no idea how to—not necessarily call the student out on it—just understand that there are students who are going to hear something and be offended and deeply upset by them. I think that is something a lot of professors just don't know how to deal with. Part of it is it is not their personal experience. They are not people of color. They don't have to think about this on a daily basis. But I feel they should learn how to addresses these things. (Sophomore Focus Group)

"I think there is a bit too much pressure in the black community because we stand out so much. We need more black students to feel comfortable at Northwestern."

"Not exactly sure, but it would be nice to have more black faculty. I don't think I've ever had a black professor and that seems strange."

THEME 14: African American/Black students put forth numerous ideas to improve the Black student experience at Northwestern. Leading the list was increasing the number of undergraduate African American/Black students.

The focus groups and the 2016 Black Student Experience Survey included a question asking students their ideas to improve the Black student experience at Northwestern. There were many suggestions; six were repeated again and again.

Recruit, accept, and matriculate more African American/Black undergraduates.

ACCEPT MORE PEOPLE OF COLOR THAT IS LITERALLY ALL THAT NEEDS TO HAPPEN. If there is less of an overwhelming white majority the environment of the school would feel so much more welcoming and accepting of students of color. (2016 Black Student Experience Survey)

I think there is a bit too much pressure in the black community because we stand out so much. We need more black students to feel comfortable at Northwestern. (2016 Black Student Experience Survey)

Recruit and hire more African American/Black faculty.

As a Black female in STEM, I don't see any female professors. I want more professors who are female and are in STEM who are doing things. I don't know a single Black, female, Engineering, professor. (Women Focus Group)

Require a class for all undergraduates around such topics as diversity, ethnic studies, social inequalities, and/or cultural competency.

Make a cultural diversity class mandatory for all students. I think you did already, but a lot of people I talk to here don't know anything about their own privilege due to the ethnicity that they have (white is generally favored) or the gender that they have (male is generally favored) or the sexuality that they have (straight is generally favored). People need to know the privileges they have in this world just based off of race, gender, and sexuality, which can then allow us to move forward and try and solve those inequalities as a campus and furthermore, as a nation. (2016 Black Student Experience Survey)

I think a mandatory ethnic studies course for all of the freshmen coming in would have lended some different phases . . . just sort of having that academic requirement would have helped in introducing me to faculty quicker. And being able to have those conversations as soon as we got

Theme 14: Ideas for Improving the Black Student Experience at Northwestern

"If everyone could learn to listen to our experiences rather than not believing it or thinking it is rooted in entitlement. I don't think its sensitivity training. Just understanding people from different backgrounds. Really, there aren't that many people from different backgrounds here."

in with groups of people who wouldn't necessarily have chosen to be in there. I think that's something that would have helped. Complicated and helped it. (Senior Focus Group)

Get to know and listen to Black students.

Again listen. Engage more with black students. Go to THEIR events. Support THEM. Ask them how they want to be supported. (2016 Black Student Experience Survey)

I feel like first and foremost, they have to get to know us better. How are you going to come up with a solution for us if you don't know us like that? I know there have been cases when . . . we don't exactly know that people are going out of their way to get to know us unless it's a problem—like they're unhappy so now we have to solve a problem. That's when people are going out of their way to get to know us and then it just feel inauthentic and placation, pacification, whatever you want to call it. Rather than, "Oh hey, how are you?" I feel like a lot of time when engage the institution or the institution engages us, it can be in a hostile environment and that automatically tanks the relationship on both ends. (Men Focus Group)

If everyone could learn to listen to our experiences rather than not believing it or thinking it is rooted in entitlement. I don't think its sensitivity training. Just understanding people from different backgrounds. Really, there aren't that many people from different backgrounds here. (Women Focus Group)

Intentionally plan and implement programs through which African American/Black students can connect with older African American/Black students.

I would have love to have been connected with a Black woman here from the time I decided to come here. To help guide me through the transition. Not someone you are with all the time, but someone you could text and ask questions. (Sophomore Focus Group)

Review Wildcat Welcome and identify ways it could be more inclusive and welcoming for African American/Black students.

Wildcat Welcome could be more inclusive. Even though they are really trying. I'm a PA this year. I can see the efforts. But I feel like they are still falling short. Maybe have more minority events. (Sophomore Focus Group)

"There is much diversity within the African American/Black student community at Northwestern. It is difficult—if not impossible—to describe a single, all encompassing, Black student experience"

"...if we are to improve the Black student experience at Northwestern, we must bolster our efforts to build a richer community. Improving the Black student experience at Northwestern will require some fundamental changes at the institutional level. It will require financial resources. It will require new ways of thinking. It will require revamping existing programs. It will require new programs. It will require changes to spaces. It will require new systems. It will require effort on the part of all of us, administrators, faculty, staff, and students."

CONCLUSIONS

So what overall conclusions can be drawn regarding the African American/Black student experience at Northwestern University today? The themes just discussed speak for themselves, but three things stand out.

1. Less than one in ten undergraduate students at Northwestern University are African American/Black. Being the “only one” in multiple campus settings day in and day out is isolating, lonely, and exhausting.
2. There is much diversity within the African American/Black student community at Northwestern. It is difficult—if not impossible—to describe a single, all encompassing, Black student experience. The quantitative and qualitative data presented in this report suggests some African American/Black students are satisfied with their overall experience at Northwestern; some are not. Some African American/Black students describe campus climate positively; some do not. Some students find solace and support in the Black House; some do not. Some are succeeding academically and socially; some are not. In the end, we simply cannot rest until most—if not all—African American/Black students are thriving.
3. African American/Black students in the focus groups and who responded to the 2016 Black Student Experience Survey were clear about what it will take to improve their experience at Northwestern. We must listen and act.

In summary, if we are to improve the Black student experience at Northwestern, we must bolster our efforts to build a richer community. Improving the Black student experience at Northwestern will require some fundamental changes at the institutional level. It will require financial resources. It will require new ways of thinking. It will require revamping existing programs. It will require new programs. It will require changes to spaces. It will require new systems. It will require effort on the part of all of us, administrators, faculty, staff, and students.

It is within this context—and considering the fourteen themes that emerged from the work of the task force—that we conclude this report with fourteen recommendations to improve the Black student experience at Northwestern.

RECOMMENDATIONS

This report concludes with fourteen recommendations for improving the Black student experience at Northwestern. These recommendations are not listed in any order of priority.

1. Increase the number of Black students, faculty, and staff.

Students

In conversations with the Office of Undergraduate Admissions, their recruitment efforts have resulted in an increase in Black student applicants; however, the yield of those applicants remains low. It is clear that the students who chose not to come to Northwestern go to other universities because of the financial aid packages they are offered. Many of these students are middle class, and our financial aid structure does not provide them a financial package that is competitive with our peer institutions. Options for aid for middle class Black families is integral in increasing our Black student enrollment.

Faculty

Northwestern should increase its efforts to increase the pipeline of Black faculty. Investing in programs like Melon Mays and other research opportunities is key in addressing the lack of Black faculty in any given field. Additionally, we should be relentless in our recruitment and development of Black faculty. We should ensure that faculty search committees use the resources provided by the Associate Provost for Faculty, and we should try to create a cohort of faculty of color.

Staff

Recruitment and retention of Black staff at all levels of the University is important to Northwestern's future. A climate study should occur which would give the University more information about specific areas of improvement. Support efforts that encourage this group to build community is key.

2. Provide multiple options for space where students can socialize.

One finding in the data is the sense of diverse Black identities and experiences that cannot all be encompassed in the Black House alone. So it seems like a good moment to call for the creation of new spaces for Black connection and community building, but ones which are open to student definition and creation. Therefore, in addition to the Black House, the task force recommends three space options for making Northwestern accessible to Black students for

social purposes. The guidelines for reserving the spaces should be broadly understood and have clearly articulated policies.

- a. **Parkes Hall.** Parkes is in need of significant renovation. Parkes is an ideal space for students to be able to host their large social events.
- b. **The Great Room.** The Great Room is a smaller space and would be ideal for more intimate gatherings.
- c. **Norris University Center.** The Louis Room in Norris is another space that could be used for on-campus social events.

3. **Create more pre-orientation opportunities, curricular and co-curricular, for students to build relationships with peers, faculty, and staff early on.**
4. **Create a research institute that produces, administers, and studies cultural competency/power and privilege trainings for faculty and staff. Incentivize faculty participation in the training. Heavily recommend or require training for staff and teaching assistants.**
5. **Embed opportunities into the fabric of Northwestern where students learn about and are challenged to wrestle with issues of diversity, social inequalities, social justice, and inclusion.**
 - a. **Social Inequalities and Diversities Course Requirement.**
The undergraduate schools that have not adopted a Social Inequalities and Diversities Course Requirement should prioritize the curricular review of the proposed Social Inequalities and Diversities Course Requirement primarily focused on the United States.
 - b. **Funding for student trainings.** Provide funding to expand opportunities for students to engage in identity, power and privilege, and cultural competency trainings through the co-curriculum both within and across communities.
6. **Create an Academic Support Hub—a physical location—where students can easily access tutoring and other academic support services. These services may currently exist at Northwestern, but they are spread across campus and are not well known by students.**
7. **Conduct a cultural audit of all Northwestern buildings and spaces to ensure they are representative of the diversity that exists within the University community.**

- 8. Regularly provide University administrators with analyzed student persistence and success data from a centralized office so that informed strategic and proactive early intervention efforts can be implemented to serve our students throughout their undergraduate careers.**
- 9. Get to know and listen to Black students regularly, not just in times of crisis. This includes increasing faculty/student interaction, student interaction with those in administrative and staff positions, and interaction with academic advisors.**
- 10. Intentionally plan and implement programs through which African American/Black students can connect with older students.**
- 11. Review Wildcat Welcome and identify ways it can be more inclusive and welcoming for African American/Black students.**
- 12. Challenge the members of fraternities and sororities at Northwestern and the designated leaders of these organizations to examine the culture of their community and explore ways to ensure they are more welcoming and inclusive.**
- 13. Provide more support for the National Pan-Hellenic Council and Multicultural Greek Council organizations**
- 14. Create initiatives to support African American/Black undergraduate women.**

APPENDIX A

Concerned Students of Northwestern Demands
Fall 2015

We, the Concerned Students of Northwestern University, present the administration with the following demands for the sake of the improvement of our collective experiences within this campus.

The first draft of these demands was proclaimed during a protest intended to stand in solidarity and affirmation with the students of University of Missouri, Yale University, Ithaca University, Emory University, Brown University, and all other national and international academic institutions that are openly expressing their experiences of marginalization, oppression, and trauma within campuses and institutions meant to serve and educate them. A second draft was e-mailed to NU administration on Black Friday, November 27, 2015. This is a revised and expanded version of the demands that is a product of communal input and the Concerned Student Townhall workshop that took place on January 7, 2016.

These demands are in no specific order and all require an action plan.

Student Spaces

1. We demand that the Black House be designated a historical site and therefore be permanently preserved for the entirety of Northwestern's future.
 - a. Additionally, archives of the history of Black House and Black students' activism be more accessible to students and if possible stored within the Black House.
2. We demand that the Black House be the focus of expanded efforts to improve the Black Student Experience, including the creation of a resource center and technology hub tailored to Black students.
 - a. Update all computers to have all software provided within the library computers and those necessary for the success of students in all schools such as MatLab, STATA, and SPSS.
 - b. Renovate the basement of the Black house so the space can be utilized to its full potential.
3. In solidarity with the students, student organizations, and student activities that utilize the Multicultural Center (MCC) and the Gender & Sexuality Resource Center (GSRC), we demand that student space be remodelled and improved based on the needs and requests of those that utilize that space. This includes all major changes to students' cultural spaces be transparent and dependent on student and alumni input.
 - a. We demand a technological update in the MCC and GSRC similar to those that will be undergone in the Black House.
 - b. **We require that during future renovations of the MCC, that lounge space be expanded.**
 - c. We request that a CIC staff person be housed within the GRSC that is trained to offer support and guidance to students and their needs.
 - d. We request that in future renovations to Norris that the GSRC be remodelled so it is more accessible and advantageous for students and student groups that utilize it.
4. We demand that all prospective student tours highlight and introduce the presence and importance of the following spaces the Black house, the MCC, and the GSRC noting the history of student protest that resulted in the creation of the spaces.
5. We demand that the National Society of Black Engineers and the Society of Hispanic Professional Engineers office be permanently provided appropriately sized meeting and office space in Tech. As well as access to computers with software necessary for the completion of coursework and their success.
6. We demand that the university recognize the importance of preserving and enhancing student safe spaces and therefore consult students before drastic alterations to the functions and physical structures of their spaces. Additionally, we demand that future renovations to the Norris student center be transparent and incorporative of student input and acknowledge the importance of preserving the safe spaces students have created within Norris.

- a. During the period of renovations, students and student groups that utilized the GSRC must be consulted about the site of relocation so the temporary space is accessible and fits their needs.
7. We demand that all residence halls and dormitories provide a comparable level of gender-neutral restroom facilities and room arrangements to their gendered counterparts.
8. We demand that any spaces and positions that bears and honors the names of figures which include but are not limited to the names of Philip Sheridan, John Evans, Henry Ford and Frances Willard be removed immediately, and are instead replaced by influential people and communities of color in Northwestern and Evanston's history such as Ricky Byrdsong. And that the institution recognize and educate future and present students that the institutional legacy of Northwestern is one of exploitation, genocide, colonialism, oppression, white supremacy, racism, classism, heterosexism, xenophobia and ableism, acknowledging that the university sits on stolen land.

Academic

9. We demand that the university creates a credit system that requires only 3 classes per quarter to graduate with a degree to normalize a healthier academic culture on campus. All future changes to the credit and requirements system strive towards creating wellness.
 - a. This requires more communication across schools to synchronize their graduation requirements.
10. We demand the creation of a US centric inequalities and diversity requirement for all majors with input of students from the various schools on the creation and implementation of the requirement. This requirement must succeed in getting students to interrogate issues of marginalization, exploitation, inequalities, injustice and oppression with an intersectional framework. This requirement should be integrated into preexisting school requirements. Incentives should be provided to get more faculty to teach these course from various fields of study instead of expecting the Ethnic studies departments to fulfill this need.
11. We demand that the university implement an Asian American Studies Major by the 2016-17 school year.
12. We demand that the University acknowledge and actively remedy the lack of retention of minority students in STEM tracks by creating a Minority STEM Office with the responsibility of supporting and assisting minorities in STEM fields. Additionally, the provision of faculty advisers to support underrepresented students in STEM.
13. We demand that the university implement the Native/Indigenous Studies Institute with more transparency, providing students a clear timeline and specific details of the creation process (e.g. the deadline of new faculty hires, the number of faculty positions).

Faculty and Staff

14. We demand an incentivized mandatory cultural competency, privilege awareness and anti-oppression training program for faculty and administrators effective at the beginning of the 2016-2017 school year.
15. We demand the creation of an accountability system via the inclusion of a cultural competency question category in the Quarterly Course and Teacher Evaluations (CTEC) and the and the marketing of proper Bias Incident Report protocol within all class syllabi.
16. We demand that the Theatre department be more inclusive by increasing the amount of theatre professors of color, MFA students of color and class offerings including but not limited to special topics, history, literature, and criticism courses that center people of color and LGBTQIA voices. This will include more diversity in university shows by increasing the directors of color, actors of

- color and more classes taking an in depth look at race in theatre curriculum for First Year students. Shows that use color conscience casting, that interrogates white actors as the automatic default while acknowledging and respecting the necessity of casting people of color for rôles that are crucial to the histories of communities of color.
17. We demand that the faculty and administrators of color hired be tripled within all schools, especially departments that historically lack representation by the 2025 academic school year.
 18. We demand that the University address all mistreatment of campus service workers (food, custodial, janitorial and others) by administrative staff under staff by Sodexo, Aramark and other affiliates, respond immediately improve their working conditions.
 19. We demand that all staff be provided free access to campus and intercampus shuttle systems during its regular schedule.

Student Safety

20. We demand that NUPD document the self-identified ethnicity and gender of student incident reports and be transparent with the Northwestern community by providing an annual report effective by the end of the 2016-2017 academic year.
21. We demand that the university allocate funding to Counseling and Psychological Services and the Women's Center for the purposes of hiring staff of color and educating present staff to better understand, relate, and address the experiences of students of color, low-income students, first-generation students and the LGBTQ+ community and students at the intersectionality of several of these identities. Increase the number of free CAPS sessions and provide complete financial support for further services by outside health providers.
22. We demand that CARE maintain counseling/sit-in hours within the Black House, MCC, GSRC and Greek life to maintain and build relationships with these communities to reduce rape culture and support survivors of color.

Ethics

23. We demand that the university should immediately fill the currently empty CIC staff positions and increase funding for the department to improve the outreach, visibility, and awareness of the department's missions and its programming, specifically the resources and support provided by the SES office for first-generation and low-income students.
 - a. In the future the interviewing process for new CIC staff should be transparent and well advertised to relevant communities. and opportunities for student and staff to give their opinions on potential candidates.
 - b. The SES office should expand its definition of low-income beyond Pell-grant eligible to a case-by-case basis that accounts for the intricacies of each individual student's situation (such as debt in from of medical treatment).
 - c. We demand that all student groups leaders under CIC should be required to attend safe-space training on LGBTQ+ identities and communities.
24. We demand that the university recognize that differently abled students are a marginalized community on campus that remain highly invisible. The University must become more accessible to this population and increase their representation in student demographics and allocate resources to their needs.
25. We demand that all professors publish their syllabi in advance, at least a month before the beginning of the class so students are capable of securing required materials, textbooks, and technology. When possible professors provide free and accessible online versions of required

- materials. And the inclusion of the question of "how much did this class cost you?" within the quarterly CTEC questionnaire.
26. We demand that the Medill and SESP schools change their practicum and JR program system to accommodate students that cannot afford to not work to sustain themselves or provide alternatives in financial support within those programs.
 27. We demand that all departments utilize an undergraduate advisory board composed of their undergraduate majors in the process of hiring new lecturers (contact the sociology department with questions of implementation).
 28. We demand that the university adhere to NUDivest's resolution by disclosing all information concerning the investment of our endowment, establishing a socially responsible investment committee consisting of students, faculty and staff that publicly and regularly assess the ethical implications of Northwestern's national and international investments with the goal of divesting from corporations profiting off human rights violations especially those occurring in Palestine.
 29. We demand that the University acknowledge the difficulties that undocumented students face within the higher education system and at Northwestern. This should include providing sufficient financial aid to undocumented students, placing undocumented students in the domestic pool instead of the international pool in cases including admission and aid provision, allocating resources to financially assist these students as well as researching and improving the undocumented student experience on campus, and increasing the enrollment of undocumented students at Northwestern University. Additionally the University must clearly provide on the admissions office and financial aid office websites their policies on the admissions and application processes for these students before the end of the 2015-2016 school year.
 30. We demand that the University increase the Black student population to at least 10% and the Native American student population to at least 5% by the academic school year of 2020 and continuously seek ways of retaining and improving the representation of students of color on campus.
 31. We demand that curriculum for Wildcat Welcome orientation for incoming freshmen should be expanded to mention accurate and up to date definitions of marginalized identities and the corresponding oppressions linked to those identities, the history of student activism on campus and educate students of the institutional legacy of Northwestern being founded on the oppression and exploitation of many peoples.
 32. We demand that the University publicly acknowledge national and international tragedies that occur within communities of color that have a traumatic impact on the students of color within this campus in a timely manner, including local tragedies that occur in the city of Evanston.

We conclude these demands with the promise that failure to comply and take immediate action in enacting them will result in swift and direct action.

