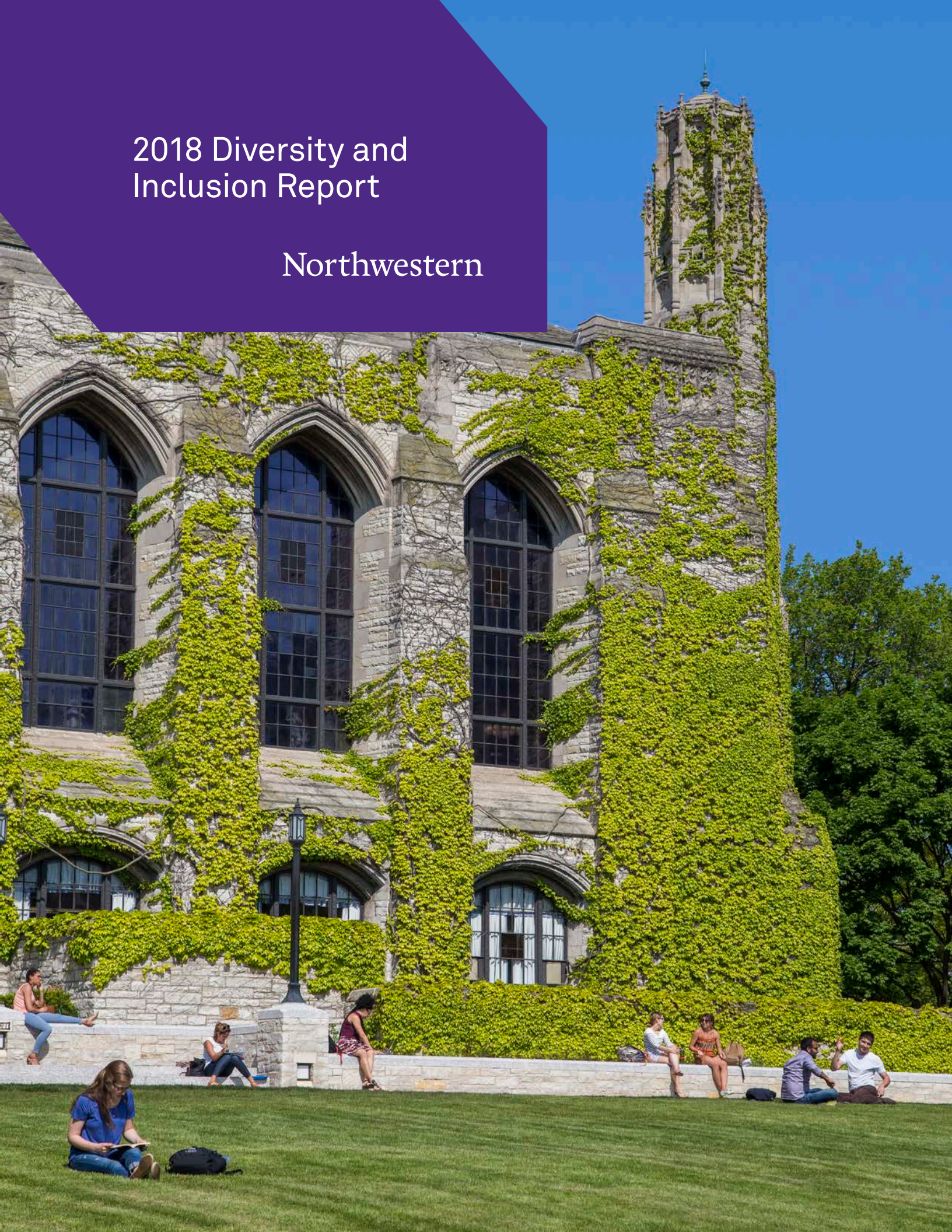
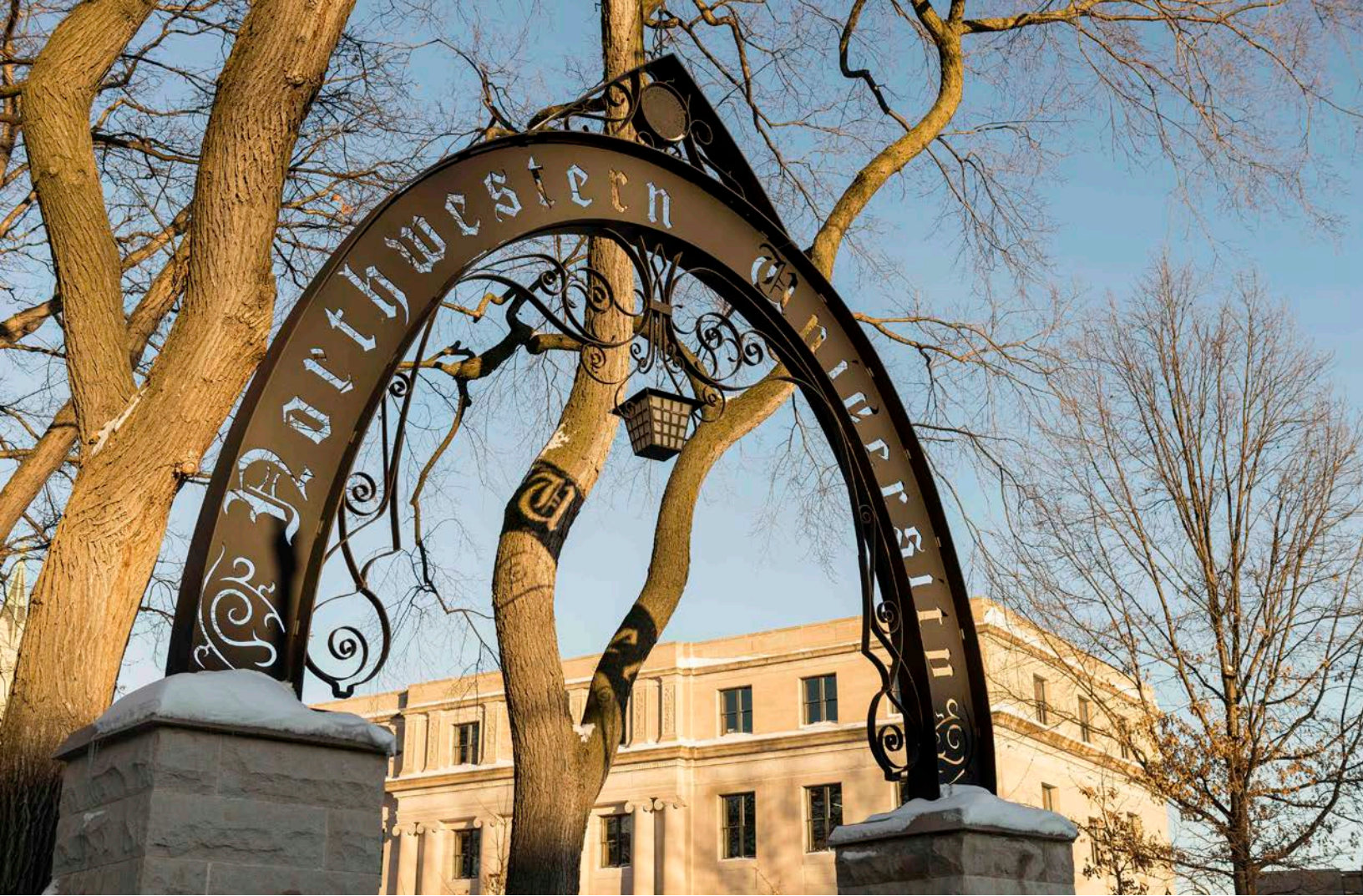


# 2018 Diversity and Inclusion Report

Northwestern





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*Note:* Faculty and staff data was sourced from the myHR system. Faculty data was included for all schools except the School of Professional Studies, Northwestern in Qatar, and The Graduate School. Undergraduate student data was sourced from the Student Enterprise Systems. The Office of Institutional Research provided the faculty, staff, and undergraduate student data from these systems, with the exception of the LGBTQ+ student data. The Office of Student Affairs Assessment provided undergraduate LGBTQ+ data. All graduate and professional student data was provided by the respective schools. Alumni data was sourced from CatTracks and provided by the Office of Alumni Relations and Development. The Graduate School provided the postdoctoral fellows data.

Greetings from the Office of Institutional Diversity and Inclusion,



It is with great pleasure that I share with you the Northwestern University Diversity and Inclusion Report for academic year 2018 (AY2018). Since 2015, the Office of Institutional Diversity and Inclusion (OIDI) has worked to create and sustain a diverse, inclusive, and welcoming environment for all Northwestern students, faculty, staff, and alumni. OIDI partners with colleagues across the University to achieve this mission in alignment with our four strategic pillars:

**ACCESS:** Recruiting diverse talent and enabling advancement and success

**EQUITY:** Ensuring fairness and requiring accountability

**ENRICHMENT:** Promoting inclusive education and enhancing culture and climate

**WELLBEING:** Supporting holistic personal development and building community

This year's annual report highlights the continuous progress made toward realizing a more diverse and inclusive Northwestern.

In AY2018, the Office of Institutional Diversity and Inclusion

- hosted summer leadership workshop for diversity and inclusion campus partners
- sponsored first-ever Veterans Day recognition event for alumni at home football game
- coordinated planning for the commemoration of the 50th anniversary of the Bursar's Office Takeover, which included a series of events—organized in collaboration with campus partners and alumni—to honor this important milestone in Northwestern University's history
- continued to expand programming to increase engagement with our constituent groups, including our six leadership partners: Diversity Leaders Group, University Diversity Council, Executive Advisory Group, Native American Leadership Council, Native American and Indigenous Peoples Steering Group, and Multicultural Alumni Council
- hosted receptions for underrepresented faculty in fall 2017 and spring 2018

I hope you enjoy the 2018 Diversity and Inclusion Report. If you have any questions or would like to be involved in our efforts, please contact us at [diversity@northwestern.edu](mailto:diversity@northwestern.edu).

Sincerely,

**Jabbar R. Bennett, PhD**

Associate Provost and Chief Diversity Officer

Associate Professor of Medicine, Feinberg School of Medicine

# ACCESS



ACCESS refers to the recruitment and support of students, faculty, and staff from historically underserved and underrepresented populations.

## Undergraduate Students

During AY2018, the Office of Undergraduate Admission expanded programming and focused messaging and recruitment initiatives on increasing awareness of and interest in Northwestern among underrepresented minority and lower-socioeconomic students and their communities.

During AY2018, the [Office of Undergraduate Admission](#) continued to expand its reach with various initiatives. The “Why Northwestern?” program invites Chicago area students, families, and counselors to campus to learn—from a multicultural perspective—what it’s like to be a Northwestern student. A panel of current students discuss their Northwestern experiences. In addition, attendees receive an overview of the admission and financial aid processes, connect with current students, take a campus tour, and enjoy a student performance. The fall “1st Look” program invites students from Chicago public schools to campus for an all-day college experience. The program offers workshops on college admissions and financial aid, campus tours, classroom visits, and opportunities to meet Northwestern students and faculty in both informal and formal settings.

Northwestern’s initiative to have 20 percent Pell Grant-eligible students in the incoming undergraduate class by 2020 has continually advanced. To enhance those efforts, Northwestern continues to partner with the [American Talent Initiative](#), a Bloomberg Philanthropies–supported collaboration between the Aspen Institute’s College Excellence Program and Ithaka S+R. The organization is dedicated to substantially expanding opportunity and access for low- and moderate-income students. Northwestern continues to be involved as a [QuestBridge Scholars](#) chapter. QuestBridge is a non-profit organization that targets high-achieving, low-income high school students for college placement. Northwestern continues to actively participate in the [College Horizons](#) pre-college summer programs, which provides Native American high school students with skills to complete the college application process. As in years past, Northwestern also supported ten [Posse Scholars](#) whom possess extraordinary academic and leadership potential yet may have been overlooked by traditional college selection processes.

The Books for Cats program offers eligible students, as determined by the Office of Financial Aid, to borrow course materials such as textbooks, clickers, and access codes from Barnes and Noble and lab materials (coat, goggles, and LabArchive) from the Department of Chemistry for selected introductory STEM courses. Students return these materials at the end of their use and by the end of the academic year. Eligible students are contacted prior to each quarter with an invitation to use the Books for Cats option.

- 222 students participated in fall 2018
- 51 introductory STEM courses selected
- \$103,343 in student savings

### Class of 2022

1%

American Indian/Native American

23.5%

Asian American/Pacific Islander

10%

Black/African American

13.5%

Hispanic/Latinx

11.5%

International

56%

White

13.5%

First-Generation College

20.5%

Pell Eligible

*Our reporting method tracks students who identify as multiple races/ethnicities in each category, so the numbers will exceed 100%. Over 17% of our first-year class indicated two or more races/ethnicities.*

## Student Enrichment Services

**Student Enrichment Services (SES)** is seen as a home as well as a resource for first-generation and/or low-income (FGLI) students. In the 2018 spring SES Impact Survey, 97 percent of students described feeling welcomed, comfortable, valued, and treated professionally when interacting with SES staff members. During AY2018, SES focused on various initiatives to support the success of students. The **“I’m First” campaign** launched in spring 2018 to honor the first-generation experience at Northwestern. The campaign included storytelling, awareness-building, programs, print and web media, and branding across campus. The web directory of first-generation faculty and staff members remains the second most visited page on the SES website. During AY2018, SES interacted with 993 distinct students who utilized SES resources and/or had an individual meeting with an SES staff member. These 993 meaningful interactions represent support of 72 percent of the total population of Pell-eligible students at Northwestern. The total Pell-eligible population at Northwestern is 17.2 percent or approximately 1,400 students.

The **Student Emergency and Essential Needs (SEEN) Fund** provides assistance to students facing unexpected financial expenses associated with emergencies or essential needs. Assistance can range from travel needed due to death or illness of a family member to providing funding for outstanding medical bills or prescription medication. The SEEN Fund has played a critical role in providing students with a safe and supportive campus environment by ensuring their physiological and safety needs are met. There has been significant growth in demand for support from SEEN, including a 458 percent increase from AY17 to AY18.