33. We demand that permanent once-a-month accountability meetings be held to check with communities about what progress has been made until all demands have been fully addressed. We need concrete plans and details including the relevant departments and individuals tasked with bringing these demands into fruition and their contact information.
34. We demand the creation of a website like the one the University of Missouri administration (<https://transparency.missouri.edu/>) made in response to the student protests that showcases all updates on the progress of these demands to provide transparency and accountability to the greater Northwestern community. Additionally, we want monthly emails sent to the student body and faculty outlining the progress on fulfilling these demands and referring students to the aforementioned website.

APPENDIX B

1968 Demands and Board of Trustees Resolution

There was one unarmed guard on duty near the front door of the building at 619 W. Clark Street.

It was 7:05 a.m. A group of Black students gathered at the rear of the building. Another group assembled in the alley across Clark Street.

One Black student approached the building and told the guard he had to pick up a form. The guard let him go inside.

At about the same time, six other Black students ran west on Clark Street shouting slogans. Hearing the shouts, the guard on duty left his post.

Immediately, 14 Black students entered the building and began locking the doors and windows. Within a matter of minutes 105 students had entered and barricaded the building.

And so began 38 hours of determination, deliberation and demands. A span of time in which all but 15 of Northwestern's 120 Black students occupied the Bursar's office. A span of time which highlighted the power of reason. A span of time which led to what has since been referred to as the "May 3rd and 4th Agreement."

The year 1968

The Place Northwestern University

And these were the DEMANDS:

POLICY STATEMENT

1. That the Administration will accept and issue a policy statement as outlined in this paper.
2. That the Administration restructure the UDC or create a new judiciary and justly cope with racial problems and incidents.
3. That the Administration effect a new judiciary standard and apply this standard retroactively to the UDC decision April 15.

ADMISSION

5. That each forthcoming freshman class consist of 10 - 12% Black students, 50% being from inner-city schools.
6. That the Administration will institute a committee selected by the Black community to aid the Admissions Office, especially in recruitment.

7. That the members constituting this committee be salaried.
8. That F.M.O. be supplied with a list of All Black students presently enrolled at NU, a listing of all names, addresses etc. of all incoming Black freshmen.

FINANCIAL

9. That the process of evaluating financial need and administrating financial aid be restructured.
10. That our scholarship be increased to cover what is now included in our required jobs and that funds be allocated for those of us who want or need to attend summer session.

HOUSING

11. That the University provide us with a Black living unit, or promise to get rid of the present fraternity and sorority housing arrangements.

COUNSELING

12. That any hiring of personnel in the position of counseling the Black community of NU be approved by that Black community.

FACILITIES

13. That the committee of Black students selected by us work with the administration in meeting our needs for a Black Student Union.

OPEN OCCUPANCY

14. That we have access to the committee studying open occupancy and discrimination with review rights to the matters which they are discussing.

The conference lasted eight hours. Ten Black students from the Afro-American Student Union and F.M.O. (For Members Only) acknowledged the demands of the Black student body. Ten representatives of Northwestern University's administration listened attentively.

At the conclusion of this struggle, a settlement was reached. In a 13 page agreement the University admitted their guilt of conducting an institution based on white principals and of neglecting the special needs of Black students.

In the now famous "May 3rd and 4th Agreement," the University conceded to initiate and implement the following demands of the Black student body.

1. An All Black Northwestern University Advisory Council be assembled to illuminate the problems of the Black community related to the University. It should consist of distinguished Black individuals in education and professional affairs.
2. To increase the enrollment of Black students with all deliberate speed. Fifty per-cent of these students should come from the inner-city.
3. That a committee of Black students and Black advisors be created to assist, advise, and counsel the University Admissions Board with the recruitment of Black students.
4. That an orientation program be arranged for entering Black students. The program should be organized and directed by the Black student community.
5. The amount of grant aid for Black students be increased, and a Black student community committee be appointed to assist in the financial matters regarding Black students.
6. To reserve separate sections of existing living units of University housing for Black male and female students.
7. To create and expand the studies of Black History and Black Culture in the University, and to select qualified potential faculty members from the Black community.
8. To provide space on campus for general lounge activities and assemblies for Black students.
9. Because many cultural and social activities on Northwestern's campus are irrelevant to Black students, new activities will be developed to meet these special needs of Black students. Sufficient financial resources should be provided to produce reasonable programs.

On Sunday, May 5, 1968, the Chicago Tribune's front page headline read, "BLACK POWER WINS AT N.U." It is true that our Black brothers in 1968 won a major battle, but our Black brothers from 1970 to the present seemed to have been lulled into a false sense of security. For we do not have many of the rights and privileges which were granted to NU's Black student body in May of 1968.

Secondly, it is debatable whether fifty percent of the Black students admitted annually are from the inner cities.

Thirdly, an orientation program was instituted for incoming Black freshmen which would give them early work in Math, Chemistry and English. The Summer Academic Workshop seems also to be phasing out. The session for the 1977

freshmen class was reduced from three weeks to 10 days. The continuation of the program is in doubt.

The all-Black University Housing unit was declared unconstitutional shortly after the May agreement, but little has been done to desegregate the existing fraternity-sorority housing.

Fortunately for the entire student body, the creation of studies of Black History and Black Culture have increased, but the number of tenured Black professors is still discouraging.

Finally, sufficient financial resources have not been provided for Black students to produce reasonable programs which pertain to their special needs. Long struggles have taken place in recent years with the administration and ASG because FMO and its Black satellite organizations have not been granted enough money to implement the programs that are so necessary to NU's Black students and a complete education.

Thus, it may be concluded that in May of 1968 Black Power did win a major battle, but unless Black students continue to demand the right to quality education the hard work, determination and dedication of 120 Black students will be a lost and meaningless memory.

Compiled by:

Kevin Blackistone
Carolyn D. Davis
Michael Wilbon

OCT. 10 1968

NORTHWESTERN UNIVERSITY
EVANSTON, ILLINOIS 60201

DEPARTMENT OF UNIVERSITY RELATIONS
REBECCA CROWN CENTER
633 CLARK STREET
(312) 492-5000

October 10, 1968

IMPLEMENTATION OF BLACK STUDENT AGREEMENT OF MAY 4, 1968

STATEMENT OF ROLAND J. HINZ, VICE PRESIDENT FOR STUDENT
AFFAIRS AND DEAN OF STUDENTS, NORTHWESTERN UNIVERSITY

INTRODUCTION

This is a progress report on the implementation of the Agreement reached May 4, 1968, between the University and our Black students. Much has been done since early May to improve the opportunities and options available to Black students on this campus.

The Agreement is one which suggests an on-going process with continuing attention to the needs of these students, and it is not possible, therefore, to complete a set of simple tasks and thereby regard our goals as accomplished. It is my hope that the new relationship which resulted from our discussions of May 3-4 will continue to improve and prosper in the future.

This report is made with the concurrence of representatives of the Black student community.

I. HUMAN RELATIONS .

The University agreed that a University Committee on Human Relations would be appointed "in a way that elicits and recognizes the views and recommendations of the Black students." This Committee was announced by President J. Roscoe Miller on Aug. 21, 1968. A nine-member group, the Committee is under the chairmanship of James A. Rahl, professor and director of research at the University's Law School, and also includes the following:

William W. Ellis, assistant professor, political science, College of Arts and Sciences; George M. Fredrickson, associate professor, history, College, Robert E. Machol, professor of quantitative methods and managerial economics, School of Business; Meyer Dwass, professor, mathematics, College; Amassa C. Fauntleroy, graduate student, mathematics; Saundra L. Malone, senior, School of Education; Philip Smith, graduate student, English; and Bjarnie R. Anderson, senior, School of Speech.

--more--

II. ADMISSION

A Black student advisory committee on admission met several times with the Director of Admission prior to the end of spring quarter. Discussion centered around how the committee could best help in recruiting talented Black students.

The chairman of the advisory committee, a junior in the College of Arts and Sciences from Chicago, was employed for a period of one month to read widely in the field of college admission and, working with the admission staff, develop a program for recruitment for the forthcoming academic year.

Members of the advisory committee on admission, with University staff members, will visit high schools in the Chicago metropolitan area, including Hammond and Gary, Ind. The committee also will write to interested Black student prospects for admission and will speak with individual candidates.

A program for students was held during the Summer Session organized by the F.M.O. (For Members Only) Black Student Alliance at Northwestern in cooperation with the University's Office of the Summer Session. Five free public lectures on Afro-American studies were presented by noted Black scholars and writers.

An orientation program for entering Black students was arranged for the fall quarter beginning September 23, 1968. \$500 was made available for this purpose.

III. FINANCIAL AID

A Black student advisory committee on financial aid has been operating since the end of May. The committee chairman is a junior in the College of Arts and Sciences from Chicago. The committee's primary responsibility, in coordination with a subcommittee of the University's Committee on Financial Aid to Students, is to consult on decisions made by the Office of Financial Aid regarding the financial aid requests of Black students. On the recommendation of the combined committees, nine Black students' requests to attend Summer Session were granted.

IV. HOUSING

To accommodate the wishes of the Black students to live in closer proximity, the University has sought to comply with their requests for room preference. Entering freshmen have been assigned to rooms on a random basis. Upperclassmen have submitted their room requests: this has resulted in a group of Black men living on the sixth floor of the North Shore Hotel and a group of Black women living on the second floor of the Northwestern Apartments. Other students also are living on these floors. Black students also are living on other floors of the North Shore Hotel and the Northwestern Apartments as well as in other residence units of their choosing throughout the campus. Efforts will be made in the future to provide the opportunity for those students who wish to live in proximity to have that choice.

V. CURRICULUM

Robert H. Strotz, Dean of the College of Arts and Sciences, last spring appointed an ad hoc committee of the College to work with the curriculum committee of the Black students toward introducing courses in Afro-American studies for the 1968-69 academic year.

--more--

NU--Black Student Agreement Implementation/Add 2

Members of the faculty committee are Prof. Karl de Schweinitz, department of economics, chairman; Prof. William W. Ellis, department of political science; Mr. J. Congress Mbata, department of linguistics; Prof. Charles Moskos, department of sociology, and Prof. Rae Moses, department of linguistics and assistant dean of the College.

Recommendations regarding new courses and faculty members have been and will be presented to the appropriate departments and faculty committees which approve appointments and new courses. A special appropriation was made by the University for the support of the new visiting teachers.

Three faculty appointments and the courses they will teach are in the process of being approved.

They are:

Mr. Mbata, a lecturer, whose teaching ordinarily would have been in the Bantu languages, will give a two-quarter course in "History of Apartheid, Segregation and Partnership."

Prof. Margaret Walker Alexander of Jackson State College, Jackson, Miss. (B.A., Northwestern; Ph.D., University of Iowa), a prize-winning novelist, will be a visiting professor and will teach courses in Afro-American literature during the spring quarter.

Lerone Bennett Jr. (B.A., LL.D., Morehouse College), Ebony Magazine senior editor and author of four books on Black history and problems including a biography of Martin Luther King Jr., will be a visiting professor in the department of history for the academic year. In the fall quarter he will be on campus for research and student conferences. He will teach two courses in both the winter and spring quarters essentially in the history department, the subject matter still to be decided.

Negotiations for additional faculty members also are being carried on.

In addition to the foregoing courses, there are the University's usual courses of relevance to problems of race and of the urban community, as well as the substantial offerings in the area of African Studies.

VI. COUNSELING

In April 1968 the University appointed a new staff member to work jointly in the Admission Office and the Dean of Students Office as a counselor to the Black students. To the regret of both the students and the administration, he has decided to accept a teaching appointment at another university.

Since that time, the University in consultation with its Black students has considered several candidates for this position and hopes to make an appointment within the next few weeks. It is anticipated that approximately 80 percent of the new staff member's time will be devoted to counseling students and assisting them in their activities, and the balance of his time will be spent in admission-related activity.

--more--

VII. FACILITIES

To provide activity space for the Black students, the University is converting a house at 619 Emerson St. from faculty offices to activity facilities. The major portion of the new facilities will be assigned to F.M.O., the recognized Black student organization on campus. Some other campus organizations also will be assigned space in this building. It is planned to house the Black counselor in this building.

These facilities include several small offices, a library-study area, a conference room, and an informal lounge area. The University realizes that not all of the Black Students' needs for activity space will be met in this facility and will schedule multi-use activity space available on campus for their use and upon their request.

VIII. OPEN OCCUPANCY

This past summer a University Committee on Discrimination in Housing, a subcommittee of the University Committee on Human Relations, was established with Prof. Laurence H. Nobles, Associate Dean of the College of Arts and Sciences, as chairman. Other members of the committee are: Prof. Morris E. Fine of the department of materials science in the Technological Institute; E. Martin Jehn, assistant dean of men and director of men's housing; David G. Utley, director of the Office of International Programs and Scholars and of the Office of Special Students; Alban Weber, University attorney; and two student members still to be appointed.



Northwestern University Alumni Association

JOHN EVANS ALUMNI CENTER

1800 Sheridan Road, Evanston, Illinois 60201

September, 1968

Thank you very much for your letter concerning the events of May 3-4.

Although I cannot answer in detail each of the more than 900 letters received by the Alumni Association Board of Directors in the last few weeks, I want you to know that your letter has been read by several of us and that the new Alumni Advisory Committee on University Life is making a complete review of all the letters received.

The letters were approximately 2 to 1 in support of the University's actions. I report this as a matter of fact, but we have not just marked the letters "pro" and "con" and then added up the score. The ideas and attitudes expressed will be further circulated among administrators, trustees, and alumni officers so that they can be given continuing consideration.

The significant thing about the letters is the thoughtful concern which was evident in almost all of them, both "pro" and "con."

I am pleased to inform you that in June the President of the Board of Trustees created the Trustee Committee on Student Affairs recommended by the Alumni Association Board of Directors in May. Howard J. Trienens, a distinguished Chicago lawyer and a holder of two Northwestern degrees (B.S. '45, J.D. '49), has been named Chairman. The majority of the Committee members are also alumni. Many of the letters such as yours are being reviewed by this Committee.

The Association Board of Directors intends to make full use of these new channels of communication to inform itself, and alumni at large, on a continuing basis of trends on the campus.

One of the many consequences of the student demonstrations has been an active reexamination of Northwestern's proper role as a leading privately-supported university in the second half of the twentieth century. All parts of the University family have engaged in this discussion, from faculty, students, and administrators on the campus

September, 1968
Page Two

to alumni and trustees off the campus. From many of the letters alumni have written, I gather that these events have exposed a depth of interest in and concern for the University of which many of the alumni themselves were previously unaware, and I regard this as a very healthy sign.

Hopefully demonstrations such as the May 3-4 sit-in are over. If they should occur again, guidelines have been developed to deal with them. Their absence, however, will not mean that all problems have been resolved and all tensions relieved; but new channels of communication will have been opened to make it possible for the administration, faculty, and students to approach differences with greater understanding.

Education is a living, exciting experience. Northwestern's fundamental purpose of providing a quality education remains unchanged; but the University is part of the world in which we live, and it would be unrealistic of us to expect it to remain exactly as we knew it thirty or forty or even ten years ago.

I would like to respond briefly to some of the most commonly-asked questions in the letters received:

1) Admissions

The commitment to recruit among black students in the inner-city ghettos implies no intention to lower admission standards for any student.

2) Number of Black Students

There will be approximately 175 black undergraduate students out of a total undergraduate enrollment of just under 6,500; this represents less than 3% of the undergraduate student body. Nevertheless, this number is several times more than the number enrolled three years ago, when a large portion of the black students were athletes.

3) Housing and Activity Space

The May 4 agreement will not be implemented so that housing or activity space will be allocated on the basis of race. Black students may individually request roommates by name and express preferences as to housing location, just as any other student may. The University reports that a detailed implementation plan making this quite clear has been adopted. Freshman housing will continue to be allocated generally on a random basis; seniors will have priority in making housing requests.

University representatives have had a number of discussions regarding this matter with the Office for Civil Rights of the Department of Health, Education and Welfare (the Federal agency charged with enforcing Title VI of the Civil Rights Act of 1964). A Compliance Review on the Northwestern campus, planned by that organization before the May 3-4 incident, will be held this fall. The University is confident that its implementation will be found to be in compliance with the Act.

September, 1968
Page Three

4) This was no Berkeley or Columbia

The University reports that the Northwestern black students have given no evidence of a purpose to disrupt the University as was the case with some of the students at other institutions. The issues raised by the Northwestern students related to educational goals and campus living conditions as they affected the students and not to issues unrelated to the campus. The University reports that the attitude of students since the incident has been earnest, positive, and responsible.

Thank you for participating in the recent discussions. We will try to keep you as well informed as possible in the future and hope that you will feel free to write again if you have questions you would like to raise or thoughts you would like to share with us.

FOR THE ALUMNI ASSOCIATION



Richard C. Christian
President

NORTHWESTERN UNIVERSITY
EVANSTON—CHICAGO

BOARD OF TRUSTEES

WHEREAS, the Board of Trustees of Northwestern University has received full reports from the officers of the University as to the incidents of May 3 and 4 on the University campus, including the occupancy of the University Business Office, the negotiations between the occupying group and the administration and the resulting agreement; and

WHEREAS, negotiation of contracts including arrangements with student groups, is a delegated function of administrative officers under the by-laws of the University, but is subject to the supervisory responsibility of the Board of Trustees in matters of policy; and

WHEREAS the agreement of May 4 has given rise to great misunderstanding; therefore,

The Board of Trustees RESOLVES:

1. The Board concurs in the administration's sincere effort to understand the problems of the black student group and to seek a satisfactory program for resolving them. The Board therefore authorizes the administration to proceed with the terms of the agreement of May 4, subject to review from time to time by the Board of Trustees. The Board is satisfied that the administration properly rejected all demands that the University surrender administrative authority or faculty prerogative, and that under the terms of the agreement, students will be consulted in an advisory capacity only.

--MORE--

The provisions of the agreement with respect to separate housing of black students have been the subject of considerable adverse comment. While as a matter of policy the Board favors integration of University housing units and is opposed to "separatism" or "segregation," we feel that the black students, whether right or wrong in their judgment, were nevertheless sincere in their belief that separate housing, on the basis of individual choice, was desirable in view of the special problems confronting them. On this basis, we approve of the administration's response to their request.

2. The preamble of the agreement of May 4, insofar as it is interpreted to impute to the University hostile and antagonistic "racism," is wholly unacceptable to the Board. In fact, the Board decries racism in any form. It is proud that Northwestern University is in the forefront of those educational institutions which offer educational opportunity for all qualified applicants, without discrimination on the basis of race, creed or color.

3. The Board deplores the unlawful action of the students in occupying the Business Office. The Board does not subscribe to the philosophy that adherence to a cause justifies unlawful action and the consequent infringement of rights and curtailment of freedom of others. In order that there be no misunderstanding, negotiations will not again be conducted by the University while unlawful or disruptive activity is in progress. The University will take whatever action is necessary to terminate unlawful activities.

4. The Board expresses complete confidence in the administrative officers of the University and directs them to take prompt and effective

--more--

action in case of any future attempt to engage in tactics which disrupt the orderly conduct of the University. To this end the Board formally adopts the following statement as the policy of the University:

"Northwestern University stands for freedom of speech, freedom of inquiry, freedom of dissent and freedom to demonstrate in peaceful fashion. The University recognizes that freedom requires order, discipline, and responsibility, and stands for the right of all faculty and students to pursue their legitimate goals without interference. This University, therefore, will not tolerate any attempt by any individual, group or organization to disrupt the regularly scheduled activities of the University. Any such effort to impede the holding of classes, the carrying forward of the University's business or the arrangements for properly authorized and scheduled events, would constitute an invasion of the rights of faculty and students and cannot be permitted. If any such attempt is made to interfere with any University activity, the leaders and participants engaged in disruptive tactics will be held responsible and will be subject to appropriate legal and disciplinary action, including expulsion.

It is further resolved, that copies of this Resolution be made known to the University community and to the public.

DATED, this 14th day of May, 1968.