Through generous donor support, students receive free Dell laptop computers and are eligible to receive winter coats, gloves, scarves, hats, and funding for winter boots. As of AY2018, more than 325 students have received winter gear and close to 500 students have received laptop computers.

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# 458%

## INCREASE IN DEMAND

for support from SEEN Fund  
from AY17 to AY18

---

# 17.2%

total percentage of Pell-eligible  
population at Northwestern

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Part of the “I’m First” campaign

## The Graduate School

The Graduate School's (TGS) Office of Diversity and Inclusion's signature programs and retention initiatives have a high success rate in recruiting and retaining underrepresented graduate students. These efforts have resulted in a more inclusive graduate student community within the disciplines and programs that are under the purview of TGS, thus making Northwestern uniquely positioned for inclusive excellence in graduate education. In AY2018, TGS experienced its largest percentage of enrolled students from underrepresented populations. Compared to the year before, there were significant increases in applications, admits, and matriculants within TGS. This resulted in the most diverse graduate student class to date.

### The Graduate School Signature Programs

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

The 2018 Introduction to Graduate Education at Northwestern cohort included more than thirty visiting undergraduate students interested in STEM and social sciences. Participants toured the Oncofertility Lab of Teresa Woodruff, dean of the Graduate School, and had the chance to interact with Celestin Ntivuguruzwa, director of the Centre for Postgraduate Studies at the University of Rwanda. IGEN's closing ceremony speaker—Inger Burnett-Zeigler, assistant professor of psychiatry and behavioral sciences—encouraged scholars to be relentless in their quest for education and secure a mentor early in their career to cultivate success.

#### Summer Research Opportunity Program (SROP)

The 2018 cohort of SROP included high achieving scholars from the nation's premier Minority Serving Institutions (MSIs), neighboring research-intensive institutions, and local and regional institutions. TGS also returned to the University of Puerto Rico system to recruit students who were interested in science research issues that could positively contribute to their native region in the future. Many SROP participants presented their research at national conferences and some were offered early admittance to Northwestern through the Early Admission Decision Program (EADP).

GRADUATE SCHOOL AY18



American Indian/Native American 0.1%  
 Asian American/Pacific Islander 8.0%  
 Black/African American 5.3%  
 Hispanic/Latinx 6.8%  
 International 35.3%  
 Multiracial 3.3%  
 Unknown 4.1%  
 White 37.1%  
 .....  
 LGBTQ+ 10.0%



DeanWoodruff with IGEN 2018 Scholars

19%

UNDERREPRESENTED  
MINORITY (URM)  
APPLICATIONS

20%

URM ADMITS

21%

URM MATRICULANTS

### HSI Pathways

[HSI Pathways to the Professoriate](#), supported by a \$5.1 million grant from the Andrew W. Mellon Foundation, prepares 90 students from Hispanic Serving Institutions (HSIs) for PhD programs over a five-year period. TGS welcomed more than twenty undergraduate students from partner HSI Pathways institutions for its inaugural open house in October. The students toured the Evanston campus and met with the dean, program administrators, faculty, and graduate students to discuss graduate education and Northwestern's social science and humanities programs. In fall 2018, TGS welcomed its first HSI Pathways Scholar into the Performance Studies program.

### *The Graduate School Retention Efforts*

#### Monthly Dinner Series

TGS implemented a dinner series for all domestic underrepresented graduate students. Each month, students have an opportunity to network with one another as they listen to a subject matter expert addressing topics that can improve their quality of life. Programs included a presentation by Olivia Hoskins from the training staff in Counseling and Psychological Services and a roundtable discussion with [Associate Provost for Diversity and Inclusion and Chief Diversity Officer Jabbar R. Bennett](#).

#### Bouchet Graduate Honor Society

TGS inducted its inaugural cohort of graduate students and postdoctoral trainees into the Edward Bouchet Honor Society at Yale University. The Edward A. Bouchet Graduate Honor Society—named after the first African American to receive, in 1865, a PhD from Yale—was established to recognize outstanding scholarly achievement and promote diversity and excellence in doctoral education and the professoriate. The society seeks to develop a national network of preeminent scholars who exemplify excellence, foster environments of support, and serve as examples of scholarship, leadership, character, service, and advocacy for students who have been traditionally underrepresented in the academy.



*Research presentations by SROP cohort*



*Monthly dinner series*



*Bouchet Graduate Honor Society inaugural cohort*



## Feinberg School of Medicine

During AY2018, the [Feinberg School of Medicine's Office of Diversity and Inclusion](#) expanded upon its portfolio of engagement and awareness activities. The office welcomed 15 Northwestern undergraduate students during their spring break for the inaugural NU DOCS program. This new pipeline program is designed to mentor aspiring biomedical sciences students from underrepresented groups. The program, organized as an alternative spring break learning activity, provided students with a full week of premedical advising, skill-building workshops, clinical experiences, and discussions with faculty members.

Feinberg also became the first academic medical center in the nation to pilot Sustained Dialogue—a transformational program to aid Feinberg students' efforts to engage in dialogue about difficult topics, such as unconscious bias. Throughout the academic year, five groups of students, each led by two student moderators, covered topics such as racial climate, privilege, religion, and mental health.

FEINBERG AY18



American Indian/Native American 0.3%  
 Asian American/Pacific Islander 26.8%  
 Black/African American 4.3%  
 Hispanic/Latinx 8.6%  
 International 1.3%  
 Multiracial 2.9%  
 Unknown 10.3%  
 White 45.6%



The inaugural NU DOCS cohort

---

## Kellogg School of Management

To connect prospective and admitted students to Kellogg alumni, the Kellogg School admissions office hosts events across the United States, including affinity dinners, receptions, and brunches. Additionally, Kellogg continues to support the Reaching Out MBA (ROMBA) Conference and “CHeck uS out” events to maintain and increase its presence with the LGBTQ community. These efforts are supported by the Pride@Kellogg student club that cocreates an LGBTQ Preview Day with the Office of Admissions.

With the specific purpose of giving prospective students a holistic Kellogg experience, the school hosts Diversity Preview Day and Women’s Preview Day each year as part of admissions programming. Highlights of these events include an opportunity to meet underrepresented and women students, hear current student perspectives, and to learn about career services and academics, including a mock class. These preview days have been well received and each year grow in popularity and attendance. The Kellogg class of 2020 is comprised of 46 percent women, the largest percentage ever.

KELLOGG STUDENTS AY18



**U.S. Minority 26%**  
**International 28%**  
**Unknown 1%**  
**White 45%**

## Pritzker School of Law

The Pritzker School of Law restructured its diversity and inclusion efforts in AY2018 and hired Shannon Bartlett as the Law School's first associate dean of inclusion and engagement. The associate dean reports to the Law School dean, sits on the Law School's senior leadership team, and is charged with strategically reviewing the Law School's diversity, inclusion, and engagement efforts to ensure the Law School community is accessible to all of its members across all constituencies. Another newly created position, the associate director for student engagement and community, supports the associate dean of inclusion and engagement. The associate director primarily focuses on the student experience.

Since its creation, the Office of Inclusion and Engagement has sponsored and hosted programs addressing implicit bias, impostor phenomenon, and law-related diversity opportunities as well as other inclusion-related topics. To better assess and understand how students experience diversity and inclusion within the Law School, the Law School conducted a student services survey that included questions relating to climate. Future Office of Inclusion and Engagement projects include initiatives focused on building the cultural competence of law students and other members of the Law School community, fostering engagement across viewpoints, and developing community members' abilities to communicate and navigate conflict across cultures.

PRITZKER AY18



American Indian/Native American 0.2%  
 Asian American/Pacific Islander 8.0%  
 Black/African American 4.7%  
 Hispanic/Latinx 9.3%  
 International 21.6%  
 Multiracial 2.0%  
 Unknown 11.4%  
 White 42.8%

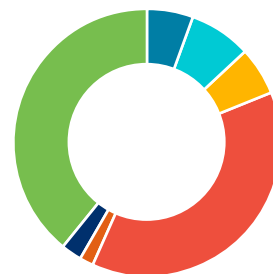
## Medill School of Journalism, Media, Integrated Marketing Communications

Medill continues its commitment to creating an inclusive environment and to providing equity in opportunities regarding research, teaching, administration, and student services. Medill is dedicated to creating a socially-just community by strengthening policies, developing programs, and fostering acceptance for a broad range of communities and concepts. The school aims to welcome students, staff, and faculty from diverse backgrounds and support them so they may thrive in the Medill community and beyond.

Medill supports these initiatives through annual recruiting visits to Historically Black Colleges and Universities (HBCUs) and Hispanic Serving Institutions (HSIs). The school also maintains an active presence and partnership with colleagues in the National Association of Black Journalists (NABJ), National Lesbian and Gay Journalists Association (NLGJA), Association for Women in Sports Media (AWSM), Asian American Journalists Association (AAJA), and National Association of Hispanic Journalists (NAHJ)—including funding programs to allow students the opportunity to attend the annual conferences and pre- and post-conference workshops presented by these associations.

The Global Trip Peer Leader Training Program, Cultural Competency trainings, Lunches with the Dean, and active promotion of fellowships, internships, and scholarships that champion diversity in the fields of journalism, media, and integrated marketing and communications are a few examples of how Medill enriches the student experience.

MEDILL AY18



American Indian/Native American 0.0%  
 Asian American/Pacific Islander 5.6%  
 Black/African American 7.6%  
 Hispanic/Latinx 5.7%  
 International 38.0%  
 Multiracial 1.5%  
 Unknown 2.6%  
 White 39.0%

## Weinberg College of Arts and Sciences

Weinberg College of Arts and Sciences continued the growth trajectory of its signature [Arch Scholars Programs](#), a suite of four different programs—Bio&ChemEXCEL, Bridge I and II, NU Bioscientist, and the Posner Research Program—designed to welcome, engage, and support students who attended high schools with little or no AP/IB preparation or who are among the first in their families to attend college.

Students become Arch Scholars in the summer before their first year by participating in either Bio&ChemEXCEL or Bridge. Others join the Arch family in the fall of their first-year by being admitted to the NU Bioscientist Program. Students also participate as rising sophomores in the Posner Research Program or Bridge II. During AY2018, Weinberg welcomed its largest cohort of Arch Scholars, with 167 participating students.

The Weinberg College Ad Hoc Committee on Degree Requirements submitted a [proposal](#) to the Curriculum Policy Committee to update the curriculum with overlay requirements of two courses that satisfy the “when cultures meet” learning goals—one that focuses on cultural interactions in the US and one with a global orientation. This two-part transdisciplinary overlay aims to infuse the Weinberg College curriculum with active discussions about navigating the local global continuum amidst the complex and highly dynamic social and political movements of both today and the past. The overlay asks students to reflect on their own perspective as a product of interconnected webs of people, ideas, and events.

### SUPPORTING STUDENT SUCCESS

24%

URM

22%

PELL

56%

FEMALE

11%

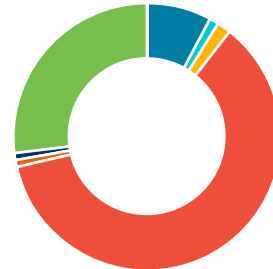
INTERNATIONAL

## Postdoctoral Community

The Graduate School's [Office of Postdoctoral Affairs \(OPA\)](#) is the central resource for postdoctoral training at Northwestern. The OPA partners with Northwestern postdocs, faculty, and units across the University to support the professional development of postdocs as they prepare for the next stage of their careers. As part of this work, the OPA has partnered with the [Collaborative Learning and Integrated Mentoring in the Biosciences \(CLIMB\) Program](#) to launch a new mentor training workshop for postdocs. The training utilizes the "[Entering Mentoring](#)" curriculum to help postdocs develop communication and leadership skills to promote a culture of diversity and inclusion in their laboratories and departments.

Northwestern is also one of 14 institutions participating in the Professorial Advancement Initiative (PAI) as part of a \$1.2 million award. Funded by the National Science Foundation, the PAI is an [Alliance for Graduate Education and Professoriate Transformation \(AGEP-T\)](#) project with the goal of doubling the rate at which Big Ten Academic Alliance institutions hire underrepresented minority (URM) faculty in the science, technology, engineering, and mathematics (STEM) fields. The [Big Ten Academic Alliance PAI](#) takes a two-pronged approach to achieve its faculty diversity goal, both by creating a pool of URM postdocs who are well prepared and trained as tenure-track faculty members and by educating mentors, faculty, and faculty search committees about unconscious bias and diversity hiring.

POSTDOCTORAL FELLOWS AY18



American Indian/Native American	0.1%
Asian American/Pacific Islander	7.8%
Black/African American	1.1%
Hispanic/Latinx	1.6%
International	60.9%
Multiracial	0.9%
Unknown	0.7%
White	26.9%

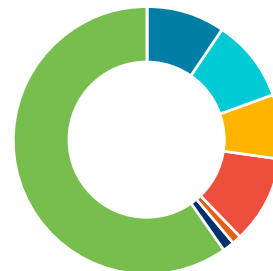
## Staff

Over this past year, the [Office of Work-Life and Family Resources](#) has worked with the [International Office](#) to revise the online and print information about living in the US that is provided to incoming international scholars and students and their families.

The office has also increased its dedicated work/life support for faculty, collaborating with the [Office of the Provost](#) to create a [Faculty Work/Life and Family Resources brochure](#) for use in recruiting, faculty orientations, and faculty leadership and other programs.

In January 2018, the TGS family resource liaison's responsibilities were extended to include postdocs as well as TGS students, offering them individual consultations on their work-life needs, creating a Canvas site for postdocs with children, and including them in family social events such as play dates and coffee hours. This has allowed TGS to identify and provide dedicated support to over 120 postdocs with children.