INTRODUCTORY STATEMENT BY THE
PRESIDENT OF THE BOARD

Board of Trustees
May 14, 1968

The President of the Board, Mr. John G. Searle, called the meeting to order at 3:00 PM and indicated that the meeting had been called especially to consider the report of the ad hoc committee appointed at the meeting on Thursday, May 9, 1968, to prepare a resolution stating the policy of the University with respect to the events of the weekend of May 3-5, 1968, for presentation to the full Board at this meeting. He stated that the committee had met and had prepared a draft resolution which would be presented to the Board by Mr. Tilden Cummings, Vice President of the Board. Before presentation of the draft resolution, President Searle stated that in order to put the matter in full perspective, President Miller had prepared a statement on the background of the disturbance and he thereupon called upon President Miller for this report.

REPORT OF PRESIDENT MILLER

In any crisis charged with intense feeling, the actual events tend to become obscured. For those who know of the recent incidents on campus only through reports in the press and on television, I should like to review in sequence what actually happened:

1. At 7:45 on Friday morning, May 3, a group of black students occupied the Business Office of the University at 619 Clark Street in Evanston.
2. The University administration and the Evanston Police, within an hour or two after word of the student seizure of the Business Office, were fully prepared to eject the students by use of such force as might be necessary, if that course should seem wisest.
3. The trespassers were identified as Northwestern students who had previously petitioned the University for redress of various grievances. University officials found that there had been a substantial failure of real communication between these students and the administration.
4. The grievances of the students were real and deserved relief. They arose from the very severe difficulties that many black students were having in living in a new and generally white community.
5. Recognizing a real dilemma between the illegal trespass committed by sincere but misguided students and the moral problem of using force where the University officials had, in this case, failed to understand the depth of the problems presented by prior petitions, University officials elected to attempt a resolution by negotiations.

Report of President Miller

Board of Trustees
May 14, 1968

6. Far from the complete capitulation to the demands of the students that has been charged in some quarters, the University refused to grant many of the demands. All demands that the University surrender administrative authority or responsibility to the students were rejected. All demands for pre-emption of faculty prerogatives were denied. The requests that were granted were such as should result in adequate communication between the black students, the faculty and the administration in a manner in keeping with the general administrative concepts of the University. The main areas of agreement result in the establishment of an advisory committee, a human relations committee, and formalized arrangements for consultation in the recruitment of black students and financial aid.

7. Upon reaching this agreement with the students, the Business Office was vacated without loss or damage on Saturday evening, May 4. Classes resumed without incident on Monday, May 6.

Upon the conclusion of Dr. Miller's report President Searle requested Mr. Tilden Cummings to present the draft resolution.

PRESENTATION OF DRAFT RESOLUTION:

Mr. Cummings stated that the draft resolution had been distributed several days before by mail to all members of the Board and that he believed it had covered most of the objections and suggestions raised by various members of the Board at the previous meeting on May 9, 1968, and he, therefore, moved its acceptance by the Board. President Searle asked if there was any discussion and various members made suggestions for some minor changes. Mr. Carleton Blunt indicated that several members of the Board who were not on the committee had discussed the draft resolution after its distribution and he presented and had distributed copies of the draft resolution together with certain changes in language incorporated therein, which it was believed by those suggesting the changes would strengthen and clarify certain aspects of the original draft. There was then a full discussion by those present of the original draft, the ideas incorporated in it, and the changes suggested in the new draft. Mr. Trienens stated that in his opinion some of the suggested changes were not improvements and he discussed the various paragraphs of the original resolution and their intention to meet the various suggestions which had previously been offered. There was then some discussion participated in by various members of the Board, including Messrs. Brown, Anderson, McGaw, Fentress, and Freeman, and a

Presentation of Draft Resolution

Board of Trustees
May 14, 1968

short statement on the resolution itself read by Mrs. Graham. The consensus of the discussion was that the various paragraphs of the resolution be considered item by item. Mr. Trienens, as one of the drafters of the original resolution, then went through the resolution referring to each of the proposed amendments, and after pro and con discussion of each, a consensus resolution was arrived at. Mr. Trienens thereupon presented the following amended resolution:

RESOLUTION

WHEREAS, the Board of Trustees of Northwestern University has received full reports from the officers of the University as to the incidents of May 3 and 4 on the University campus, including the occupancy of the University Business Office, the negotiations between the occupying group and the administration and the resulting agreement; and

WHEREAS, negotiation of contracts including arrangements with student groups, is a delegated function of administrative officers under the by-laws of the University, but is subject to the supervisory responsibility of the Board of Trustees in matters of policy; and

WHEREAS the agreement of May 4 has given rise to great misunderstanding; therefore,

The Board of Trustees RESOLVES:

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The provisions of the agreement with respect to separate housing of black students have been the subject of considerable adverse comment. While as a matter of policy the Board favors integration of University housing units and is opposed to "separatism" or "segregation," it feels that the black students, whether right or wrong in their

Resolution

Board of Trustees
May 14, 1968

judgment, were nevertheless sincere in their belief that separate housing, on the basis of individual choice, was desirable in view of the special problems confronting them. On this basis, we approve of the administration's response to their request.

2. The preamble of the agreement of May 4, insofar as it is interpreted to impute to the University hostile and antagonistic "racism," is wholly unacceptable to the Board. In fact, the Board decries racism in any form. It is proud that Northwestern University is in the forefront of those educational institutions which offer educational opportunity for all qualified applicants, without discrimination on the basis of race, creed or color.

3. The Board deplores the unlawful action of the students in occupying the Business Office. The Board does not subscribe to the philosophy that adherence to a cause justifies unlawful action and the consequent infringement of rights and curtailment of freedom of others. In order that there be no misunderstanding, negotiations will not again be conducted by the University while unlawful or disruptive activity is in progress. The University will take whatever action is necessary to terminate unlawful activities.

4. The Board expresses complete confidence in the administrative officers of the University and directs them to take prompt and effective action in case of any future attempt to engage in tactics which disrupt the orderly conduct of the University. To this end the Board formally adopts the following statement as the policy of the University:

"Northwestern University stands for freedom of speech, freedom of inquiry, freedom of dissent and freedom to demonstrate in peaceful fashion. The University recognizes that freedom requires order, discipline, and responsibility, and stands for the right of all faculty and students to pursue their legitimate goals without interference. This University, therefore, will not tolerate any attempt by any individual, group or organization to disrupt the regularly scheduled activities of the University. Any such effort to impede the holding of classes, the carrying forward of the University's business or the arrangements for properly authorized and scheduled events, would constitute an invasion of the rights of faculty and students and cannot be permitted. If any such attempt is made to interfere with any University activity, the leaders and participants engaged in disruptive tactics will be held responsible and will be subject to appropriate legal and disciplinary action, including expulsion."

Resolution

Board of Trustees
May 14, 1968

It is further resolved, that copies of this Resolution be made known to the University community and to the public.

Dated, this 14th day of May, 1968.

Upon motion duly made and seconded,
the foregoing resolution was
unanimously adopted.

There was then a short discussion as to how the resolution was to be released to the press and the request that there be no discussion of the pertinent parts thereof until such release had been effected.

The meeting thereupon adjourned at 4:30 PM.

APPENDIX C

Northwestern Faculty-Student-Community Petition, 2012

Northwestern Faculty – Student – Community Petition 2012

(<http://nucollectivestories.tumblr.com/>)

Following an open forum discussion with President Schapiro, Provost Linzer, Vice President of Student Affairs Dr. Telles-Irvin and Dean of Students Burgie Howard, a collection of students have continued to meet with administrators and launch grassroots initiatives to increase the dialogue about diversity on campus and encourage more understanding within the Northwestern student population. We, the students of Northwestern University, request the following six additions to further improve diversity amongst the student population:

I. Academic Requirement

We propose that a cultural competency requirement be included in the curriculum for Weinberg College of Arts and Sciences with the intention of eventually making this a university-wide requirement. We believe that creating an academic conversation around issues of diversity is a crucial part of one's university education. This requirement would help students better understand the various experiences of historically marginalized groups, including but not limited to: race/ethnicity, gender, sexual orientation, disability, class, and age. Our intention is to provide all Northwestern students with a truly well-rounded education.

II. Chief Diversity Officer

A position within the administration to improve relations for students of diverse backgrounds must be established. This person would work with all six schools and departments to create a diversity plan. They will also work with students, student groups, and MSA to better improve diversity conditions amongst the undergraduate and graduate body. If an issue happens on campus, a student or faculty member will feel comfortable reaching out immediately to this person who will use the proper resources to best address the problem.

III. Multicultural Student Affairs (MSA) Resources

The Northwestern MSA must be given more resources, particularly in terms of finances and staff. Out of 8,425 full-time undergraduates, 3,058 are students of color at Northwestern, and MSA (Asian American Studies, African American Student Affairs, Hispanic/Latino Student Affairs and now LGBT Student Affairs) only has seven staff members to provide them with support and services. MSA also receives little funding to adequately support these students and the 60 recognized student groups. They receive \$120,000 per year, which divides to \$43 per student. To foster a more an inclusive environment the Northwestern administration should [double] resources for this division of student affairs.

IV. Enrollment

More attention must be given to networks such as CLAVE (Council of Latino Admission Volunteers for Education) and NU Ambassadors (Northwestern's African American Recruitment Organization) for the purpose of connecting with a wider range of students. These two committees will seek students from different areas of the country by planning more school visits, looking into more campus visits, and creating an effective message to present to students of colors. The Office of Admissions focuses a great deal on Chicago Public Schools, and while we praise these efforts, they do not have to stop at Chicago. With CLAVE and Ambassadors, many more urban schools can be reached to gain a broader class with students from all areas with truly diversified experiences and backgrounds.

V. Revamped Diversity Plan

As stands, the recently released strategic plan briefly addresses diversity in the section entitled "Connect Our Community." Aside from this, the Strategic Plan, which is supposed to serve as a master blueprint for the forward movement of the University, scantily addresses the issue of diversity. We propose a detailed Diversity Plan be strategically developed and released for all major departments on campus, mainly the Office of the Provost, the Department of Student Affairs, and each of the six schools. The Diversity Plan for each department should also include methods to accommodate the retention of such new diversity.

VI. Diversity Report

During the formation of the University Strategic Plan, there was a compilation of data regarding diversity on campus, known as the Diversity Report. However, despite being asked to release this report on multiple occasions, it has not been made public to the Northwestern community. We propose this report along with any data collected in the last 3 years regarding diversity be released and published so that all may have access to this information.

APPENDIX D

A Study of the Racial and Ethnic Climate for Undergraduates at
Northwestern University, 1995 – 1996: Report and Recommendations
by the Human Relations Foundation of Chicago

**A STUDY OF THE RACIAL AND ETHNIC CLIMATE
FOR UNDERGRADUATES AT NORTHWESTERN
UNIVERSITY
1995-1996**

**Report and Recommendations
by the
Human Relations Foundation
of Chicago**

Bethel

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INTRODUCTION

Racial and ethnic differences as well as gender differences often significantly shape the climate on our campuses, both explicitly and implicitly. The architecture of racial and ethnic difference, especially, is one of informal and formal subgroups, significantly isolated from each other, ignorant of each other, and, for the most part, unconcerned about the disconnections. ~~It is as much this ignorance and lack of interest as the more visible clash of different factions that detracts from the potential for community on campus.~~ Grouping by special interest or need is natural and inevitable.... [B]elonging to some campus subcommunity is probably a prerequisite for connecting to the whole. But ~~healthy community strikes a balance between the parts and the whole.~~ And on ~~today's campuses we did not find enough attention being paid to nourishing the centripetal forces, the common values and experiences, the common structure within which different subcommunities can coexist and interact.~~

Irving J. Spitzberg, Jr. and Virginia V. Thorndike, Creating Community on College Campuses 28 (Albany: SUNY Press)(1992).

During late 1995 and early 1996, the Human Relations Foundation of Chicago ("HRFC"), conducted an independent study of the racial and ethnic climate undergraduates experience on the Northwestern University Evanston campus. The goal of the study has been to evaluate the climate and, if necessary, provide recommendations to the Northwestern Community Council and the University as a whole.

Why conduct yet one more study at this time? Recently, three highly publicized events occurred on campus that triggered increased concern about the type of racial and ethnic climate students face on a daily basis. In the Spring of 1994, when an African American undergraduate member of the football team attempted to enter a party, he was rebuffed because his name was not on the "guest list." When he persisted, someone called the University Police who removed him. The second incident also involved an undergraduate African American male, this time an engineering student. Although some specifics of the incident were in contention, all parties agreed that the student was locking up his bike near his dormitory early in the morning when a University Police Officer, not in uniform, approached him, told him to drop to the ground, drew his gun, and handcuffed the student. The third event occurred in the Spring of 1995 when a group of Asian American students staged a month-long hunger strike/demonstration to bring pressure on the Administration to add more courses and a program in Asian American studies.

After each of these three "incidents," the reactions of members of the Northwestern community to the University's response have varied greatly. ~~It appears that a substantial percentage of the minority members of the campus community, particularly the African-Americans, feel strongly that the response was too little and too slow in coming. A smaller percentage of the majority population feels that the response may have been inadequate, but that these were isolated incidents that should not have been blown up out of proportion to the extent that they were. Still others, within the majority community, had no opinion one way or the other.~~ The incidents underscored the need to analyze the way that Northwestern University approaches racial and ethnic issues,

and the atmosphere for all students on campus.

HISTORY OF THE UNIVERSITY'S RELATIONSHIP WITH MINORITY STUDENTS

Since the mid-1960s, Northwestern University has had a growing number of students who are members of minority groups. ~~Prior to 1966, less than 1% of the student body was from minority groups, the University had rigid quotas on the admission of Catholics and Jews.~~ Then the University revised its admission policies and diversified the racial, ethnic, and religious make up of the incoming first year classes. One statistic graphically demonstrates this change. ~~In 1965 there were five Black first year students; in 1966 there were fifty-four Black first year students.~~ This change was due, in large measure, to a successful recruitment program conducted under a grant from the Wieboldt Foundation.

As the number of Black undergraduate and graduate students grew, so did their voices. On April 22, 1968, the Administration received formal notice of grievances from many of these students, along with a list of specific demands. When the administration's response was deemed inadequate, on May 3, 1968, more than one hundred Black students occupied the University's business office.

To its credit, ~~the University acknowledged the unique difficulties faced by Black students on campus, and agreed to:~~ 1) provide a facility for Black students for social activities and meetings; 2) commit to increasing the number of Black students, with at least 50 percent coming from inner city schools; 3) work with a committee selected by the Black campus community on policy matters regarding financial aid to Black students; 4) establish a special Northwestern University Advisory Council to "deal with problems of the black community related to the University"; and 5) reserve sections of existing living units for Black students who wished to live together. The Administration also advised the students that they should make recommendations to and work with faculty members on the issue of expanding studies of Black history and culture. As the University stated in its ~~May 1968 "Letter from Northwestern"~~ to alumni and friends, "The final agreement gave formal recognition to the serious problems of one group of Northwestern students and made a commitment to solve those problems, through structured continuing communication and consultation."

Clearly, Northwestern University has had many successes in its relationship with minority students. The school effectively met the needs of inner-city minority students who were recruited in the 60s and 70s. Most of these students successfully met the tremendous academic and social challenges they faced on campus. For example, ~~the 1966 group of students had a 1.9 average in the first year, a 2.75 average in the third year, and above a "B" average in the senior year.~~ The students also broadened their concepts of what options they would have after college.

Since the sixties, the numbers of non-white students have increased dramatically. ~~By 1976, ten percent of the student body was African American.~~ Today nearly one-third of the students are Asian Americans, African Americans, Latinos, Native Americans, or of ~~bi/multi-cultural heritage.~~ This significant change in the population over the past several decades has brought a series of challenges for all segments of the University community.

The focus of this study, however, is on one segment, the world of the undergraduate students during the 1995-1996 academic year.

ASSESSMENT PROCEDURES

The core of the study is based on a series of forty-five minute one-on-one interviews with randomly selected students who are currently enrolled as undergraduates at Northwestern on the Evanston campus. The study attempted to have a higher percentage of minority students included in the interview pool by including roughly equal percentages of randomly-selected students, who self-identify as African American, Asian American, White, and Other. The study contacted smaller percentages of Latino and Native American students in the group of students contacted for interviews simply because the numbers represented at the school in these groups are much smaller. The percentages of the various groups represented among the students who were interviewed were not equal. There were a higher percentage of students from the "minority" populations, 68.7% in total. The percentages of student participants break out by racial or ethnic group as follows: African American: 19.6%; Asian Americans (Asians, Koreans, Chinese, Indian): 31.4%; Latino: 8%; White: 31.3%; Bi-racial: 7.7%; and Other: 2%. Students identified themselves on the questionnaire.

Several factors could account for this higher than expected number of minority student participants. One obvious factor could be the inherent interest of minority students in the topic of the study. At the time that the students were called and interviews scheduled, the caller simply told them that they had been randomly-selected to be asked to take part in a study of the racial and ethnic climate on campus. No analysis has been done to determine why a higher percentage of the "White" students chose not to participate.

At the start of each interview, the interviewer began by telling the student about the general topic of the study, requested him or her to complete a brief background questionnaire, assured confidentiality, and secured approval to tape the interview. The interview was structured around a set of ten questions. See Appendix. However, the interviewer was instructed to encourage any student to address additional issues if the student indicated that he or she wanted to comment on other things that were relevant to the study or related to that student's perceptions of the campus climate.

~~The staff used the vehicle of the student focus group to add the variable of group dynamics to the study of student commentary and perceptions of the topic.~~ After telling the assembled students about the general topic of the study, the discussion group facilitator asked the group a series of questions designed to precipitate discussion about the racial and ethnic climate on campus. See Appendix. The facilitator also encouraged the individual group to respond and react to one another's comments.

~~The third aspect of the study involved a series of sixty to ninety minute interviews with faculty members, staff members, and administrators with a focus on those individuals who have had a significant amount of contact with undergraduate students. Fifty-eight percent of those interviewed are members of minority groups.~~ At the start of each interview, the investigator explained that the interview was being conducted as part of a study of the racial and ethnic climate on campus for undergraduates, and stated that the

individual's responses would be kept confidential; no names would be disclosed and no specific attribution would be given for any comments or quotations used in the report. The interviews, based primarily on a series of open-ended questions, were structured to allow the person being interviewed to raise and address any matters he or she considered relevant to the study. See Appendix.

FINDINGS AND ANALYSIS

A. UNDERGRADUATE STUDENTS

1. Notions of Community

"This school is too big to have a strong sense of community." Comment by a third year undergraduate student.

The students who were interviewed were nearly unanimous in stating that except for the relatively brief period when the winning football team united the campus, they never had a sense of a larger community at the University. Rather, they felt that the campus is a place of many communities, often separate and distinct.

However, a majority of the students felt that since everyone was there for essentially the same purpose -- to get a strong education -- that there could and should be a greater sense of community. Nearly one-third of the students mentioned that although their study groups tended to be racially or ethnically homogeneous, "academics" is one area where students had the greatest amount of interaction across racial and ethnic lines. The mutual concern for success in courses appears to bridge any racial or ethnic grouping that might have existed otherwise.

2. Perceptions of the Racial and Ethnic Climate on Campus

"There is an unspoken undercurrent of tenseness about racial issues on campus." Comment by a second year undergraduate student.

Although there is a wide range of perceptions of the racial and ethnic climate on campus, nearly every student interviewed in this study acknowledges that there is a "hushed up" or "beneath the surface" tenseness that permeates racial and ethnic relations on campus, and that this tension rarely comes out into the open. The racial and ethnic background of the students, however, appears to correlate strongly with their perceptions about the campus' climate. About three-quarters of the White, or majority, students stated that there is very little racial or ethnic tension on campus, while the overwhelming majority of minority students disagree strongly. The African American students consistently noted their awareness of and concern about the racial/ethnic climate on campus, more so than the Asian American students did. The number of Latino and Native American students involved in the study is too insignificant to draw any conclusions with regard to their responses to this issue.

During their interviews, several White students acknowledged that their perceptions of what the racial and ethnic climate is on campus probably are limited by the fact that they generally circulate in largely White, homogeneous groups. The minority students consistently indicated that while there may be little in the way of overt racial or ethnic tension on campus, there is an underlying tension that may manifest itself in various one-on-one situations between students. For instance, one minority student indicated that she "hates group assignments" because she has repeatedly faced what she described as racism when working with majority students. She explained that her presence in a group has prompted majority students either to suggest that she "didn't have to worry about helping out" (because they assumed her contributions would be less than stellar) or to treat her with an inordinate amount of attention through actions and comments that seemed patronizing. Another minority student noted that when larger groups of minority students gather (more than three or four people), the mere presence of these groups can raise the level of tension between them and the majority students, regardless of what the group of minority students might be doing. For example, in the Foster-Walker Complex, the African American students often gather in the lounge to socialize. Many White students are visibly uncomfortable and avoid the area when the Black students are there.

"Tech" students, who are members of minority groups, emphasized the need for greater numbers of African Americans and Latinos in the programs, in terms of both student and faculty representation. Several students, both minority and majority, suggested that the presence of greater numbers of minorities would lessen any existing tensions. Although the minority students generally noted that there are fairly good support systems for minority students, one person questioned why Akintayo Adewole, the engineering student involved in the "gun" incident, had gone to a faculty member in African American Studies rather than to someone in Engineering.

A significant number of the White students who had attended high schools with diverse populations noted that they missed having similar interaction with students of varied backgrounds at Northwestern. These students viewed diversity as a very positive feature of an educational institution, and wished that more of the same type of interaction would occur on this campus.

Nearly every student involved in the study would like the racial and ethnic climate to improve. While the students want a better atmosphere, they also do not want the University to implement changes that would impinge on their freedoms. This latter factor may be the primary reason that several students suggested that increasing the diversity in the student population should be a primary concern. They suggested that with a more diverse student population, the climate would automatically improve.

3. Perceptions of Racial and Ethnic Organizations on Campus

"Ethnic organizations should be doing more than just providing social events."
Comment by a fourth year undergraduate student.

When discussing the effect that the presence of the various racial and ethnic organizations has on the atmosphere of the campus, nearly every student interviewed

noted that these groups play an important role in the lives of many minority students, particularly from the social angle. However, a few of the minority students expressed concern that these groups tend to serve solely social and cultural purposes, and suggested that the organizations could and should work on educating their constituents as well as other segments of the Northwestern community about that particular racial or ethnic group's history and culture. A substantial number of students stressed that racial and ethnic group homogeneity at some point is a reflection of people's choices, and not necessarily a bad thing.

4. Personal Experiences with Racial and Ethnic Tensions on Campus

"When I walk into a room, sometimes I feel uncomfortable if I am the only Black person there." Comment by a second year undergraduate student.

No student reported having experienced what could be characterized as a major incident involving race or ethnicity. The majority of the minority students, however, did say that they have experienced minor racial tensions on a daily basis, but choose to ignore them. One perceived source of tension is the various ways that majority students may not acknowledge minority students' presence: avoiding eye contact, choosing not to sit near someone of color, or making comments such as "I don't even see your color."

Two minority students described experiencing overt racial or ethnic tension. One Black female student mentioned that she felt both extremely angered and frightened one evening when students yelled racial and gender epithets at her from a fraternity house complex. An Asian American student faced verbal harassment from neighborhood children who mocked what they assumed was his native language. Such overt incidents, however, do not appear to be very common since there were very few responses to the question about personal experiences with racial and ethnic tensions.

A few majority students also described experiences with racial/ethnic tension. Several people felt as though they would be unwelcome in eating areas that minority students typically used. One student described a frustrating experience at a lecture by poet Maya Angelou. Since only general admission tickets had been sold for the event, she felt discriminated against when she was excluded from an area of preferred seating reserved for members of a minority student group. Two students noted feelings of discomfort about being in the lounge at the Foster-Walker Complex if a group of African American students were there already.

In response to the question about how they cope with overt or covert incidents, the students uniformly stated that the only approach they take is talking with friends or family members. No one mentioned any contact with any faculty members, staff members, or administrators.

5. Student Views about the Faculty and Administration

"The only time that I have any contact with my professors is when I am in class. I do not feel as if they want to spend any more time with me or any student." Comment by a second year undergraduate student.

The students made only limited comments about their interactions with faculty members. The few students who had something to say indicated that any communications they had with faculty occurred during "office hours" and were generally confined to "asking a class-related question and leaving." The majority of students felt that the faculty members were more interested in other issues (e.g., research) than student development.

Student comments about University Administration were even more limited. The Administration appears to be a non-entity in the lives of most students. The consensus in a focus group was that students had little, if any, contact with the Administration. Among the few interviewed students who had had contact with administrators, none made positive remarks; they felt that with rare exception, the university administrators generally were disconnected from students and unresponsive to student needs.

6. Other Issues Raised by Students

a. Apathy and Feelings of Isolation

"People just care about themselves, their studies, and their friends." Comment by a fourth year undergraduate student.

Aside from their ideas about issues of race and ethnicity on campus, nearly half the students expressed concern about a broader, more general attitude of apathy and isolation among all students, regardless of their racial or ethnic characteristics. When asked to be more specific about what they meant by "apathy," the students responded that most of their fellow students are apathetic in the sense of not being interested or concerned about major social and political issues; that most students are quite narrow-minded and are concerned only about their studies, doing well in courses, and moving ahead toward their eventual careers. Several students thought that this apathy was reflected in the lack of participation in campus events, such as going to hear speakers, and a general lack of involvement in the larger community outside the campus.

In order to overcome this apathy, several students suggested that the University might do more to encourage student involvement in activities beyond their studies and the University, such as fostering volunteer work in Evanston or in Chicago.

b. Socio-Economic Issues

"There is an elitism and arrogance at Northwestern." Comment by a fourth year undergraduate student.

About one-quarter of the students stated that they thought that socio-economic tensions were more of a problem on the campus than racial and ethnic tensions. Apparently, there is a significant division between those students who work and those who do not, the "haves" and the "have nots," and that this division crosses racial and ethnic lines. Both minority and majority students noted that it is difficult to be of limited financial means on this campus. About one-fifth of the students commented on a hostile attitude toward students from wealthy backgrounds, oftentimes because they felt that the better off students assumed that everyone was of comparable financial means.

The Greek system was often mentioned in a negative way in relation to the issue of socio-economic tensions. A couple of students said that the Greek system offers people an opportunity to "buy an identity." Discussions of Greek life seemed to dominate several students' comments during "Rush." Not being a part of the Greek system seemed to make those students feel isolated, regardless of whether they chose not to or were financially unable to be a part of the system.

c. Gender, Sexual Orientation, and Disability Issues

"It was only after I was in my second year that I realized that all my professors were older, white men." Comment by a third year woman undergraduate student.

With regard to the issue of gender, most of the related comments came from women students enrolled at "Tech" who focused more on concerns about the gender disparities in their courses than on any concerns related to racial or ethnic issues. These women consistently said that they were unhappy with the small numbers of women enrolled in their programs, and that they would like to have more women students and faculty members in mathematics and the sciences. They also acknowledged that the current low numbers may be due to factors beyond the University's control, but would like Northwestern aggressively to recruit women.

In addition, several women students, enrolled outside Tech, remarked that they were dissatisfied with the low number of female professors with whom they had studied. They felt that they were missing an important part of their education since they were being taught only by "older, white men."

Sexual orientation was a topic mentioned by many students. Several people noted that there was probably little that could be done to change other peoples' attitudes surrounding the "morality" of non-dominant sexual orientations, because these attitudes often stem from an individual's religious beliefs. Two students described incidents in which they or their friends were verbally or physically harassed because of assumptions about their sexual orientation. However, no one else noted sexual orientation related issues as an area of major concern on campus.

About one-quarter of the students described the North end of campus as less hospitable to people who were not members of the "majority" group, in terms of sexual orientation as well as race and ethnicity. Several students commented on the perception that the South end of campus seemed to have a larger number of openly homosexual or bisexual students.

During the interviews, no student brought up disability rights as an area of concern on the campus. As one person commented, "I don't think that it is an issue since I don't recall seeing anyone with a disability." Another student described the frustrations experienced by his former roommate, "the only deaf student on the campus" at the time. While his roommate never mentioned facing discrimination because of his disability, he did feel extremely isolated because he did not know any other hearing-impaired students.

In contrast, on the questionnaire ten percent of the students indicated that disability is a factor that affects the climate on campus. The invisibility of people with disabilities, however, may be an issue that warrants further consideration.

7. Student Suggestions for Improving the Racial and Ethnic Climate for Undergraduates

- * **Take advantage of the first year as a window of opportunity for improvement of the climate on campus.**

Our analysis of the student interviews indicates that the students feel that there is an important window of opportunity for improving the racial and ethnic climate on campus that occurs during the first year. Most students seem to arrive with a limited number of preconceptions about what their college experience will be, and are filled with a degree of curiosity and openness toward new and different experiences. Nearly every student stated that during the first year, students have the greatest exposure to people of diverse backgrounds, in their living arrangements, social events, and classes. After that, the students fell into a set pattern with much more limited exposure to people beyond their established circles.

No one had any particular suggestions about how to take advantage of this opportunity, except to state that the more structured activities are unsatisfactory.

The Residential Colleges appear to be the one bright spot on campus in terms of diversity. A majority of the students mentioned the colleges as a great success in fostering diverse interactions among students. The smaller scale of the living arrangements in many of the colleges seems to foster increased interactions among more students.

- * **Increase the numbers of students and faculty members who are minorities, particularly African Americans and Latinos.**

The minority students were nearly unanimous in their suggestions that the University should be doing more to increase the numbers of students and faculty members who are members of minority groups, particularly African Americans and Latinos. The students offered two reasons for doing this. First, unless there are substantial numbers of minority students and faculty members, recruitment and enrollment of additional people is much more difficult. Second, for the students who are enrolled, it is very important for them not to be one of only one or two minorities in their classes. Not infrequently, faculty insensitively call upon these students to present the “minority” viewpoint. If there were increased numbers, minority students would feel much more comfortable about speaking up on various issues, not just race, when issues are raised in class, or in their residences.

- * **Add courses that focus on racial and ethnic groups, or add racial or ethnic components to existing courses.**

About twenty percent of the minority students suggested that they would like to see the different departments add courses that focus on the racial and ethnic groups represented on campus. A few students said that they would like to see courses taught in ways that integrated racial, ethnic, and gender issues into them.

The majority students were nearly unanimous in stating that adding compulsory “diversity” courses would not be the answer. In fact, few of them actually recalled the “diversity” program that was part of their first few days on campus. A half dozen majority students said that higher numbers of minority students from under-represented groups was the one factor that would improve the racial/ethnic climate. Several majority students also noted the importance of having greater diversity among faculty members. Of particular concern was the lack of exposure to teachers of different backgrounds who would bring different viewpoints and ideas to the classroom.

- * **Foster dialogue among the various minority groups.**

A few minority students noted that racial and ethnic tensions exist among the various minority groups. These students argued that it is very important for the University not to ignore this inter-group tension. One student suggested either holding a forum or bringing in a speaker on relations between African-Americans and Korean-Americans, and following this up with discussions between representatives of the two groups. Also, several students in a focus group suggested joint sponsorship of events by the various racial and ethnic student groups as another way to help bring about greater understanding among the communities. Although joint sponsorship of events probably would not change the composition of the individual organizations, interactions between communities and individuals in those communities might improve.

- * **Be more aware of students' schedules and interests when planning "diversity awareness" events.**

As noted above, ten percent of the students commented that the second day after a student's arrival on campus was not the most opportune time for addressing diversity issues. The students said that they felt too overwhelmed with the newness of being on campus, getting to know others, and just settling in. Several students suggested that first-year programs on diversity might be more effective if they occurred after the students are more acclimated, even after one week.

- * **Improve the existing culturally-based entities.**

About one-third of the minority students who are members of racial and ethnic minority groups expressed frustration with the organizations and facilities that are supposed to serve their cultural groups, and wanted to see them improved. A very common complaint is that the organization operates as a club, and “if you don't agree with them, you feel unwelcome.” Also, a number of the minority and majority students would like

the organizational activities better publicized, not just by word of mouth. Some facilities, such as Black House, appear to be underutilized by minority undergraduates, but have great potential for providing support for students and helping to improve the racial and ethnic climate. Also, the minority students in a focus group generally agreed that they would like to see increased interaction among the various minority and majority organizations.

8. Student Suggestions for Improving the Sense of Community for Undergraduates

* **Increase the number of non-Greek social outlets.**

A majority of all the students interviewed complained that fraternity parties are the only social thing to do on the campus on weekends. For this reason, many students end up studying on Friday and Saturday nights when they would rather be socializing. One student remarked, "If you are not at a Greek party, Burger King is the only place to be at 3:00 a.m. on a Friday night." In a focus group, the non-Greek students mentioned that the lack of social outlets for non-Greek social life made the campus very boring. A number of students suggested that if there more social outlets, students would feel more "a part of the whole."

* **Work on eliminating the North/South division of the campus.**

Over half the students noted the physical, social, and cultural division between the North and the South campuses, as discrete parts of the University. Several students suggested that a permanent daytime shuttle bus would make it easier to mingle with students from other parts of the campus. A few students noted that at the University of Illinois at Chicago (UIC), the students have a shuttle bus operating "even when its 90 degrees outside," whereas they only enjoyed such an arrangement only for the brief time when the "Frostbite Express" operated.

* **Increase the number of opportunities for off-campus activities and learning.**

In several interviews, both minority and majority students expressed concern that the campus is very isolated from the surrounding community. Ten percent of the students suggested establishing more off-campus volunteer projects that would increase and facilitate student interaction with the larger Evanston community. Some students feel uncomfortable that the University does not encourage them more to take advantage of the resources Chicago has to offer, suggesting that they want to partake in "real world" learning while still students on the campus.

B. FACULTY, STAFF, AND ADMINISTRATORS

1. Notions of Community

"With a winning football team, there finally is a feeling of community here." A comment by a faculty member.

Repeatedly, faculty members, staff members, and administrators stated that prior to the unifying event of having a winning football team, there has been no real sense of Northwestern University being one large community. Several people suggested that they did not think that the absence of a feeling of community mattered very much, but others thought that the University should do more to encourage such a feeling, among both students and all others associated with the school. A few interviewees suggested that at a school as large as Northwestern, expecting to find a sense of community is unrealistic. Rather, that the University is comprised of a number of communities, such as the "Greeks," the athletes, the various residence halls, and the different minority groups.

One faculty member contrasted the feeling on the Evanston campus with that at the Kellogg School of Management. He noted that Kellogg has more of a feeling of community and loyalty, and seems to handle problems better than other schools in the University, like the College of Arts and Sciences. This may be because the school is smaller and because of its pride in the superior ratings it has received.

2. Perceptions of the Racial and Ethnic Climate

"The quality of academic and social life has improved for minority students over the past four or five years because of the increased number of African American and Latino students." Comment by a faculty member.

Nearly all the interviewed faculty members, staff members, and administrators indicated that although there have been manifestations of racial and ethnic tensions on campus, these tensions are not pervasive or an encumbrance to the academic or social activities on campus. But, similar to the student body, the minority faculty members, staff members, and administrators are much more aware of and concerned about the racial and ethnic tensions that undergraduate students experience at Northwestern. Surprisingly, two White, male faculty members who were interviewed did not know what issues were involved in the hunger strike by the Asian American students.

One faculty member noted that increased numbers of African American and Latino graduate students over the past four to five years have improved the quality of life for these students. "First, because of the larger numbers, the students feel support, and are more willing to raise issues that concern them; they also feel less alienated. In a class or discussion group, rather than having only one or two Black students, there may be five or six, a more substantial number that makes the students feel more comfortable about raising questions and voicing opinions. Second, the larger numbers mean that the quality of [the students'] social life is better," an obvious plus.

Three people noted that many of the minority students (as well as the faculty and staff) feel that the University is neither for nor against diversity. Rather than having this neutral attitude, however, these individuals would like to hear the University be more visible in its support of diversity. They also commented that the Administration should be more explicit in sending the message that diversity is a positive quality. Several interviewees expressed concern that the University too often is reacting to racial and ethnic situations instead of taking an active and more positive role in supporting and encouraging diversity and the minority students on campus.

One professor stated that a number of departments in the College of Arts and Sciences have problems with low numbers of minority and women members of their faculties, but acknowledged that recruiting can be difficult. However, no one suggested that the difficulty of recruiting is an acceptable excuse for the low representation of members of minority groups among faculty members.

Faculty members, staff members, and administrators agreed that the racial and ethnic climate appears to be relatively calm on campus, but many of those interviewed, particularly the members of minority groups, thought that this tranquil appearance could be deceiving. As one faculty member noted, since students usually are very polite and formal with the faculty, maintaining a wall, and rarely open up to disclose their true feelings, it is difficult for the faculty to have a clear picture of what the students feel on any given subject.

The same wall of formality may exist between members of the different ethnic groups. A minority staff member stated, "There is distrust across racial lines, a feeling of discomfort with one another that makes it difficult to get people to talk about race and ethnicity issues. Yet the University does nothing constructive to break down these barriers."

About one-fourth of the interviewed people felt that there is a strong undercurrent of negative feelings on campus. No one suggested the cause of these feelings, but those who raised this as an issue said that the University should make concerted efforts to create an ongoing, more positive feeling among undergraduates.

Although the climate is not explosive or volatile, interviewees felt that the University should not become complacent. Three people expressed serious concerns about how strongly the University supports diversity, and how that support translates into resources and not just rhetoric. At all levels, the members of the minority community have serious concerns about how strongly the University will continue to support diversity given the context and attitudes of the larger society. This type of positive support is particularly important at a time when the larger society is expressing hostility toward affirmative action, minority scholarships, and other issues that relate to diversity.

3. Other Issues Raised by Faculty, Staff, and Administrators

a. Students' Feelings About Themselves

"The students do not have enough confidence in themselves and their talents."
Comment by a faculty member.

Several faculty members noted that one major problem on the campus today is that most students lack confidence in themselves and their abilities. One person felt that “the greatest challenge for the University is to change that mind set so they understand that the opportunities available to them are unlimited.”

Regardless of how widespread this lack of confidence may be, two of the faculty members who were interviewed felt that the hunger strike by the Asian American students focused attention on their “feelings of being culturally isolated” within the University, and “not truly a part of the larger community.” Yet it is important to note that a large number of both majority and minority students have expressed concerns about their own feelings of isolation to faculty and staff members.

One person felt that during the past five or six years, the students seem to have become more competitive, less social, more concerned about the accomplishments of others, and feel inferior to those who attended “other” schools like Harvard or Stanford. This faculty member suggested that the University should try to change the mind set of students so that they view their four years here as an unlimited opportunity to learn and grow.

b. The Perception of Low and/or Declining Numbers of African American Students and the Low Numbers of Latino Students Enrolled as Undergraduates

“Even though only ten to fifteen percent of the students or faculty members are racists, it is difficult to know who those people are or when racism will emerge. Therefore, students tend to avoid situations that will make them more vulnerable.” Comment by a faculty member.

A number of faculty and staff members expressed concern about the low and an apparently decreasing number of African American students and the small number of Latinos students. Several people suggested that the low number of faculty members in these two groups contributes to the difficulty that the University may have in recruiting and enrolling minority candidates.

Several minority interviewees focused particular concern on the numbers of African American undergraduate students matriculating each year, stating that they thought that the number was lower than it had been in the past, and is likely to drop further without conscious efforts by the University to resist this trend. If this downward trend is accurate, it is something that the University should closely monitor. Even if the perception is inaccurate, the University may wish to take steps to dispel the incorrect perception.