BENEFITS-ELIGIBLE STAFF AY18



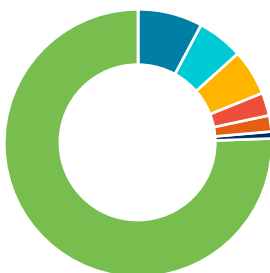
American Indian/Native American	0.1%
Asian American/Pacific Islander	9.4%
Black/African American	10.1%
Hispanic/Latinx	7.6%
International	10.6%
Multiracial	1.4%
Unknown	1.1%
White	59.6%

## Faculty

The [Office of the Provost](#) began preparations for the first-ever faculty search townhall, which would bring together faculty search committee chairs, equity representatives, and department chairs from across the University to hear best practices in supporting equity and access in faculty recruitments from a panel of experienced search committee chairs.

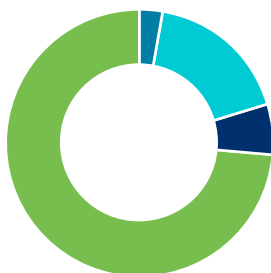
### TENURE-LINE FACULTY BY SCHOOL

WEINBERG AY18



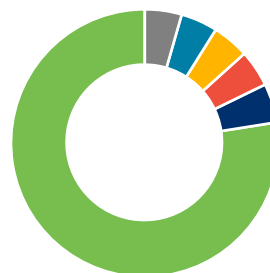
American Indian/Native American 0.2%  
 Asian American/Pacific Islander 7.7%  
 Black/African American 5.5%  
 Hispanic/Latinx 5.7%  
 International 2.6%  
 Multiracial 2.0%  
 Unknown 0.8%  
 White 75.4%

EDUCATION AY18



American Indian/Native American 0.0%  
 Asian American/Pacific Islander 2.9%  
 Black/African American 17.6%  
 Hispanic/Latinx 0.0%  
 International 0.0%  
 Multiracial 0.0%  
 Unknown 5.9%  
 White 73.5%

MEDILL AY18



American Indian/Native American 4.5%  
 Asian American/Pacific Islander 4.5%  
 Black/African American 0.0%  
 Hispanic/Latinx 4.5%  
 International 4.5%  
 Multiracial 0.0%  
 Unknown 4.5%  
 White 77.3%

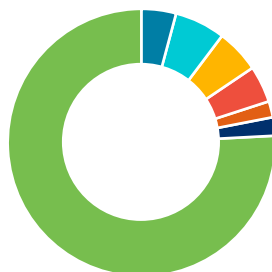
TENURE-LINE FACULTY BY SCHOOL

BIENEN AY18



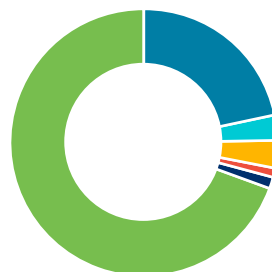
American Indian/Native American 0.0%  
 Asian American/Pacific Islander 8.1%  
 Black/African American 5.4%  
 Hispanic/Latinx 0.0%  
 International 0.0%  
 Multiracial 0.0%  
 Unknown 2.7%  
 White 83.8%

COMMUNICATION AY18



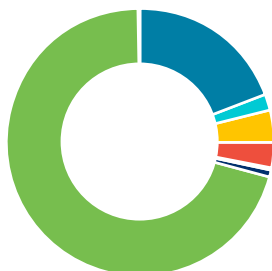
American Indian/Native American 0.0%  
 Asian American/Pacific Islander 4.2%  
 Black/African American 6.3%  
 Hispanic/Latinx 5.3%  
 International 4.2%  
 Multiracial 2.1%  
 Unknown 2.1%  
 White 75.8%

MCCORMICK AY18



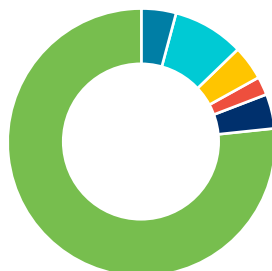
American Indian/Native American 0.0%  
 Asian American/Pacific Islander 21.7%  
 Black/African American 3.2%  
 Hispanic/Latinx 3.2%  
 International 1.1%  
 Multiracial 0.0%  
 Unknown 1.6%  
 White 69.3%

FEINBERG AY18



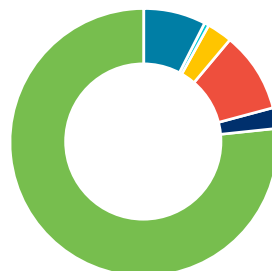
American Indian/Native American 0.0%  
 Asian American/Pacific Islander 19.4%  
 Black/African American 1.9%  
 Hispanic/Latinx 3.8%  
 International 3.0%  
 Multiracial 0.3%  
 Unknown 0.8%  
 White 70.9%

PRITZKER AY18



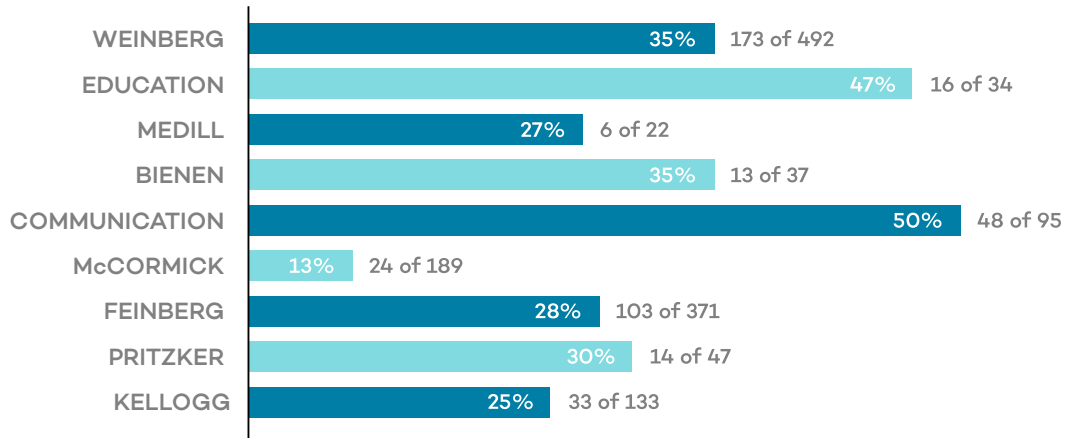
American Indian/Native American 0.0%  
 Asian American/Pacific Islander 4.3%  
 Black/African American 8.5%  
 Hispanic/Latinx 4.3%  
 International 2.1%  
 Multiracial 0.0%  
 Unknown 4.3%  
 White 76.6%

KELLOGG AY18



American Indian/Native American 0.0%  
 Asian American/Pacific Islander 7.5%  
 Black/African American 0.8%  
 Hispanic/Latinx 3.0%  
 International 9.8%  
 Multiracial 0.0%  
 Unknown 2.3%  
 White 76.7%

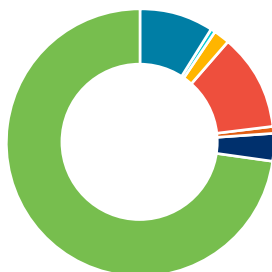
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**TENURE-LINE WOMEN FACULTY AY18**