Of equal concern was the question of the number of external pools of resources available to support African American, Latino, and other undergraduate and graduate students. As resources such as those from the federal government are being cut, the effect on the number of minority students is likely to be significant. About one-quarter of the interviewees felt that the University must do something about this, such as applying for outside grants while agreeing to make matching funds available, or increasing the aid pool.

Several minority faculty members said that the actual numbers of minority students are important. As one faculty member stated, students, like most people, feel uncomfortable raising issues or asking questions about issues that are very important to them. The greater the numbers, the greater the comfort level. When students feel isolated, they avoid situations that will make them more vulnerable.

Also, numbers affect the quality of the experience that minority students have while enrolled. As one staff member noted, the disproportion of African American women to men (three to one) is an issue that is considered by African American women when they are deciding whether to attend Northwestern.

One faculty member thought that there was a fairly good number of African American students in the Engineering School because the School “has an aggressive attitude toward recruiting African American faculty and supporting students.” This same approach should be successful in other schools as well.

During the past few years, the University has had a good record in recruiting and admitting increased numbers of African American graduate students. Several minority faculty members, however, expressed concern about the impact that decreased external funding and antagonism toward affirmative action are likely to have on maintaining, let alone increasing, the numbers of minority students in graduate programs. This should be a matter of concern for everyone at the University. The presence -- or absence -- of a diverse population affects the intellectual environment of a school. As one faculty member noted, the cross-fertilization of ideas from people of varied backgrounds benefits both the majority and minority populations.

c. Asian American Students

“It was the common feeling of alienation that brought the diverse Asian groups together for the strike.” Comment by a faculty member.

Several faculty and staff members noted that the Asian American students have often felt culturally isolated and alienated within the University. As one person stated, the students “feel like outsiders looking in,” and want to feel accepted and have their presence acknowledged in positive ways by the school. Some interviewees believed that those Asian American students who are science and pre-med majors tend not to be part of the “party” scene; however, the lack of a social life is a common concern among all students. Despite their increasing numbers in recent years, the Asian American students often question whether the University considers their presence to be an asset. In a sense, for the Asian American students, there has been the “need to feel recognized and included by the larger community.”

The faculty member noted that at the same time, many of these students resent being lumped together as “Asians” when their heritages are so diverse. The University needs to continue to pay attention to the multitude of groups within the student population, and to recognize the tremendous diversity among the various Asian groups. The professor stated that it was the “common feeling of alienation” that had brought the

diverse Asian groups together for the strike. This person noted that the strike had occurred as the result of a feeling that they should “demonstrate solidarity” through the “well-planned and deeply felt” strike, rather than any particular political or curricular agenda. Although the various Asian groups usually separate themselves socially, the students felt that it was important “to present a united front.” Many of these students are second generation, have done very well academically, and are very ambitious. Yet they have an acute feeling of alienation, and that they are “taken for granted.”

One administrator felt that the University needs to demonstrate greater sensitivity toward the Asian American students, such as increasing the number of Asian American-related courses. He stated that, at the same time, if the University has a goal of encouraging greater “interaction” among the students, the University cannot continue to “balkanize” itself. “The students need some level of commitment by the University that permits identification, but identification should be made as a free choice.”

d. Latino Students

“Northwestern could create a positive profile and recruit more Latino students and faculty members if it wanted to do so.” Comment by a faculty member.

There is “no real support for recruitment of Latinos.” That appeared to be the consensus of the faculty and staff members. One faculty member wondered whether this minimal recruitment effort may have been colored by the University’s lack of desire to have increased numbers of yet one more group that in turn would mean “a whole set of additional demands being made on the Administration.” Most of the faculty and staff members felt that the University could do a great deal more to recruit Latino students and faculty members. Several people questioned whether there was a serious commitment to do so.

e. Administration Attitude Toward Diversity

“The Administration does not want to acknowledge that there are racial and ethnic tensions on campus, and therefore does not address them head on.” Comment by a faculty member.

The majority of the faculty, staff, and administrators who were interviewed indicated that the University seems to be unwilling to take a positive, proactive approach to racial and ethnic issues. Several interviewees expressed concern that certain University committees that should have the mission of addressing issues of race and ethnicity do not, and do not appear to be taken very seriously by the Administration. As an example of this reluctance to address these issues, a faculty member said that the Faculty Diversity Committee is “an under-utilized group with an unclear mission.” “Rather than addressing the serious and difficult issues related to the recruitment of minorities, the agenda is full of lesser matters,” a probable avoidance tactic.

A second faculty member also brought up the Faculty Diversity Committee, referring to it as “a missed opportunity,” noting that in its early years, this Committee met regularly and “provided a vehicle for faculty, students, and administrators to talk together about issues related to race.” The students, in particular, developed some “confidence in

expressing their views” at these meetings, and felt that “their concerns were being taken seriously.” However, over the years, the Committee has met less frequently, if at all. The Administration “seems afraid of open, conflictual discussions” which really had been useful.

We repeatedly heard the comment that the Administration has failed to acknowledge the existence of racial tensions and problems, and therefore appears to be unwilling to take them seriously. One faculty member said that because the Administration is uncomfortable with racial tensions, it has no clear vision or idea of how to address them when they surface. The Administration consistently fails to react immediately to situations like the student who had a gun drawn on him. This person suggested that if there had been an immediate apology to the student, the incident would have ended. By initially adopting a defensive posture, the Administration created a much bigger issue than it needed to be. As one person stated, the students do not feel that the University is “doing very much to ease or eliminate the tensions.” There is “no safety valve or vehicle for talking about race on a day-to-day basis.” Any response by the Administration to racial incidents has been inadequate, responding more to cover “their butt,” and not acknowledging that racism exists on campus. Rather than always having a reactive response, the interviewee suggested, the University needs to take a positive stance and approach.

Many minority faculty members (and students) said that it appears that the University automatically takes a position against student demands. The Asian American students had been demanding greater recognition and the inclusion of Asian American courses for what seemed to them to be a long time. Yet the students felt that they were not taken seriously until they went on a hunger strike that attracted media attention.

One interviewee suggested that if racial and ethnic tensions among undergraduate students exist, the Administration must act as if it were accountable. The school should communicate more openly and more frequently with the entire academic community, sending a message that the University is a place “where we help one another.” It is important to demonstrate that the University truly cares about the students and their concerns.

Several interviewees noted that the new administration, and President Bienen in particular, seems to be listening to student concerns. This has led to a feeling of optimism about the future, creating a real opportunity for change. An administrator stated, “The University could diversify in various ways. It could change the income distribution, racial and ethnic distribution, and the religious distribution of the student body while maintaining high SAT scores. The key is money. Is the University willing to commit to making an infusion of financial aid?”

Several members of minority groups said that sensitivity training is fine, but one person suggested that it is a “strategic smokescreen,” that the University must make a greater commitment to diversity than simply to include a one-day program for incoming freshmen. It needs to make greater resources available, or the talk about supporting greater diversity will be nothing more than a nice idea.

The majority of those interviewed felt that the University must increase the numbers of both minority undergraduate and graduate students as well as minority faculty members, particularly for those groups with the smallest representation, e.g., African Americans and Latinos. Those who were members of minority groups were nearly unanimous in their concern about having role models available for all students, both minority and majority. Minority teaching assistants are important as mentors, role models, leaders in activities, and therefore their presence has a ripple effect on the undergraduate students.

One additional point: When an administration states that it supports diversity but is not diverse itself, it comes across as less than sincere. The appointments of African Americans as Associate Vice Provost and as the Police Chief are important, but more is needed. If the Administration were truly diverse itself, that would send an important message.

4. Faculty, Staff, and Administrator Suggestions for Improving the Racial and Ethnic Climate for Undergraduates
- * **Project a more positive image to the minority communities, and increase the resources committed to improving diversity on campus.**

According to many of the interviewees, Northwestern is not viewed as a school that is serious about recruiting minority students, nor does it project an image that is particularly hospitable to minorities. The University could and should do more to change its image. Because of its proximity to the City, Northwestern should be a natural magnet to the various minority populations.

People generally agreed that it is becoming increasingly difficult to recruit the very top undergraduate and graduate students. However, if the University is serious about having more minority students, it can succeed. It will need to create new “pots of money,” often the prime deciding factor for students.

Several faculty and staff interviewees suggested that in order to change that school’s image, Northwestern should do several things: (1) increase the school’s marketing and recruitment of minority students, (2) recognize that in order to be successful in recruiting under-represented groups, Northwestern must achieve a critical mass, a task that will require time and a long-term commitment, (3) increase the number of both merit-based and need-based financial assistance for minority students, and (4) have the students take a more active role in recruiting.

- * **Be more supportive of the minority students on campus while encouraging greater interaction among the groups.**

Two interviewees suggested that the University could provide greater support for the minority students by setting up a “buddy” system that would provide links for minority students, either with faculty and staff members, or with families in the local minority communities.

A faculty member stated that, particularly at the undergraduate level, the University must work to get students of diverse backgrounds to mix outside the classroom. This could be accomplished through structured situations, situations where students meet and mix, and therefore become more comfortable and accustomed to being with one another outside the classroom. Several people agreed that this was a valuable idea, but emphasized that the mixing should also have an academic or intellectual element to it.

The University should create situations in which students and faculty members from different racial and ethnic groups would be able to meet and talk with one another. A number of people spoke most favorably about the quarterly meetings that are held for African American graduate students and faculty members so that they can meet one another. These meetings have been very successful, with more than one hundred twenty people in attendance at a recent event. The faculty suggest that similar events should be planned for all minority students as well. This would address the concerns of one faculty member, who noted that there is “no safety valve or vehicle” that could be used by students, in particular, to talk about issues related to race.

The retention rate for minority graduate students has increased in recent years, possibly because of the creation of the Office of Minority Affairs, one more support structure. Perhaps a comparable Office of Minority Affairs for undergraduate students would be helpful.

One staff member noted that the University could do many relatively simple things to improve its image. Some of these suggestions may appear to be symbolic, yet they do send a message that everyone is welcome. For example, having more “ethnic” art and playing different types of music in public areas or buildings sends a positive message to members of the minority communities. This approach already has been taken at Norris Center, and has made the African American students feel more at home.

FOUNDATION RECOMMENDATIONS

In addition to seriously considering the many excellent suggestions made by the students, faculty members, staff members, and administrators that have been noted above, the Foundation suggests consideration of the following recommendations.

- * **The University should develop and implement a strategic plan for improving the racial and ethnic climate on campus with a timetable of no more than five years.**

The University must develop a strategic plan which reflects its serious commitment to diversity and the inclusion of students of all racial and ethnic backgrounds. Publicizing and implementing this plan is likely to decrease the number of negative incidents on campus, and could serve as a model of diversity for other institutions of higher education. Such a plan should include a resource that is readily available to any student who experiences discrimination.

Many inclusion efforts have been made in the Offices of Student Affairs and Residential Life. Special consideration should be given to an enlarged role in the strategic plan on the part of the University's academic departments.

- * **Northwestern should provide additional "windows of opportunity" for students seeking a diverse community.**

In addition to any efforts at "encouraging" diversity during students' first year on campus, the University should offer frequent opportunities for students to interact with others in diverse communities throughout their academic careers.

- * **The University should consider replicating the residential college living arrangements elsewhere on campus.**

The positive nature of student experiences in the Residential Colleges, in terms of size, diversity, and a sense of community, was repeatedly mentioned by the students. The University should consider replicating the same type of small, diverse living experience in the other residences.

- * **Leadership is absolutely essential.**

The University Board of Trustees, its President and the whole of the Administration must take an active and visible role in making diversity an integral part of every aspect of the school. Without this support, the school is unlikely to enjoy the benefits of having a diverse community, or even to achieve a truly diverse community.

- * **The School should promote greater student involvement in different aspects of student life.**

The University should encourage greater participation by all students, minority and majority, in the extracurricular activities, including those sponsored by the various racial and ethnic groups represented on campus. This will encourage "intra-cultural" dialogue for everyone, while enriching the experiences of the members of the various racial and ethnic organizations.

- * **Northwestern should historicize its relationship with racial, ethnic, religious, and cultural minorities.**

Today's students are unfamiliar with the University's past history of exclusionary practices regarding racial and ethnic as well as religious and cultural minorities. Making this information available to students (majority and minority alike) could help the students to understand the importance of continuing to work on diversity, and to become more active in supporting the University's inclusionary practices. It may also help majority students understand minority students' desire to celebrate differences.

- * **The University should consider establishing a center that would house all racial and ethnic groups in one setting.**

A "University Center" could be an important part of Northwestern's efforts to foster the cross-fertilization of ideas and dialogue among the various racial and ethnic groups as well as with majority students. This concept might take the place of the "separatist center movement" represented by the Black House and the opening of similar houses for other student groups based on race, gender, sexual orientation, or ethnicity. The Center would be a place where students could directly engage the idea of diversity. However, the University must not allow the Center to become a large multi-cultural ghetto, and should not use the Center as a way to place the burden of making diversity work on the student groups. Creation of such a center must coincide with other efforts to make concern about diversity an integral part of all aspects of learning on campus.

- * **Northwestern should encourage all student organizations to hold programs or activities that will foster participation by both minority and majority students.**

Special efforts must be made to open all student organization activities to the whole of the campus to counteract the perception that these programs and activities are only for the members of the particular organization.

By encouraging the various racial and ethnic groups to add an educational/informational component to their activities, these groups would encourage greater understanding of their own cultures. In addition, by actively encouraging the participation of students from other cultures, this component would broaden the knowledge base of the larger Northwestern community and work on breaking down barriers.

Encouraging student organizations with predominately White membership to reach out to minority students also moves the campus further toward breaking down barriers.

- * **The School should evaluate and improve the effectiveness of programs designed to assist minority students.**

Study members have observed that some of the existing programs and entities that have been designed to help minority students are not very effective, and are not fostering a sense of ownership by the students. For instance, more and better connections between the present and past African American student community and the African American faculty through Black House could foster greater utilization of Black House's unique resources. Further, since one organization cannot be all things to all people, the University needs to recognize that there are differences among the various students who happen to be members of a particular minority group.

The Black House warrants a review and evaluation to determine its value to the entire African American student population and as an experience that may need to be considered for other minorities on campus. (Asian, Latino, women, gay, lesbian, bisexual, disabled, etc.)

- * **The University should make consideration of the question of the undergraduate racial and ethnic climate an integral part of an ongoing process rather than an issue to be studied every few years.**

If the University is to be serious about its commitment to diversity, for students and others, the school must be proactive rather than reactive in its approach to diversity. Northwestern University, as well as members of the various constituent groups, must have current data that would be the basis of evaluating the success of the school's efforts. Further, the school must make certain that it is meeting and talking about diversity issues on a regular basis, quarterly at least. A study every two or three years is insufficient to assure that progress is made in this vitally important area. This limited sample yielded important information about the concerns of the students, faculty, staff, and administration. The study of the racial and ethnic tension should be followed up on a regular basis as well.

- * **Northwestern University should be certain to include the staff in the creation of community.**

The staff, in general, feel put upon, "disrespected," and taken for granted. Staff members frequently suggested that allowing them greater flexibility would enable them to take part in the various programs on campus. The staff feel as if the University does not care about them. This ultimately has an impact on the climate for students because staff members have more intimate interactions with students than either faculty members or administrators.

- * **The University should recognize and address certain of the perceptions of the general climate on campus.**

One interviewee echoed the sentiments expressed by many others who took part in this study. She remarked, "There seems to be no central, historical, or other experience that ties people together at Northwestern. This is true even when race is not an issue. This is not a warm campus, for students, for faculty, or for staff." Perhaps a study of the "general" climate for all elements of the campus community is warranted.

- * **Northwestern should consider providing more seminar-style classes throughout each undergraduate's career.**

To curb some of the distance that many students felt between them and faculty members, the University could offer more small seminars starting early in each student's career. This would also ensure a closer connection between the students and the faculty members.

CONCLUSION

Since the demise of the pre-1960s' exclusionary practices, Northwestern has made great progress in diversifying its student body. Yet there is much more work to be done. This study's findings bear this out. Although the school's mission statement declares that "Northwestern continues its commitment to diversity in its student body," numerous students, faculty members, and staff members had serious questions about the seriousness of that commitment.

In order to address fully the diversity issues on campus, the University must adopt a more visible proactive approach to racial and ethnic issues, rather than a reactive one. In its catalogue, the University asserts that "Northwestern recruits students of demonstrated academic achievement from diverse social, ethnic, and economic backgrounds. Diversity is taken very seriously on our campus. We are committed to a classroom and living environment in which students learn to understand and respect the rights and beliefs of others." Doing a better job of publicizing and acting upon this commitment would be a very important step to take, particularly if Northwestern truly is going to encourage its students to enrich their educational experience through involvement with and understanding of people from diverse cultures.

Northwestern should emphasize to all students that alumni success is affected not simply by academic accomplishment, but also by other factors such as an openness to the inclusion of and working with talented people from all walks of life. The school also must honor the need of minority students to have their differences recognized and celebrated, through race and ethnic-specific groups for interaction while fostering a greater awareness of the cultural backgrounds of all students. Learning about a multitude of cultural experiences is vitally important to students' preparation for the twenty-first century. As Irving J. Spitzberg and Virginia V. Thorndike noted, "This nation and the world require men and women who are intellectually and civically well prepared, who have been educated to sustain and appreciate community." *Ibid.* at 9. This can only happen with a greater understanding of every part of that community, and

the inclusion of all groups in all aspects of campus life.

Although one person stated that he thought that it is “too late” for any study of this type to be done since so many people have become hardened in their racial attitudes, the Foundation found a much more positive and hopeful response among the vast majority of the students, faculty members, staff members, and administrators. When discussing the future of racial and ethnic relations at Northwestern, most of those who were interviewed expressed optimism that relations could be improved. In fact, several students were so enthusiastic about the study and its subject matter that they wanted to be involved beyond just being interviewed. For example, one student exclaimed positively, “I can't believe that someone on this campus actually wants to do something about this.” Many of those interviewed were very anxious not just to hear or see the written results of the study, but also to see what was “to be done” with the results. A similar sentiment was expressed by faculty, staff, and administrators who hoped this would not be “just another study.”

One additional point: A university apparently “sends messages” even when it may not intend to do so. One woman said that she had never realized that during her first four quarters, every one of her teachers had been an older, white man. Then, in her fifth quarter she had a class taught by a younger African American man. She said that taking the class with this professor made her much more conscious and critical of the homogeneous backgrounds of most of her professors. She felt that she had been receiving a singular, narrow viewpoint presented in her major, and had been shortchanged by not having greater diversity in her instructors.

The students on the whole appear to welcome the idea of greater interaction among people of diverse backgrounds, but generally have no insights as to how to facilitate the changes that would be necessary to make this happen. They look to the Administration and the faculty members for guidance and help.

One interviewee asked, “How do we transcend these divides that exist in the larger society?” He suggested that Northwestern University is “poised to be a leader” among schools in answering this most important question. It has an excellent reputation as a strong academic institution, has new visibility in athletics, has been increasing the numbers of its minority students and faculty members, and has a history of being responsive to student demands.

One serious question remains: How well will the University hold up against the external forces that are increasingly undermining efforts at diversity? All levels of the University community expressed great hope that with the leadership of the new President and new administration, Northwestern will be in the forefront of this very important area.

APPENDIX

- A. Student Interview Questions**
- B. Student Questionnaire**
- C. Focus Group Questions**
- D. Faculty, Staff, and Administrator Questions**

STUDENT INTERVIEW QUESTIONS

1. **Is there a sense of community at Northwestern? What effect, if any, does cultural diversity have on there being a sense of community? Among students? With faculty, staff and administration?**
2. **How would you characterize the general racial and ethnic climate on the Northwestern campus?**
3. **In your experience, what activities on campus include diverse racial and ethnic groups? Housing? Eating? Social activities? Sports? Majors? Study groups? Anything else?**
4. **Have you chosen to associate largely with people of your racial or ethnic group on campus? If so, why? If not, why not?**
5. **Are there racial and ethnic tensions on the campus? If so, what are the sources or causes of these tensions, e.g., students, faculty, administration, police, geographic location?**
6. **Have you witnessed or personally experienced any racial or ethnic tensions as a student at Northwestern? If so, how many such incidents you have experienced or witnessed here? Tell me about one of these incidents. How did you deal with or react to the incident? Tell me about another incident? How did you deal with or react to that incident? Tell me about another incident? (Exhaust the person's information.)**
7. **How do you and your friends deal with the racial and ethnic tensions on campus? Do you ignore them? Do you talk with other students? With mentors? With advisors? With faculty members? With your own family? Any one else? Do you do anything else to deal with the tensions? Exercise? Music?**
8. **Would you like the racial and ethnic climate on campus to be different? What suggestions do you have for changing the racial and ethnic climate at Northwestern?**
What could students do?
What could the administration do?
What could the faculty do?
What could Evanston do?
9. **Are there any other issues that the people doing this study should consider in studying human relations on campus? If so, what are they? (Suggest religion, socio-economic issues, sexual orientation, disability)**
10. **Is there anything else you would like to say?**

_____ - _____

Questionnaire

1. Year of Birth 19_____ 2. Sex M/F 3. Anticipated Graduation Year 19_____
4. Place of Birth _____ 5. Home City/State/Country _____
6. Major(s) or Field(s) of Interest _____
7. Racial/Ethnic Identity _____ 8. Other identifying characteristics, e.g., religion, sexual orientation _____
9. Where do you live while going to school? Residence Hall _____ Off-Campus _____ Sorority/Fraternity _____ Other (specify) _____
10. In your high school, which of the following racial or ethnic groups were represented? White _____ African-American _____ Filipino _____ Chinese-American _____ Korean-American _____ Native American _____ Mexican-American _____ Puerto Rican _____ Other Latin American _____ Cambodian-American _____ Japanese-American _____ Indian-American _____ Pakistani-American _____ Thai-American _____ Vietnamese-American _____ Other (specify) _____ Foreign _____
11. In your high school, were you part of the majority or minority population group? Majority/Minority (circle one)
12. In your home community, is the population racially or ethnically diverse? Yes/No
If so, were you part of the majority or minority population group? Majority/Minority
13. Did issues related to racial and ethnic diversity affect your decision to attend Northwestern? _____ Positive/Negative/Neutral (circle one)
14. Do you socialize with students of different racial/ethnic groups? Yes/No
Study with...? Yes/No Eat with...? Yes/No Participate in extracurricular activities with...? Yes/No
15. List all of your organized activities, starring those activities/groups that have homogeneous racial and ethnic groups: _____

16. Which of these factors affect the climate on campus? Race _____ Ethnicity _____ Religion _____ Sex _____ Sexual Orientation _____ Social/economic class _____ Disability _____

FOCUS GROUP QUESTIONS

(Begin with a general introduction about the study and why we have assembled the group of students)

1. Is there a sense of community on campus? Would a sense of community be desirable? How is a sense of community fostered?
2. How do you think most students feel about being at Northwestern?
3. What factors affect the way that students feel about being here?
4. How would you characterize the racial and ethnic climate on campus? Do you think that different groups would respond differently to this question?
5. Referring to any issue, not just race or ethnicity, what are the sources of any tensions that students experience at Northwestern?
6. What could be done about these tensions?
 - a. By the Administration?
 - b. By the Faculty?
 - c. By the Staff? (We may need to define this, e.g., University Police, people who work in the dorms and various centers.)
 - d. By Student Organizations?
 - e. By Students in General?
7. Do students of various racial or ethnic minority groups on campus get lumped together? In what ways? Does this lumping together of all Asians have any effect?
8. Do you think that any racial or ethnic minority groups on campus are treated differently than are the majority students? African Americans? Asian Americans? Latinos? Native Americans? In what way are students in these groups treated differently?
9. What suggestions do you have for the Northwestern Community Council and the administration with regard to the racial and ethnic climate on campus?
10. What are the other issues of general or more widespread concern on campus?
11. Is there anything else we should know about?

FACULTY, STAFF AND ADMINISTRATOR QUESTIONS

1. What is your position/job with Northwestern University?
2. How long have you been working at Northwestern?
3. How much contact do you have with undergraduates on the Evanston campus?
4. How would you characterize the racial and ethnic climate for undergraduates on campus today?
5. Has the racial and ethnic climate changed in recent times? If so, how?
6. Are there racial or ethnic tensions on the campus now? If so, how are these tensions manifested?
7. In your opinion, what causes these tensions?
8. What, if anything, is being done to address the tensions?
9. What, if anything, should be done to address these tensions? By the students? By the faculty? By the Administration?
10. Do you think that there is a value in everyone at Northwestern having a sense of community? If so, what value is there? Does Northwestern have a sense of community? How would you suggest building a greater sense of community?
11. Are you aware of choices of particular majors by any racial and ethnic groups? If so, what are those choices? What affect does the non-traditional choice of major have on students of various racial and ethnic groups?
12. Do the faculty/staff/administration mix across racial and ethnic lines? If not, why do you think that is so?

APPENDIX E

Summary and Comparison of Recommendations from Past Task Forces
or Studies Related to the African American/Black Student Experience

Summary and Comparison of Recommendations from Past Task Forces or Studies Related to the African American/Black Student Experience

	Study of the Racial and Ethnic Climate 1995-1996 Recommendations	Task Force on Underrepresented Minorities 1997 & 1998 Recommendations	Report on Programs, Services and Support 1998 Recommendations	Students' Perceptions of Racial/Ethnic Campus Climate 2012 Recommendations
Admissions		<p>There are opportunities to Northwestern's exposure in Greater Chicago and to increase substantially the numbers of [Black and Hispanic] applicants to the University and the percentage of admitted students who enroll</p> <p>Hire a second Student Outreach Coordinator to help recruit minority students, oversee implementation of multicultural programming, and advise diverse students and groups.</p> <p>Challenge grant program for National High school institute (NHSI) division to encourage a larger enrollment of qualified students from the target areas of The Great Chicago initiative.</p> <p>Support for NHSI divisions to recruit minority student staff.</p> <p>Develop Center for Talen Development (CTD) programs that would include academically talented Chicago-area African American and Hispanic students.</p> <p>Promote innovative pre-college projects already in place throughout the University.</p> <p>Assess recruitment brochures to assure that they best possible and most appealing literature is available for African-American and Hispanic/Latino populations</p>	<p>To provide additional staff for admissions.</p> <p>To develop a parent-to-parent program from currently enrolled parents of Latino/Hispanic and African American students to the parents to prospective students.</p> <p>That a position be created and shared between admissions and student affairs to</p> <p>a) provide logistical support for students who want to be involved in recruiting efforts; b) provide logistical support for students who want to have performances in local churches, etc.; c) connect undergraduate students with volunteer opportunities in African American and Latino/Hispanic schools; d) maintain the multicultural calendar and include both academic and nonacademic programs.</p>	
Strategic Planning	<p>The University should develop and implement a strategic plan for improving the racial and ethnic climate on campus with a timetable of no more than 5 years.</p>			

	Study of the Racial and Ethnic Climate 1995-1996 Recommendations	Task Force on Underrepresented Minorities 1997 & 1998 Recommendations	Report on Programs, Services and Support 1998 Recommendations	Students' Perceptions of Racial/Ethnic Campus Climate 2012 Recommendations
History	Northwestern should historicize its relationship with racial, ethnic, religious, and cultural minorities [talk about the University's past history of exclusionary practices].			
Programming	Northwestern should provide additional "windows of opportunity" for students seeking a diverse community [offer frequent opportunities for students to interact with others in diverse communities].	We urge the Associated Student Government Student Senate to vigorously support requests from student organizations linked to programs reflecting cultural diversity, with particular attention to underrepresented minorities. Establish a \$40K fund, administered through Vice President for Student Affairs to be used as challenge grants for culturally diverse student programs.	That funds be made available to support University-wide events that highlight scholarship and role models for Hispanic/Latino and African American students.	Create and fund events that bring people together.
Residential Living	The University should consider replicating the residential college living arrangements elsewhere on campus [replicating the same type of small, diverse living experience].			
Leadership	Leadership is absolutely essential [the whole of the Administration must take an active and visible role in making diversity an integral part of every aspect of the school].	Selectively increase staffing in high-contact areas for students: Admission, Financial Aid, Career Development Center, Placement, and Campus Activities.		
Dialogue	The School should provide greater student involvement in different aspects of student life [encourage "intra-cultural" dialogue for everyone].		Expand the multicultural advocates program to all residential units on campus.	Keep the conversation going [designate neutral space/program where these kinds of "difficult conversations" can routinely occur both formally and informally].
Spaces	The University should consider establishing a center that would house all racial and ethnic groups in one setting [a place where students could directly engage the idea of diversity . . . the University must not allow the Center to become a large multicultural ghetto].	Establish a multicultural center on campus.		

	Study of the Racial and Ethnic Climate 1995-1996 Recommendations	Task Force on Underrepresented Minorities 1997 & 1998 Recommendations	Report on Programs, Services and Support 1998 Recommendations	Students' Perceptions of Racial/Ethnic Campus Climate 2012 Recommendations
Academic				<p>Embed conversations about race/ethnicity into the classroom.</p> <p>Identify other ways that the academic experience can support diversity.</p> <p>Require a cultural competency or nonwestern history course for graduation in each of the schools.</p>
Academic Support	<p>The School should evaluate and improve the effectiveness of programs designed to assist minority students [existing programs and entities that have been designed to help minority students are not very effective].</p>	<p>Institute intervention programs that will improve academic performance in "gatekeeper" courses.</p> <p>Place special emphasis on improvement of pre-law and pre-medicine programs in Weinberg College of Arts and Sciences.</p> <p>Increase undergraduate research opportunities.</p>	<p>Provide a comprehensive system of support for the advising of pre-medical students wither through the College of Arts and Sciences or through the Career Development Center.</p> <p>Expand the mentoring program [for African American students] beyond the first year into a comprehensive career development program following these students for all four years.</p> <p>Develop a Learning Assistance Program focused on making good students better students. This program would be available for all students, but would be particularly helpful to students who have gaps in their preparation in high school.</p> <p>Intentionally create study groups for students in CAS in perceived "gateway" courses.</p> <p>Expand the Research Opportunity Program.</p>	
Student/Faculty Interaction	<p>Northwestern should consider providing more seminar-style classes throughout each undergraduate's career [ensure a closer connection between the students and the faculty members].</p>			<p>Create a cross-school freshman seminar program.</p>

	Study of the Racial and Ethnic Climate 1995-1996 Recommendations	Task Force on Underrepresented Minorities 1997 & 1998 Recommendations	Report on Programs, Services and Support 1998 Recommendations	Students' Perceptions of Racial/Ethnic Campus Climate 2012 Recommendations
Student Groups	Northwestern should encourage all student organizations to hold programs or activities that will foster participation by both minority and majority students [open all student organization activities to the whole of the campus].		Add staff to the Campus Activities Office to provide more intensive work with Casa Hispana and NPHC as well as other student cultural groups.	Find ways to make the Greek community more inclusive.
Assessing Campus Climate	The University should make consideration of the question of the undergraduate racial and ethnic climate an integral part of an ongoing process rather than an issue to be studied very few years [meeting and talking about diversity issues on a regular basis].	The Task Force recommends that the President and Provost appoint a Council on the Status of Underrepresented Minorities at Northwestern to serve as a follow-up body to this Task Force.		
Staff	Northwestern University should be certain to include the staff in the creation of community.			
Perceptions of Campus Climate	The University should recognize and address certain of the perceptions of the general climate on campus ["this is not a warm campus for students, for faculty, or for staff"].		To intentionally examine artwork in campus buildings (including Norris) to assure that it reflects cultural diversity.	Consider how space encourages or discourages interaction.

APPENDIX F

2016 Black Student Experience Focus Group Questions

African American/Black Student Experience Focus Group Protocol & Questions

Purpose

The purpose of the African American/Black Student Experience focus groups is to explore (1) to explore African American/Black students' experiences at Northwestern University; (2) to determine how these experiences affect African American/Black student satisfaction with the academic and co-curricular dimensions of the University; and (3) to listen to students' ideas for how Northwestern could improve the experiences of African American/Black students.

What we learn will inform the decisions student affairs and other University departments make about how to improve the African American/Black student experience at Northwestern.

More specifically, the following questions will guide this inquiry.

1. What challenges do African American/Black students face in the transition from home/high school to college? What could Northwestern do to be more helpful during this time period?
2. What initial programs, activities or experiences make African American/Black students feel welcome or unwelcome at Northwestern? What specific aspects of these programs, activities or experiences contributed to these feelings?
3. How do African American/Black students describe their academic and social experiences at Northwestern? What is positive and what is a struggle? What are they satisfied with and what are they dissatisfied with?
4. At Northwestern, are there unique challenges facing African American/Black women and men, freshmen and seniors, athletes and non-athletes, and students in each college/school?
5. In what settings and to what degree do African American/Black students feel they belong at Northwestern? In what spaces do they feel comfortable and uncomfortable, safe or unsafe?
6. How do African American/black students describe their relationship and/or connection to the Black community and the overall community at Northwestern?
7. When African American/Black students encounter a problem or an issue at Northwestern—academic and/or social—to whom do they turn for advice and counsel? How could this safety net be strengthened?
8. How and in what context do African American/Black students interact with faculty?
9. What makes it hard to be an African American/Black student at Northwestern? What is rewarding about being an African American/Black student at Northwestern?
10. What ideas do students have to improve the overall experience for African American/Black students at Northwestern University?

Methodology

Six focus groups, consisting of 8 and 10 participants, will be conducted from 5:30 – 7:00 pm, the week of April 11 - 15, 2016. All undergraduate students who identify as African American, African American - More than One Race, or Hispanic/African American (approximately 672)⁴ will be invited to attend one of the focus groups. The students who fit these criteria will be drawn from a list of all undergraduate students by the Director of Student Affairs Assessment. A copy of the email invitation is attached.

Previously reviewed data suggest African American/Black students who have other characteristics may have unique experiences at Northwestern that should be explored. Therefore, the focus group participants will be selected using purposeful sampling:

1. African American/Black – Sophomores
2. African American/Black – Seniors
3. African American/Black – Athletes
4. African American/Black – Women
5. African American/Black – Men
6. African American/Black – Students who identify and African American/Black and one or more additional races (More than One Race Group)

Each focus group will last 1.5 hours.

The focus groups will be facilitated by Northwestern staff members working in teams of two. One will serve as moderator and the other will take notes. In a recent study reported in the *Journal of College Student Development*, Museus & Neville (2012) found that minority students were more likely to develop trust with institutional agents with whom they shared common ground, such as racial background or similar educational experiences. Considering this finding and our goal to create comfortable and safe environments for these conversations, insofar as possible, the facilitators will be African American/Black.

One additional factor was considered when scheduling the campus climate focus groups. The focus groups will occur in spaces on campus where it was believed students will feel the most comfortable: the Black House or the Multicultural Center.

Incentives

Since the focus groups occur over the dinner hour, a light supper will be provided. Participants will each be given a \$15 gift card to Starbucks in appreciation of their time and willingness to share their thoughts with us.

Consenting Process

Consent will be obtained from the students at the beginning of the focus group. (See attached script.) Following an explanation of the focus groups, confidentiality, etc., participants will be provided a consent document which they will review and sign. A copy of this document will be provided to them as well.

⁴ There are 14 International students who also identify as African American. They are not included in the 672 number, but they could be.

Anticipated Results and Potential Pitfalls

The purpose and focus of the focus groups will be clearly explained in the focus group invitation and the consenting process, and, although highly unlikely, it is possible that some of the questions may cause participants some discomfort. However, students are not required to answer any of the focus group questions and they can leave the focus group at any time. In the end, the benefits far outweigh the risks. What we learn will inform the decisions student affairs and other University departments will make about programs and services we can and should provide to African American/Black undergraduate students at Northwestern.

Script and Consenting Process

Welcome to the Black Student Experience focus groups.

My name is *[insert name of facilitator]*. I am the *[insert title of facilitator]* and my gender pronouns are *[insert gender pronouns (he/him/his, she/her/hers, they/them/theirs)]*

Assisting me is *[insert name of co-facilitator]* who is a staff member in *[insert name of department]* and who's my gender pronouns are *[insert gender pronouns (he/him/his, she/her/hers, they/them/theirs)]*.

This is one of 6 focus groups we are conducting this week. We are interested in learning more about the experiences of students who identify as members of the Black Diaspora (African American, Caribbean, African, Multiracial). The purpose of the Black Student Experience focus groups is (1) to explore Black students' experiences at Northwestern University; (2) to determine how these experiences affect Black student satisfaction with the academic and co-curricular dimensions of the University; and (3) to listen to your ideas for how Northwestern could improve the experiences of Black students.

You are one of 672 undergraduate students who identify as African American/Black, African American-More than One Race, or Hispanic-African American and so invited to participate in one of the focus groups.

Thank you for agreeing to come tonight.

In the next hour and a half we're going to ask you a number of questions about your experiences at Northwestern. There are no right or wrong answers. Your experiences may be the same as or different from the other students in the group, but we want to hear them all.

Finally, we're anxious to hear what you think we can do to improve the experiences of African American/Black students at Northwestern.

In order to help us remember your suggestions and experiences, we will be recording the focus group. To protect your privacy, we won't turn on the recorder until everyone has introduced themselves and, as you can see, we are on a first name basis only tonight. Your name will not be associated with the focus group results nor will your responses affect, in any way, your academic standing here at Northwestern.

The recording will be used only in the writing of the focus group report. Furthermore, the recording will be destroyed (or erased) once the final report has been submitted.

All of this information is repeated on the Consent Form you received when you came into the room. Would you take a few minutes and review the information again and, if you agree to continue your participation in the focus group and the tape recording, please sign and date the form.

[Allow time for students to review the information on Focus Group Consent Form and to sign it before proceeding to the introductions.]

Thank you. Let's begin.

[Do NOT turn on the recorder yet.]

1. In addition to your first name, would each of you briefly introduce yourselves in any way that you feel comfortable? For example, you might want to tell us your school and/or major, your hometown, your year in school, a student group in which you are most involved . . . whatever you want.

[Turn on recorder.]

2. Think back to when you first came to Northwestern—Wildcat Welcome, move-in day, your first quarter classes, and the first few weeks of school. What programs, activities or experiences during that time period made you feel welcome? And what specifically about these programs, activities or experiences contributed to your positive feelings about them?
 - a. Now let's flip that question around. What programs, activities or experiences during those first few weeks of school made you feel unwelcome? Again, what specifically about these programs, activities or experiences contributed to these unwelcoming feelings?
3. During the transition from high school/home to Northwestern, what came easily and what challenges did you face? How does this continue to impact you eve today?
 - a. How could Northwestern have been more helpful during the initial transition?
4. Talk about your academic experience at Northwestern. Consider academic advising, your coursework, interactions with faculty, the number of hours you study, your major, and so on. What has been the most satisfying and the least satisfying?
5. Now think about your social experiences, what are you most satisfied with and the least satisfied with?
6. *[For women, men, freshmen, seniors, student athletes]* What are the positives and negatives of being a *[insert demographic characteristic around which focus group organized]* at Northwestern University? How do you think your experiences differ from the overall experience of all Black students at this University?
7. Think about your interaction with the Black community at Northwestern, including other Black students, faculty, staff, and alumni. What about these interactions—or lack of them—have influenced your experience at Northwestern positively and not so positively?