CLINICAL/INSTRUCTIONAL FACULTY BY SCHOOL

WEINBERG AY18



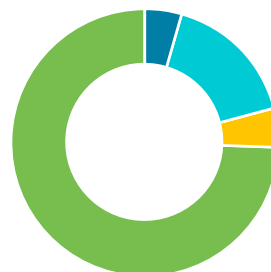
American Indian/Native American 0.0%  
 Asian American/Pacific Islander 9.1%  
 Black/African American 0.6%  
 Hispanic/Latinx 1.7%  
 International 11.9%  
 Multiracial 0.6%  
 Unknown 3.4%  
 White 72.7%

EDUCATION AY18



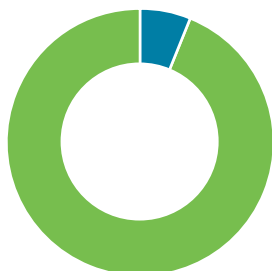
American Indian/Native American 0.0%  
 Asian American/Pacific Islander 0.0%  
 Black/African American 20.0%  
 Hispanic/Latinx 0.0%  
 International 0.0%  
 Multiracial 0.0%  
 Unknown 20.0%  
 White 60.0%

MEDILL AY18



American Indian/Native American 0.0%  
 Asian American/Pacific Islander 4.7%  
 Black/African American 16.3%  
 Hispanic/Latinx 4.7%  
 International 0.0%  
 Multiracial 0.0%  
 Unknown 0.0%  
 White 74.4%

BIENEN AY18



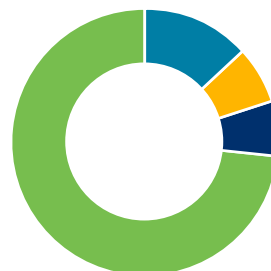
American Indian/Native American 0.0%  
 Asian American/Pacific Islander 6.3%  
 Black/African American 0.0%  
 Hispanic/Latinx 0.0%  
 International 0.0%  
 Multiracial 0.0%  
 Unknown 0.0%  
 White 93.8%

COMMUNICATION AY18



American Indian/Native American 0.0%  
 Asian American/Pacific Islander 14%  
 Black/African American 2.9%  
 Hispanic/Latinx 2.9%  
 International 1.4%  
 Multiracial 4.3%  
 Unknown 2.9%  
 White 84.1%

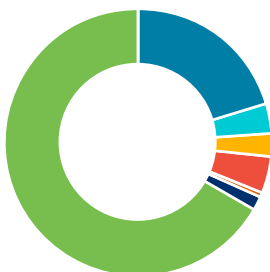
MCCORMICK AY18



American Indian/Native American 0.0%  
 Asian American/Pacific Islander 13.3%  
 Black/African American 0.0%  
 Hispanic/Latinx 6.7%  
 International 0.0%  
 Multiracial 0.0%  
 Unknown 6.7%  
 White 73.3%

CLINICAL/INSTRUCTIONAL FACULTY BY SCHOOL

FEINBERG AY18



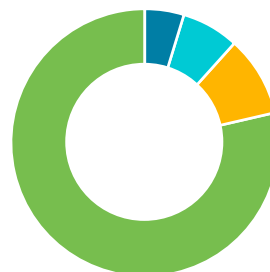
American Indian/Native American 0.1%  
 Asian American/Pacific Islander 20.4%  
 Black/African American 3.4%  
 Hispanic/Latino 3.0%  
 International 4.4%  
 Multi-Racial 0.6%  
 Unknown 1.5%  
 White 66.6%

PRITZKER AY18



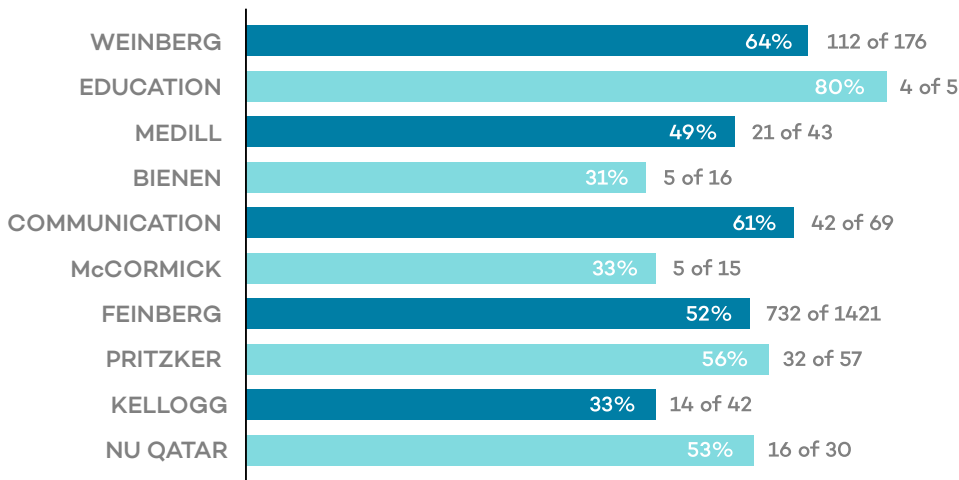
American Indian/Native American 0.0%  
 Asian American/Pacific Islander 1.8%  
 Black/African American 3.5%  
 Hispanic/Latino 3.5%  
 International 0.0%  
 Multi-Racial 0.0%  
 Unknown 1.8%  
 White 89.5%

KELLOGG AY18



American Indian/Native American 0.0%  
 Asian American/Pacific Islander 4.8%  
 Black/African American 7.1%  
 Hispanic/Latino 9.5%  
 International 0.0%  
 Multi-Racial 0.0%  
 Unknown 0.0%  
 White 78.6%

CLINICAL/INSTRUCTIONAL WOMEN FACULTY AY18



\* Excludes research faculty

# ACCESSIBLENU

AccessibleNU (ANU) saw record growth, with the number of registered students reaching 1154 (see figure 1).

Nine percent of the undergraduate student body was registered with ANU, and 32 percent of registered students were graduate or professional school students. AccessibleNU also proctored over 2,000 accommodated exams in its office.

Disability is but one underrepresented identity of ANU students, who are truly a reflection of the larger Northwestern student body. Figure 2 illustrates intersectionality data from the Office of the Registrar for students matriculating in Fall 2017.

A spring 2018 student-needs assessment showed that ANU students perceived the campus climate to be positive in many ways:

- 92 percent strongly agreed or agreed that “Staff members at NU are supportive of students with disabilities”
- 93 percent strongly agreed or agreed that “I am treated fairly by my instructors as a student on this campus.”

However, only 79 percent strongly agreed or agreed that “I feel I belong on this campus,” and 26 percent have felt singled out as a student with a disability at least occasionally during the past academic term.

ANU led initiatives such as Northwestern Universal Design for Learning (NUDL) for faculty—a summer training program in its second year run by Assistive Technology Director [Jim Stachowiak](#)—that aims to foster a stronger sense of belonging in students with disabilities and students from other underrepresented backgrounds. NUDL encourages faculty to redesign courses to build in flexibility and other supports that benefit all students. Stachowiak and NUDL participant [Medill Lecturer Judy Franks](#) presented on NUDL at Northwestern Information Technology’s [TEACHx conference](#).