8. In what settings and to what degree do you feel you belong at Northwestern? In what spaces do you feel comfortable and uncomfortable, safe or unsafe?
9. When you encounter a problem or an issues at Northwestern—academic and/or social—to whom do you turn for advice and counsel? How could this safety net be strengthened?
10. Describe your interactions with faculty both in and out of the classroom? When and how have them been helpful or unhelpful?
11. What makes it hard to be a Black student at Northwestern? What is rewarding about being a Black student at Northwestern?
12. Much has been written about campus climates, cultures and environments and how they influence students, including student satisfaction. On the table there are some 3x5 cards and pencils. Please take a few minutes to think about three adjectives that you think most accurately describe Northwestern’s campus climate—and we don’t mean the weather—culture or environment. After writing these adjectives on the card, see if you can think of an experience you had at Northwestern that you think best exemplifies the adjectives on your card. [Give students a few minutes to write their adjectives.]
 - a. Would you each share your three adjectives and briefly tell the story you think best exemplifies these adjectives?
13. What ideas do *you* have to improve the overall experience for Black students at Northwestern?
 - a. What should be happening right now?
 - b. What should the administration be doing?
 - c. What should the faculty be doing?
 - d. What should students be doing?
14. [If necessary, this could be a “throw away” question but it is a good “sum up” question.] Finally, one last question. After graduation, if a prospective student and/or his/her family asks you about your experience at Northwestern, what will you say? What will be some of the positives and what will be some of the things you will tell people you struggled with?

[Turn off recorder.]

Don’t forget to give the students the \$15 Starbucks or Chipotle gift cards.

APPENDIX G

2016 Black Student Experience Survey

The Black Student Experience Task Force has been charged with studying the experiences of African American/Black students at Northwestern University and submitting recommendations for how to improve them.

In order to understand students' experiences as fully as possible, we seek your input. Please take a few minutes and answer the following questions about your experiences at Northwestern. Data collected from this project will be used by the task force to make recommendations about improving our programs, services, and/or policies that can positively impact you and your peers.

Your participation in this survey is voluntary and confidential. You may choose not to participate or not to answer any specific questions. You can withdraw from the survey at any time but please know that your responses up to the point of your withdrawal will be recorded.

Required answers: 0 Allowed answers: 0

Next Page:

Q1 How satisfied have you been with your overall Northwestern experience?

Very satisfied[Code = 4] [Numeric Value = 4]

Somewhat satisfied[Code = 3] [Numeric Value = 3]

Somewhat dissatisfied[Code = 2] [Numeric Value = 2]

Very dissatisfied[Code = 1] [Numeric Value = 1]

Required answers: 1 Allowed answers: 1

How satisfied have you been with the following aspects of your **academic** experience at Northwestern **THIS ACADEMIC YEAR**?

Q2 Your overall **academic** experience

Very satisfied[Code = 4] [Numeric Value = 4]

Somewhat satisfied[Code = 3] [Numeric Value = 3]

Somewhat dissatisfied[Code = 2] [Numeric Value = 2]

Very dissatisfied[Code = 1] [Numeric Value = 1]

Required answers: 1 Allowed answers: 1

Q3 Your academic experiences in the classroom

Very satisfied[Code = 4] [Numeric Value = 4]

Somewhat satisfied[Code = 3] [Numeric Value = 3]

Somewhat dissatisfied[Code = 2] [Numeric Value = 2]

Very dissatisfied[Code = 1] [Numeric Value = 1]

Required answers: 1 Allowed answers: 1

Q4 The extent to which the curriculum and course offerings in your school reflect the lives, perceptions, and contributions of people from marginalized backgrounds (e.g., people of color, LGBTQIA, first generation)

Very satisfied[Code = 4] [Numeric Value = 4]

Somewhat satisfied[Code = 3] [Numeric Value = 3]

Somewhat dissatisfied[Code = 2] [Numeric Value = 2]

Very dissatisfied[Code = 1] [Numeric Value = 1]

Required answers: 1 Allowed answers: 1

Q5 The quality of academic advising

Very satisfied[Code = 4] [Numeric Value = 4]

Somewhat satisfied[Code = 3] [Numeric Value = 3]

Somewhat dissatisfied[Code = 2] [Numeric Value = 2]

Very dissatisfied[Code = 1] [Numeric Value = 1]

Required answers: 1 Allowed answers: 1

Q6 The availability of academic support (e.g., library resources, tutoring)

Very satisfied[Code = 4] [Numeric Value = 4]

Somewhat satisfied[Code = 3] [Numeric Value = 3]

Somewhat dissatisfied[Code = 2] [Numeric Value = 2]

Very dissatisfied[Code = 1] [Numeric Value = 1]

Required answers: 1 Allowed answers: 1

Q7 Opportunities to interact with faculty outside the classroom

Very satisfied[Code = 4] [Numeric Value = 4]

Somewhat satisfied[Code = 3] [Numeric Value = 3]

Somewhat dissatisfied[Code = 2] [Numeric Value = 2]

Very dissatisfied[Code = 1] [Numeric Value = 1]

Required answers: 1 Allowed answers: 1

Q8 The cultural competency/sensitivity of professors

Very satisfied[Code = 4] [Numeric Value = 4]

Somewhat satisfied[Code = 3] [Numeric Value = 3]

Somewhat dissatisfied[Code = 2] [Numeric Value = 2]

Very dissatisfied[Code = 1] [Numeric Value = 1]

Required answers: 1 Allowed answers: 1

Q9 The cultural competency/sensitivity of Teaching Assistants

Very satisfied[Code = 4] [Numeric Value = 4]

Somewhat satisfied[Code = 3] [Numeric Value = 3]

Somewhat dissatisfied[Code = 2] [Numeric Value = 2]

Very dissatisfied[Code = 1] [Numeric Value = 1]

Required answers: 1 Allowed answers: 1

Q10 Opportunities to do research

Very satisfied[Code = 4] [Numeric Value = 4]

Somewhat satisfied[Code = 3] [Numeric Value = 3]

Somewhat dissatisfied[Code = 2] [Numeric Value = 2]

Very dissatisfied[Code = 1] [Numeric Value = 1]

Required answers: 1 Allowed answers: 1

Next Page: Sequential

Page - Satisfaction

How satisfied have you been with the following aspects of your **extracurricular/co-curricular** experience at Northwestern **THIS ACADEMIC YEAR**?

Q11 On-Campus living experiences (residence halls/colleges/communities)

Very satisfied[Code = 4] [Numeric Value = 4]
Somewhat satisfied[Code = 3] [Numeric Value = 3]
Somewhat dissatisfied[Code = 2] [Numeric Value = 2]
Very dissatisfied[Code = 1] [Numeric Value = 1]
<i>Required answers: 1 Allowed answers: 1</i>

Q12 Social life for African American/Black students on campus
Very satisfied[Code = 4] [Numeric Value = 4]
Somewhat satisfied[Code = 3] [Numeric Value = 3]
Somewhat dissatisfied[Code = 2] [Numeric Value = 2]
Very dissatisfied[Code = 1] [Numeric Value = 1]
<i>Required answers: 1 Allowed answers: 1</i>

Q13 Opportunities to interact with staff (e.g., Dean of Students, Executive Director of Campus Inclusion and Community, Director of Multicultural Student Affairs, Assistant Directors of Multicultural Student Affairs, etc.)
Very satisfied[Code = 4] [Numeric Value = 4]
Somewhat satisfied[Code = 3] [Numeric Value = 3]
Somewhat dissatisfied[Code = 2] [Numeric Value = 2]
Very dissatisfied[Code = 1] [Numeric Value = 1]
<i>Required answers: 1 Allowed answers: 1</i>

Q14 Opportunities for involvement in student groups on campus
Very satisfied[Code = 4] [Numeric Value = 4]
Somewhat satisfied[Code = 3] [Numeric Value = 3]
Somewhat dissatisfied[Code = 2] [Numeric Value = 2]
Very dissatisfied[Code = 1] [Numeric Value = 1]
<i>Required answers: 1 Allowed answers: 1</i>

Q15 Opportunities for involvement in the Evanston or Chicago community
Very satisfied[Code = 4] [Numeric Value = 4]
Somewhat satisfied[Code = 3] [Numeric Value = 3]
Somewhat dissatisfied[Code = 2] [Numeric Value = 2]
Very dissatisfied[Code = 1] [Numeric Value = 1]
<i>Required answers: 1 Allowed answers: 1</i>

Q16 Opportunities to engage in community service on or off-campus
Very satisfied[Code = 4] [Numeric Value = 4]
Somewhat satisfied[Code = 3] [Numeric Value = 3]
Somewhat dissatisfied[Code = 2] [Numeric Value = 2]
Very dissatisfied[Code = 1] [Numeric Value = 1]
<i>Required answers: 1 Allowed answers: 1</i>

Q17 Mental health resources for African American/Black students on campus
Very satisfied[Code = 4] [Numeric Value = 4]
Somewhat satisfied[Code = 3] [Numeric Value = 3]
Somewhat dissatisfied[Code = 2] [Numeric Value = 2]
Very dissatisfied[Code = 1] [Numeric Value = 1]
<i>Required answers: 1 Allowed answers: 1</i>

Page - Satisfaction

Q18 Please use the space below to comment on how satisfied you are with various aspects of your Northwestern experience.

[Code = 1] [Textbox]

Required answers: 0 Allowed answers: 1

Next Page: Sequential

Page - Campus Climate

How satisfied have you been with the following aspects of your experience at Northwestern during **THIS ACADEMIC YEAR?**

Q19 The racial/ethnic diversity of the campus

Very satisfied [Code = 4] [Numeric Value = 4]

Somewhat satisfied [Code = 3] [Numeric Value = 3]

Somewhat dissatisfied [Code = 2] [Numeric Value = 2]

Very dissatisfied [Code = 1] [Numeric Value = 1]

Required answers: 1 Allowed answers: 1

Q20 The University's commitment to diversity and inclusion

Very satisfied [Code = 4] [Numeric Value = 4]

Somewhat satisfied [Code = 3] [Numeric Value = 3]

Somewhat dissatisfied [Code = 2] [Numeric Value = 2]

Very dissatisfied [Code = 1] [Numeric Value = 1]

Required answers: 1 Allowed answers: 1

Q21 The initiatives Northwestern has recently taken related to diversity/inclusion (e.g., Campus Inclusion and Community, Student Enrichment Services, Associate Provost for Diversity and Inclusion)

Very satisfied [Code = 4] [Numeric Value = 4]

Somewhat satisfied [Code = 3] [Numeric Value = 3]

Somewhat dissatisfied [Code = 2] [Numeric Value = 2]

Very dissatisfied [Code = 1] [Numeric Value = 1]

Required answers: 1 Allowed answers: 1

Q22 The University's response to any bias-related incident(s) that have taken place on campus THIS ACADEMIC YEAR?

Very satisfied [Code = 4] [Numeric Value = 4]

Somewhat satisfied [Code = 3] [Numeric Value = 3]

Somewhat dissatisfied [Code = 2] [Numeric Value = 2]

Very dissatisfied [Code = 1] [Numeric Value = 1]

Required answers: 1 Allowed answers: 1

Next Page: Sequential

Page - Campus Climate

Please indicate your level of agreement with the following statements regarding campus climate at Northwestern:

Q23 Northwestern is supportive of students who identify as African American/Black

Strongly agree[Code = 5] [Numeric Value = 5]

Somewhat agree[Code = 4] [Numeric Value = 4]

Neutral[Code = 3] [Numeric Value = 3]

Somewhat disagree[Code = 2] [Numeric Value = 2]

Strongly disagree[Code = 1] [Numeric Value = 1]

Required answers: 1 Allowed answers: 1

Q24 African American/Black students are treated fairly at Northwestern

Strongly agree[Code = 5] [Numeric Value = 5]

Somewhat agree[Code = 4] [Numeric Value = 4]

Neutral[Code = 3] [Numeric Value = 3]

Somewhat disagree[Code = 2] [Numeric Value = 2]

Strongly disagree[Code = 1] [Numeric Value = 1]

Required answers: 1 Allowed answers: 1

Q25 Northwestern is welcoming to African American/Black students

Strongly agree[Code = 5] [Numeric Value = 5]

Somewhat agree[Code = 4] [Numeric Value = 4]

Neutral[Code = 3] [Numeric Value = 3]

Somewhat disagree[Code = 2] [Numeric Value = 2]

Strongly disagree[Code = 1] [Numeric Value = 1]

Required answers: 1 Allowed answers: 1

Q26 Northwestern is a safe place for African American/Black students

Strongly agree[Code = 5] [Numeric Value = 5]

Somewhat agree[Code = 4] [Numeric Value = 4]

Neutral[Code = 3] [Numeric Value = 3]

Somewhat disagree[Code = 2] [Numeric Value = 2]

Strongly disagree[Code = 1] [Numeric Value = 1]

Required answers: 1 Allowed answers: 1

Q27 I have witnessed or experienced harassment or discriminatory behavior (race, gender, sexual orientation, etc.) on campus this academic year

Strongly agree[Code = 5] [Numeric Value = 5]

Somewhat agree[Code = 4] [Numeric Value = 4]

Neutral[Code = 3] [Numeric Value = 3]

Somewhat disagree[Code = 2] [Numeric Value = 2]

Strongly disagree[Code = 1] [Numeric Value = 1]

Required answers: 1 Allowed answers: 1

Next Page: Sequential

Page - Campus Climate

Display if Q27='Strongly agree' OR Q27='Somewhat agree'

Q28 Where did the harassment or discrimination occur? (Check all that apply)

Campus event[Code = 1]

Campus office[Code = 2]

In a class[Code = 3]
In a faculty office[Code = 4]
In a group meeting[Code = 5]
In a meeting with one other person[Code = 6]
In a public space on campus[Code = 7]
Off-campus housing[Code = 8]
On-campus housing[Code = 9]
On-campus dining facility[Code = 10]
On-campus recreation or athletic facility[Code = 11]
Fraternity Quad[Code = 12]
Sorority Quad[Code = 13]
Norris[Code = 14]
Library[Code = 15]
While walking on campus[Code = 16]
While working in a campus job[Code = 17]
Off campus[Code = 18]
Other (please specify)[Code = 19] [Textbox]
<i>Required answers: 1 Allowed answers: 19</i>

Q29 Who was the source of the harassment or discrimination you witnessed or experienced this academic year? (Check all that apply)
Administrator/staff member[Code = 1]
Another student[Code = 2]
Campus police or security officer[Code = 3]
Faculty member[Code = 4]
Publication (posters, brochures, handouts)[Code = 5]
Resident assistant or resident director[Code = 6]
Teaching assistant[Code = 7]
Person not associated with Northwestern[Code = 8]
Don't know/unknown[Code = 9]
Other (please specify)[Code = 10] [Textbox]
<i>Required answers: 1 Allowed answers: 10</i>
<i>Next Page: Sequential</i>

Page - Campus Climate

Q30 To which of the following staff/offices/programs would you most likely report an incident of harassment or discrimination that you witnessed or experienced? (Check all that apply)
Multicultural Student Affairs[Code = 1]
Campus Inclusion and Community[Code = 2]
RespectNU[Code = 3]
NUHelp[Code = 4]
University Police[Code = 5]
Counseling & Psychological Services[Code = 6]
Office of Student Conduct[Code = 7]
Equal Opportunity & Access Office[Code = 8]
Ethics Point[Code = 9]
Faculty member[Code = 10]
Academic advisor[Code = 11]

Dean of Students Office[Code = 12]		
Athletic staff[Code = 13]		
Religious Life[Code = 14]		
Other administrators or staff [Code = 15]		
Other (please specify)[Code = 16] [Textbox]		
	Required answers: 1	Allowed answers: 16

Next Page: Sequential

Page - Campus Climate

Q31 When you encounter a problem or an issue at Northwestern-academic and/or social-to whom do you turn for advice and counsel? Please be as specific as possible.

[Code = 1] [Textbox]		
	Required answers: 0	Allowed answers: 1

Q32 What suggestions do you have for improving the campus climate for African American/Black students at Northwestern?

[Code = 1] [Textbox]		
	Required answers: 0	Allowed answers: 1

Next Page: Sequential

Page - The Black Community at Northwestern

Please indicate your level of agreement with the following statements about the Black community at Northwestern:

Q33 There is a sense of community among African American/Black students at Northwestern

- Strongly agree[Code = 5] [Numeric Value = 5]
- Somewhat agree[Code = 4] [Numeric Value = 4]
- Neutral[Code = 3] [Numeric Value = 3]
- Somewhat disagree[Code = 2] [Numeric Value = 2]
- Strongly disagree[Code = 1] [Numeric Value = 1]

Required answers: 1 Allowed answers: 1

Q34 I feel accepted by the Black community at Northwestern

- Strongly agree[Code = 5] [Numeric Value = 5]
- Somewhat agree[Code = 4] [Numeric Value = 4]
- Neutral[Code = 3] [Numeric Value = 3]
- Somewhat disagree[Code = 2] [Numeric Value = 2]
- Strongly disagree[Code = 1] [Numeric Value = 1]

Required answers: 1 Allowed answers: 1

Q35 I feel a part of the Black community at Northwestern

- Strongly agree[Code = 5] [Numeric Value = 5]
- Somewhat agree[Code = 4] [Numeric Value = 4]
- Neutral[Code = 3] [Numeric Value = 3]
- Somewhat disagree[Code = 2] [Numeric Value = 2]
- Strongly disagree[Code = 1] [Numeric Value = 1]

Required answers: 1 Allowed answers: 1

Q36 The Black community is a source of support for me at Northwestern

- Strongly agree[Code = 5] [Numeric Value = 5]

- Strongly agree[Code = 5] [Numeric Value = 5]
- Somewhat agree[Code = 4] [Numeric Value = 4]
- Neutral[Code = 3] [Numeric Value = 3]
- Somewhat disagree[Code = 2] [Numeric Value = 2]
- Strongly disagree[Code = 1] [Numeric Value = 1]

Required answers: 1 Allowed answers: 1

Next Page: Sequential

Page - The Black Community at Northwestern

Q37 Please use the space below to comment further on the Black student community at Northwestern.