Following up on one of the recommendations from the 2017 Accessibility Council report, AccessibleNU, Northwestern Information Technology, the Office of Global Marketing and Communications, and the Office of Equity formed the Web Accessibility Steering Committee and began meeting to lay the groundwork for a web accessibility peer review in FY2019. Meanwhile, the Office of Equity’s hiring of [Laura Conway](#) as Northwestern’s inaugural ADA Coordinator has made it possible to begin implementing the Council’s recommendations to improve physical accessibility on the Evanston and Chicago campuses.

Through the leadership and planning committee representation of [Alison May](#) and [Aggie McGrane](#), Northwestern hosted the 5th annual symposium of the [Coalition for Disability Access in Health Science Education](#). The symposium’s welcome speaker was [Clyde Yancy](#), vice dean of diversity and inclusion for [Feinberg School of Medicine](#).

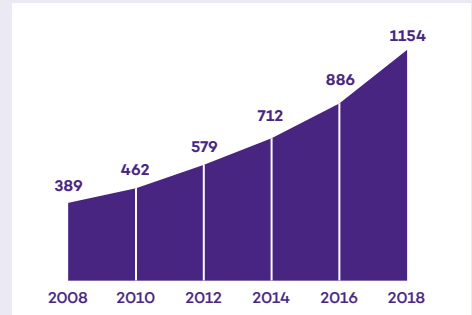


FIGURE 1: Ten-year growth of students registered with ANU

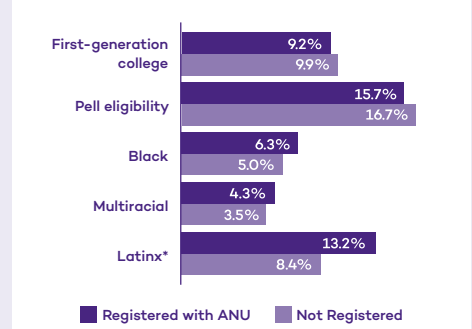


FIGURE 2: Of students matriculating in Fall 2017



Alison May, assistant dean of students and director of AccessibleNU



James Stachowiak, director of assistive technology

# EQUITY



EQUITY is the guarantee of fair treatment and equal access to opportunities for all students, faculty, and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some populations.

**Office of Equity**

The University’s **Office of Equity** is responsible for prevention education; addressing complaints related to discrimination, harassment, sexual misconduct, and retaliation; and managing diversity in hiring, affirmative action, and employee disability accommodation. The Office also publishes an annual **Resource Guide on Sexual Misconduct and Title IX**, which is distributed widely across campus to faculty, staff, and students.

Karen Tamburro joined the Office of Equity in summer 2018 as the director of equal opportunity and access and oversees complaints and concerns of discrimination and harassment involving employees. During AY2018, the Office of Equity responded to 379 reports of discrimination, harassment, and sexual misconduct. Some reports involved more than a single issue.

Laura Conway joined the Office of Equity in summer 2018 as the University’s inaugural ADA coordinator, overseeing ADA compliance, outreach, and training programs for the community. Laura’s primary focus is developing solutions that allow employees with disabilities to participate equally in the workplace, primarily through the University’s reasonable accommodation process. The Office of Equity responded to more than 100 requests for **reasonable accommodations** during AY2018.

The Office of Equity also conducted educational programs and trained 5,263 total individuals through general office hours and various outreach events across campus, such as tabling and resource fairs.

**5,263**  
INDIVIDUALS TRAINED

**4,134**  
STUDENTS

**743**  
STAFF

**332**  
FACULTY

**54**  
OTHER UNIVERSITY  
CONSTITUENTS



*Karen Tamburro, director of equal opportunity and access*



*Laura Conway, ADA coordinator*

### Undergraduate Student Life Cycle Initiative

The Undergraduate Student Life-cycle is a multiphase initiative that [Provost Jonathan Holloway](#) launched in AY2018 with leadership from the [Office of the Provost, Division of Student Affairs](#), and the [Office of Organizational Strategy and Change \(OSC\)](#). The initiative supports University priorities that outline a commitment to the student experience, diversity and inclusion, and ensuring that all students can thrive during their time at Northwestern.

The Lifecycle initiative is an out-growth of the [Transition Programs Plus Council](#), which initially focused on the transition into the University and now has an expanded focus on the entire undergraduate lifecycle—from pre-enrollment to post-graduation. The overarching goal is to develop a continuum of support for undergraduate students who identify solely or jointly across first-generation, low-income, and/or underrepresented minority (URM) identities. In AY2018, the initiative focused on developing a

mission and vision to guide this work, documenting existing programs and services at Northwestern, studying peer institutions’ practices, and engaging the campus community in identifying unmet needs and priority areas for action. A key activity was the Lifecycle Forum, held in May 2018, which convened more than 80 faculty and staff to identify priorities for this initiative.

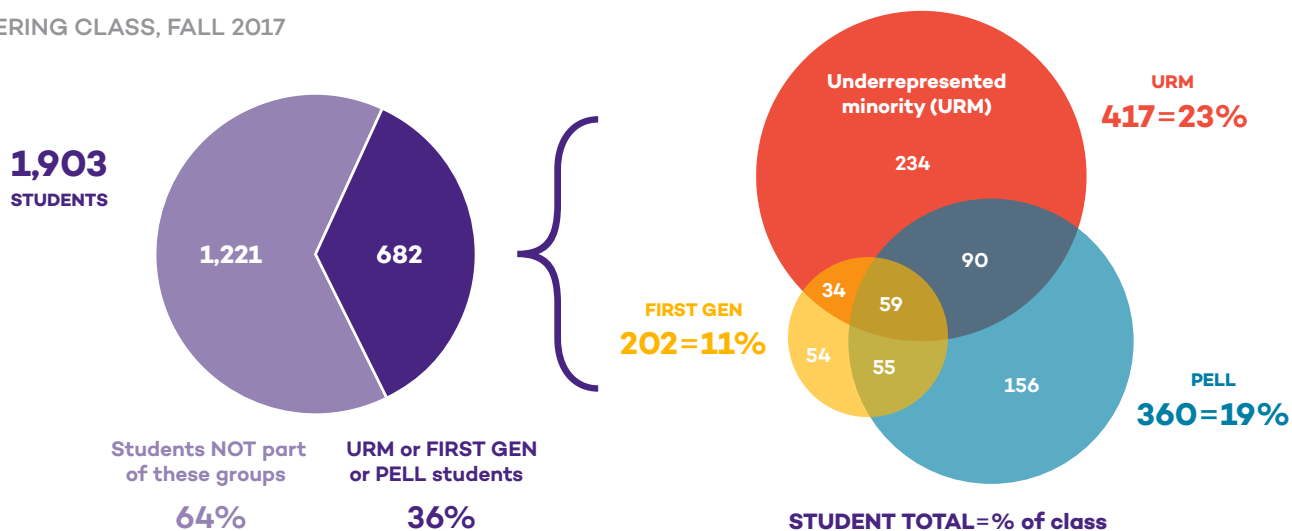
One outcome of the work completed to date has been a more widespread understanding and awareness that the current undergraduate student body is significantly more diverse than in the past and that support needs vary. Lower-income, first-generation, and/or URM students collectively represent an increasing percentage of the Northwestern undergraduate population.