[Code = 1] [Textbox]

Required answers: 0 Allowed answers: 1

Next Page: Sequential

Page - Places and Spaces

Q38 In what spaces do you **feel the most comfortable (i.e., sense of belonging, safe, etc.)** at Northwestern? (Check all that apply)

Classrooms [Code = 1]

Labs [Code = 2]

Black House[Code = 3]

Multicultural Center[Code = 4]

Norris University Center[Code = 5]

Fraternity houses[Code = 6]

Sorority houses [Code = 7]

SPAC [Code = 8]

Blomquist [Code = 9]

Residence halls/colleges[Code = 10]

Dining facilities[Code = 11]

Library[Code = 12]

Athletic facilities/locker rooms[Code = 13]

Student groups[Code = 14]

Other (please specify)[Code = 15] [Textbox]

I don't feel comfortable in any space at Northwestern[Code = 16]

Required answers: 1 Allowed answers: 16

Next Page: Sequential

Page - Places and Spaces

Q39 In which of the following spaces do you feel comfortable **socializing** at Northwestern? (Check all that apply)

Black House[Code = 1]

Multicultural Center[Code = 2]

Norris University Center [Code = 3]

Fraternity houses [Code = 4]

Sorority houses [Code = 5]

SPAC [Code = 6]

Blomquist [Code = 7]

Residence halls/colleges [Code = 8]
Library [Code = 9]
Athletic facilities/locker rooms [Code = 10]
Other (please specify) [Code = 11]
I don't feel comfortable socializing in any space at Northwestern [Code = 12]
Required answers: 1 Allowed answers: 12

Q40 Please use the space below to comment further on the places and spaces in which you feel comfortable or uncomfortable at Northwestern..
[Code = 1] [Textbox]
Required answers: 0 Allowed answers: 1

Next Page: Sequential

Page - Overall Comments

Q41 Given your experiences at Northwestern so far, if you could start over, would you choose Northwestern again for your undergraduate education?
Definitely would [Code = 4] [Numeric Value = 4]
Probably would [Code = 3] [Numeric Value = 3]
Probably would not [Code = 2] [Numeric Value = 2]
Definitely would not [Code = 1] [Numeric Value = 1]
Not applicable [Code = 0] [N/A]
Required answers: 1 Allowed answers: 1

Q42 Please use the space below to share anything else you think we should consider as we seek to improve the Black student experience at Northwestern.
[Code = 1] [Textbox]
Required answers: 0 Allowed answers: 1

Next Page: Sequential

Page - A Few Questions About You

Q43 Do you live on- or off-campus?
On campus residence hall [Code = 5] [Numeric Value = 5]
On campus fraternity/sorority house [Code = 4] [Numeric Value = 4]
Off campus apartment/house [Code = 3] [Numeric Value = 3]
I am currently studying abroad [Code = 2] [Numeric Value = 2]
Other (please specify) [Code = 1] [Numeric Value = 1] [Textbox]
Required answers: 1 Allowed answers: 1

Q44 Are you a member of a Northwestern varsity athletic team?
Yes [Code = 1]
No [Code = 2]
Required answers: 1 Allowed answers: 1

Q45 Did you receive a Pell Grant for this year?
Yes [Code = 1]
No [Code = 2]
Required answers: 1 Allowed answers: 1

Next Page: Sequential

Q46 What is your gender identity?	
Female[Code = 1]	
Genderqueer[Code = 2]	
Intersex[Code = 3]	
Male[Code = 4]	
Questioning[Code = 5]	
Transgender[Code = 6]	
Fill in the blank[Code = 7] [Textbox]	
	Required answers: 1 Allowed answers: 1

Q47 Which of the following best describes how you identify?	
Bisexual[Code = 1]	
Heterosexual[Code = 2]	
Gay[Code = 3]	
Lesbian[Code = 4]	
Pansexual[Code = 5]	
Asexual[Code = 6]	
Questioning[Code = 7]	
Fill in the blank[Code = 8] [Textbox]	
	Required answers: 1 Allowed answers: 1

Next Page: Sequential

Q48 How would you describe your political views?	
Very liberal[Code = 1]	
Liberal[Code = 2]	
Moderate/Middle-of-the-road[Code = 3]	
Conservative[Code = 4]	
Very conservative[Code = 5]	
Other (please specify)[Code = 6]	
Haven't thought that much about it[Code = 7]	
	Required answers: 1 Allowed answers: 1

Q49 Which best describes your religious or spiritual affiliation?	
Agnostic[Code = 1]	
Atheist[Code = 2]	
Buddhist/Taoist[Code = 3]	
Catholic[Code = 4]	
Christian[Code = 5]	
Hindu[Code = 6]	
Jewish[Code = 7]	
Muslim [Code = 8]	
Other (please specify)[Code = 9] [Textbox]	
None[Code = 10]	
	Required answers: 1 Allowed answers: 1

Page - A Few Questions About You

Q50 Are you a member of a fraternity or sorority?

Yes[Code = 1]

No[Code = 2]

Required answers: 1 Allowed answers: 1

Q51 Which of the following best describes how you were admitted to Northwestern?

Early Action or Early Decision[Code = 1]

Regular admission[Code = 2]

As a transfer from another institution[Code = 3]

Required answers: 1 Allowed answers: 1

Q52 As a Black student, how would you describe your ethnicity?

North American[Code = 1]

South American[Code = 2]

African[Code = 3]

Asian[Code = 4]

European[Code = 5]

Latino[Code = 6]

West Indian (e.g., Jamaican, Haitian, Trinidadian)[Code = 7]

Other (please specify)[Code = 8] [Textbox]

Required answers: 1 Allowed answers: 1

Q53 Did both of your parents graduate from a four-year college or university in the United States?

Yes[Code = 1]

No[Code = 2]

Unsure[Code = 3]

Required answers: 1 Allowed answers: 1

Next Page: Sequential

APPENDIX H

Log of Campus Bias Incidents 2006 to Present

Log of Campus Bias Incidents - Northwestern University 2006 – 2016

Source: University Archives and Campus Inclusion and Community

Date	Details	Classification	Target Race	Source 1	Source 2	Source 3
Spring 2016	An article in an online periodical depicted the Associated Student Government Elections and the President and Vice-president of ASG using the prison industrial complex.			BIRT		
Spring 2016	Gender queer student misgendered by Northwestern security when entering a residence hall restroom.			BIRT		
Spring 2016	Alice Millar Chapel is defaced in a hate crime by two White northwestern students.			BIRT		
Spring 2015	Black female student reported being harassed in a dining hall by Black male student athletes			BIRT		
Spring 2015	SuffocatingatNU Tumblr is reported for trolling students social media accounts and targeting them by name			BIRT		
Fall 2014	Black students reported being targeted for being noisy and disruptive in their residence halls			BIRT		
Spring 2014	Numerous reports were submitted as a response to a website that objectified women called "Morty's Angels"			BIRT		
Spring 2014	A pre-orientation program group was observed running around campus in what looked like painted tribal markings on their face and their bodies.			BIRT		
Spring 2014 – Fall 2015	There were numerous reports that came in during this time period from students involved in Wildcats for Israel and NUDivest as well as individuals who identify as Palestinian, Israeli, and Jewish.			BIRT		
Fall 2013	White fraternity used slurs when talking about their opponents during a club sports game			BIRT		
Fall 2013	New Black student was wrongfully identified by Northwestern Police at the Wildcard Office in Norris			BIRT		
Spring 2013	White fraternity chants song with sexist and discriminatory lyrics during Gone Greek Night.			BIRT		
Spring 2013	A black Bienn School of Music Graduate Student raised concerns of discrimination and harassment			BIRT		
Fall 2012	Student flying by the Arch was spat on by women believed to be a member of a sorority			BIRT		
12/3/2012	Michael Collins, a black warehouse associate at Northwestern, discovered a black stuffed panda bear lynched in his office. The incident occurred after Collins deflected a white coworker on Facebook who targeted Collins with multiple racial slurs and verbal threats. Incident investigated by UP, but not deemed a hate crime.	Racist Behavior	Black	Joseph Diebold. "Maintenance worker finds black teddy bear hanging at desk." January 28, 2013. http://dailynorthwestern.com/2013/01/28/campus/maintenance-worker-finds-black-teddy-bear-hanging-at-desk/	Cat Zakrzewski. "Students call for change at march, demonstration." February 28, 2013. http://dailynorthwestern.com/2013/02/28/campus/students-call-for-change-at-march-demonstration/	Cat Zakrzewski. "Students call for change at afternoon walkout and demonstration." February 28, 2013. http://dailynorthwestern.com/2013/02/28/blogs/student-is-call-for-change-at-afternoon-walk-out-and-demonstration/

Date	Details	Classification	Target Race	Source 1	Source 2	Source 3
10/23/2012	Heated Facebook message thread regarding race relations, institutional racism, and white privilege exchanged between Northwestern trustee Ben Sivka and Pleshette Strong.	Racist Remarks	Black	Patrick Svitek. "Northwestern trustee apologizes for race-related squabble with student on Facebook." October 26, 2012. http://dailynorthwestern.com/2012/10/26/campus/northwest-trustee-apologizes-for-race-related-squabble-with-student-on-facebook/	Patrick Svitek. "Northwestern trustee apologizes for Facebook tiff with student." October 25, 2012. http://dailynorthwestern.com/2012/10/25/blogs/northwestern-trustee-apologizes-for-facebook-tiff-with-student/	The Daily Northwestern Editorial Board. "Editorial: It's time for a new conversation on race." October 29, 2012. http://dailynorthwestern.com/2012/10/29/opinion/editorial-its-time-for-a-new-conversation-on-race/
10/16/2012	Op-ed by Sydney Zink regarding affirmative action perceived as racist, misinformed, and ignorant.	Racist Media Coverage	Multiple	Trenton Rogers & Ferlia Saus-Maea. "Letter to the Editor: Daily Northwestern dangerously shortsighted." October 24, 2012. http://dailynorthwestern.com/2012/10/24/opinion/letter-to-the-editor-daily-northwestern-dangerously-shortsighted/	Sydney Zink. "Zink: Affirmative action dangerously shortsighted." October 16, 2012. http://dailynorthwestern.com/2012/10/16/opinion/zink-affirmative-action-dangerously-shortsighted-2/	
5/2012	Unidentified white threw eggs at two students playing tennis and shouted "fucking Asians."	Physical Attacks	Asian	Hannah Green. "Green: of how not to think." May 15, 2012. http://1.dailynorthwestern.com/2012/05/15/archive-manuaYgreen-chronicle-column-an-example-of-how-not-to-think/		
4/21/2012	Ski Team's "Beer Olympics" perceived as "Racist Olympics" for offensive costumes that essentialized minority cultures.	Racist Behavior	Black	Kelvin Lewis. "Lewis: The 'Racist Olympics.'" April 24, 2012. http://www.northwestern.com/story/letter-the-racist-olympics/	Michele Corriston. "In Focus: A new push, but an old problem." May 7, 2012. http://dailynorthwestern.com/2012/05/07/campus/campusarchive/in-focus-a-new-push-but-an-old-problem/	Patrick Svitek. "Ski Team apologizes for hosting controversial party." April 25, 2012. http://dailynorthwestern.com/2012/04/25/campus/campusarchive/ski-team-apologizes-for-hosting-controversial-party/
4/2012	Daily coverage of "Beer Olympics" criticized as racist for disparaging and demeaning black male students for "aggressive" and "coercive" means to expose incident.	Racist Media Coverage	Black	Patrick Svitek. "Aggressive effort behind exposing Ski Team party." April 26, 2012. http://dailynorthwestern.com/2012/04/26/campus/campusarchive/aggressive-effort-behind-exposing-ski-team-party/	Chris De Notto. "Letter to the Editor: Lewis' behavior undermines diversity dialogue." April 27, 2012.	Members of the NU Faculty. "Letter to the editor: Faculty statement on racism at NU." April 30, 2012.
1/2012	Latina student harassed by several girls who taunted her in broken Spanish.	Racist Behavior	Hispanic	Lauren Caruba. "Dissecting the diversity report." May 4, 2012. http://dailynorthwestern.com/2012/05/04/campus/campusarchive/dissecting-the-diversity-report/		
2/13/2012	Tweet from Pat Fitzgerald's account, "Officially on the Jeremy Lin bandwagon. There's finally an NBA player who plays hard and says the right things off the court," criticized as racist and disrespectful of NBA players. Tweet later attributed to director of football operations Cody Cejda.	Racist Remarks	Black	Josh Walfish. "Pat Fitzgerald tweet starts media firestorm." February 13, 2012. http://dailynorthwestern.com/2012/02/13/sports/pat-fitzgerald-tweet-starts-media-firestorm/		

Date	Details	Classification	Target Race	Source 1	Source 2	Source 3
2/2012	"Successful black man" memes on NU memes page perceived as racist.	Racist Literature	Black	Miriam Mogilevsky. "Mogilevsky: NU Memes an indicator of campus culture." February 13, 2012. http://dailynorthwestern.com/2012/02/13/archiv-manual/mogilevsky-ny-memes-an-indicator-of-campus-culture/		
1/2011	Derrick Clifton spat on by stranger while working out at SPAC. Clifton also felt disrespected by NU police investigating incident.	Racist Behavior	Black	Sammy Calola. "New committee plans to examine bias incidences at Northwestern." January 4, 2011. http://dailynorthwestern.com/2011/01/04/campus/campus-archived/new-committee-plans-to-examine-bias-incidences-at-northwestern/		
2/25/2010	Former UP officer Freddie Lee sued the University for discrimination following his 2009 firing.	Racial Discrimination /Institutional Racism	Asian	Joseph Diebold. "Maintenance worker finds black teddy bear hanging at desk." January 28, 2013. http://dailynorthwestern.com/2013/01/28/campus/maintenance-worker-finds-black-teddy-bear-hanging-at-desk/	Dan Simmons. "Northwestern University police officer alleges discrimination, files federal complaint." October 18, 2009. http://articles.chicagotribune.com/2009-10-18/	Joseph Diebold. "Maintenance worker finds black teddy bear hanging at desk." January 28, 2013. http://dailynorthwestern.com/2013/01/28/campus/maintenance-worker-finds-black-teddy-bear-hanging-at-desk/
2009	Monique Brown called the n-word during her freshman year by two white students who were driving by in a car	Racist Behavior	Black	Cat Zakrzewski. "Students call for change at march, demonstration." February 28, 2013. http://dailynorthwestern.com/2013/02/28/campus/students-call-for-change-at-march-demonstration/		
10/31/2009	Two Northwestern students attended a Halloween party in black face.	Racist Behavior	Black	Julia Haskins. "Black face outrages a Northwestern student." November 3, 2009. http://www.northwestern.edu/northwestern-student-outrages-a-northwestern-student	Eric Bodge. "Letter: Though blackface offensive, no harmful intention." November 9, 2012.	Mark Ison. "Letter: Challenging NU to move forward on race issues." November 8, 2009. http://dailynorthwestern.com/2009/11/08/archiv-manua/Vetter-challenging-nu-to-move-forward-on-race-issues/
4/16/2009	ASG presidential candidate Bill Pulte does not talk to black students while campaigning on assumption that they will vote for the black ASG presidential candidate.	Other	Black	Moneik-Marie Lewis. "Letters to the Editor: Pulte's race card." April 16, 2009. http://dailynorthwestern.com/2009/04/16/archiv-manua/Vetters-to-the-editor-pultes-race-card-adams-non-endorsement		
2008	Black student said he was racially profiled by officials while studying inside the Donald P.Jacobs Center	Racial Discrimination/Institutional Racism	Black	Michele Corriston. "In Focus: A new push, but an old problem." May 7, 2012. http://dailynorthwestern.com/2012/05/07/campus/campus-archived/in-focus-a-new-push-but-an-old-problem/		

Date	Details	Classification	Target Race	Source 1	Source 2	Source 3
5/2/2008	Northwestern withdrew offer for honorary degree and graduation speech from Rev. Jeremiah Wright, which some students perceived as racially discriminatory.	Racial Discrimination/Institutional Racism	Black	Jodi S. Cohen. "Northwestern withdraws Rev. Jeremiah Wright's graduation invite, honorary degree offer." May 2, 2008. http://articles.chicagotribune.com/2008-05-02/news/0805011029_1_honorary-degree-bienen-northwestern	Julian Hill. "Letters to the Editor: Wright shows that NU just follows the pack." May 7, 2008. http://dailynorthwestern.com/2008/05/07/archive-manual/letters-to-the-editor-wright-shows-that-just-follows-the-pack/	
5/2/2008	Northwestern withdrew offer for honorary degree and graduation speech from Rev. Jeremiah Wright, which some students perceived as racially discriminatory.	Racial Discrimination/Institutional Racism	Black	Jodi S. Cohen. "Northwestern withdraws Rev. Jeremiah Wright's graduation invite, honorary degree offer." May 2, 2008. http://articles.chicagotribune.com/2008-05-02/news/0805011029_1_honorary-degree-bienen-northwestern	Julian Hill. "Letters to the Editor: Wright shows that NU just follows the pack." May 7, 2008. http://dailynorthwestern.com/2008/05/07/archive-manual/letters-to-the-editor-wright-shows-that-just-follows-the-pack/	
2007	Students react to a contentious Daily column arguing that minority students cluster together and inhibit diversity with 125-student "March for Unity."	Racist Media Coverage	Multiple	Michele Corriston. "In Focus: A new push, but an old problem." May 7, 2012. http://dailynorthwestern.com/2012/05/07/campus/campus-archived/in-focus-a-new-push-but-an-old-problem/		
10/27/2007	Two NU Ph.D. students attended a Halloween party costumed in Black face	Racist Behavior	Black	Claire Brown. "Dean of Students Burgie Howard sends blackface email." October 25, 2010. http://dailynorthwestern.com/2010/10/25/campus/campus-archived/dean-of-students-burgie-howard-sends-blackface-email/	Brian Rosenthal. "Students discuss recent race-related incidents at forum." November 13, 2007. http://dailynorthwestern.com/2007/11/13/archive-manual/students-discuss-recent-race-related-incidents-at-forum/	Mark Crain. "Blackface costumes evoke history of racism." November 12, 2007. http://dailynorthwestern.com/2007/11/12/archive-manual/letters-to-the-editor-634
2007	Freshman Marcus Shepard reports being called the n- word.	Racist Behavior	Black	Brian Rosenthal. "Students discuss recent race-related incidents at forum." November 13, 2007. http://dailynorthwestern.com/2007/11/13/archive-manual/students-discuss-recent-race-related-incidents-at-forum/		
2007	Marcus Shepard has Wildcard questioned 10+ times by NU/D.	Racial Discrimination/Institutional Racism	Black	Brian Rosenthal. "Students discuss recent race-related incidents at forum." November 13, 2007. http://dailynorthwestern.com/2007/11/13/archive-manual/students-discuss-recent-race-related-incidents-at-forum/		
2007	Marcus Shepard reported hearing racial obscenities yelled at him from white people in cars.	Racist Behavior	Black	Brian Rosenthal. "Students discuss recent race-related incidents at forum." November 13, 2007. http://dailynorthwestern.com/2007/11/13/archive-manual/students-discuss-recent-race-related-incidents-at-forum/		
2/2/2007	Daily advertisement for Chicago Bar's "White Trash Bash," in which students were encouraged to "pull out your wife beaters, trucker hats, overalls and mullets and come get trashy," criticized as racist and discriminatory.	Racist Literature	White	Brian Cunningham. "Daily ad in poor taste." April 4, 2007. http://dailynorthwestern.com/2007/04/04/archive-manual/letters-to-the-editor-379/		

Date	Details	Classification	Target Race	Source 1	Source 2	Source 3
2/16/2007	Racial slurs and derogatory comments shouted from cars during March for Unity.	Racist Behavior	Asian	Alissa Dos Santos: "Forum Allows Discussion Of Racial Interaction At NU." February 28, 2007. http://dailynorthwestern.com/2007/02/28/archive-manual/forum-allows-discussion-of-racial-interaction-at-nu/		
2007	Black student reports that police officers frequently request his student ID while on campus.	Racial Discrimination/Institutional Racism	Black	Alissa Dos Santos: "Forum Allows Discussion Of Racial Interaction At NU." February 28, 2007. http://dailynorthwestern.com/2007/02/28/archive-manual/forum-allows-discussion-of-racial-interaction-at-nu/		
2007	Black student reports the unease of a group of white students in his proximity, who felt threatened by his presence.	Racial Discrimination /Institutional Racism	Black	Alissa Dos Santos: "Forum Allows Discussion Of Racial Interaction At NU." February 28, 2007. http://dailynorthwestern.com/2007/02/28/archive-manual/forum-allows-discussion-of-racial-interaction-at-nu/		
5/2/2006	Eric Parker offended by Daily Letter to the Editor written by Clinton McClure, which asserted that black people who do not support interracial dating only do so because of a lack of understanding of the situation at hand.	Racist Media Coverage	Black	Eric Parker: "Sigma not racism related." May 2, 2006. http://dailynorthwestern.com/2006/05/02/archive-manual/letters-to-the-editor-413/		
4/30/2006	Jess Chacko perceived Jasmine Wiggins (black) column "Gray area in black-white marriages" as racist for asking "why would you want to marry someone who, just 40 years ago, tried their hardest to keep you from obtaining the right to be a human being?"	Racist Media Coverage	Unclear	Jess Chacko: "Wiggins' view is archaic." April 30, 2006. http://dailynorthwestern.com/2006/04/30/archive-manual/letters-to-the-editor-416/		
1/31/2006	Freshman Neil Galare confesses to drawing a collage of swastikas and rabbits in a Sargent Hall stairwell.	Racist Literature	Jewish	Dan Strumpf: "The absurdity of 'hate crimes.'" January 31, 2006. http://dailynorthwestern.com/2006/01/31/archive-manual/the-absurdity-of-hate-crimes/		