With the foundational work now completed, the Undergraduate Student Lifecycle initiative will enter the next phase of work in 2019.

A cross-functional group of University stakeholders will be engaged in making recommendations to provide a comprehensive and holistic network and infrastructure of support that empowers and enables every member of the undergraduate student body to thrive. Priority areas for recommendations include engaging and equipping faculty to serve a more diverse student body; improving the infrastructure and communication methods to enable students to better navigate Northwestern and learn about available programs, services, and financial resources; and recommending programs and services that could meet the varied support needs of first-generation, low-income and/or URM students.

The graph below depicts characteristics for the entering class of 2017, where 36 percent of the students were low-socioeconomic status, first-generation, or URM. In comparison, 31 percent of the entering class of 2014 were in these categories.

ENTERING CLASS, FALL 2017



### Provost's Advisory Council on Women Faculty

Launched in fall 2016, the [Provost's Advisory Council on Women Faculty](#) brings together more than 50 faculty and staff from across the University to identify ways to foster gender equity and even greater career success for women and women-identified faculty.

Highlights of the Council's work in AY2018 include

- The work/life workgroup and the Office of the Provost partnered with the Office of Work/Life and Family Resources to revise the [Faculty Family Leave Policy](#) and to produce a [brochure](#) with comprehensive information on work/life-related policies, relocation resources, family support programs and benefits, and personal well-being assistance.
- The Pipeline Advancement workgroup released a comprehensive report that identifies barriers to the advancement of women faculty, from hiring to tenure and beyond. Work is presently underway to understand the current faculty retentions process and to design a faculty salary equity study that sufficiently represents the experiences and contributions of clinical and instructional faculty members.

- The Faculty Development and Leadership workgroup issued a set of recommendations to increase the visibility of roles, skills training, and mentoring opportunities for women in or aspiring to leadership positions. As a result of these recommendations and the Pipeline Advancement report, a taskforce has been charged with advising on how the Office of the Provost can amplify mentoring training and programs available to faculty at the University.

### Native American and Indigenous Initiatives

Spearheaded by the Native American and Indigenous Student Alliance, the annual Sand Creek Massacre Commemoration event has been held on campus since 2014. Multicultural Student Affairs (MSA) and the Office of Institutional Diversity and Inclusion (OIDI) provide institutional support for this event. In 2017, representatives of Sand Creek Massacre descendants were invited to the event to share their stories and current efforts. The following weekend, OIDI and the Center for Native American and Indigenous Research sponsored the travel for three undergraduate students and two staff to attend the [Sand Creek Massacre Spiritual Healing Run/Walk](#) in Colorado.

A short film titled "Only the Mountains and the Earth" that highlights voices from Sand Creek Massacre survivor descendants and historians about John Evans's role in the Sand Creek Massacre was commissioned by Northwestern and completed in September 2018. This film will be a part of the John Evans Truth-Telling exhibit that will be permanently housed in the John Evans Center.

A [Cherokee Language Learners](#) course was taught through Norris Mini Courses in AY2018.

The second annual [Urban Native Education Conference](#) was held at Northwestern on May 5, 2018. The theme for the conference was "Identity, Kinship, and Belonging." The conference featured two keynote speakers and 15 concurrent sessions and had over 150 registrants. The conference received support and sponsorship from the Office of Institutional Diversity and Inclusion, the Center for Native American and Indigenous Research, Multicultural Student Affairs, and the Department of Psychology.

On June 4 and 5, 2018, Northwestern hosted the [American Indian Science and Engineering Society \(AISES\)](#) Corporate Advisory Council as it conducted its annual Professional Awards selection process. This annual awards program recognizes the significant contribution American Indians have made to the STEM disciplines. The [AISES Corporate Advisory Council](#) leads the implementation of the annual AISES Professional Awards process and consists of representatives from various corporate, federal, academic, and tribal organizations. AISES partnered with the McCormick School of Engineering, Center for Native American and Indigenous Research, and Office of Institutional Diversity and Inclusion to complete the awards selection process. Northwestern hosted a dinner for the AISES Corporate Advisory Council, undergraduate and graduate students, and local AISES members. Northwestern is honored to serve as the academic host for the AISES selection process in 2018 and 2019.

On December 9, 2017, Northwestern hosted the American Indian Center's [64th Annual Powwow](#) in the Louis Room in Norris University Center.

For the first time in Northwestern's history, a land acknowledgment stating that the Evanston campus sits on the traditional Native American homelands was made at Commencement by University Chaplain Tim Stevens. "As we

gather today in celebration, we acknowledge that the Northwestern campus sits on the traditional homelands of the people of the Council of the Three Fires—the Ojibwe, Potawatomi, and Odawa as well as the Menominee, Ho-Chunk, and Miami tribes," Stevens said. "It is also a site of trade, travel, gathering, and healing for more than a dozen other Native tribes, and the State of Illinois is still home to more than 100,000 tribal members. And so let us honor the people who have called this place home and be mindful of how our presence is situated within that history." A similar statement was included in the history portion of the printed Commencement program.

On August 24, 2018, Northwestern University's [Office of Institutional Diversity and Inclusion](#) and the [Northwestern Alumni Association](#) hosted the inaugural Native American and Indigenous Alumni Reception. Hosted by Lorenzo Gudino (Medill '17) and Jasmine Gurneau ('10 MA), this event was an opportunity to connect with other Native American and Indigenous alumni and members of the Northwestern Native American and Indigenous community. Alumni had a chance to learn more about the University's exciting Native American and Indigenous initiatives and explored the possibility of creating a Native American and Indigenous Alumni Network.

### **Black Student Experience Taskforce Recommendation Implementation Committee**

In AY18, the Black Student Experience Task Force Recommendation Implementation Committee convened to explore responses to three key recommendations: increase the number of Black students, faculty and staff; create an academic support hub; and get to know and listen to Black students regularly, not just in time of crisis.



# WOMEN'S CENTER TURNS 30

The marquee event of the Women's Center 30th anniversary celebration was a day-long symposium—for students, staff, faculty, and alumni—that featured faculty, staff, and alumnae whose work focuses on gender, feminism, and social justice. The faculty panel included [Francesca Gaiba](#), research associate professor and associate director of the [Institute for Sexual and Gender Minority Health and Wellbeing](#); [Tessie Liu](#), associate professor of history and gender and sexuality studies; [Hector Carillo](#), professor of sociology and of gender and sexuality studies and codirector of the Sexualities Project at Northwestern (SPAN); and [Destiny Peery](#), associate professor of law and psychology. The alumna panel was chaired by [Veronica Womack](#), project manager for the Searle Center for Advancing Learning and Teaching Inclusive Teaching in STEM Education NSF grant. Panelists included Tanya Woods, executive director of the West Side Justice Center; Jazz Stevens, research study coordinator for the Institute for Sexual and Gender Minority Health and Wellbeing; and Jennifer Gong Gershowitz, director of immigration law practice at the Highland Park-Highwood Legal Aid Clinic and Illinois state representative for the 17th District. A resource fair with 15 University and community-based partners that address women's and gender issues was held between symposium panels.

In addition, the Center hosted a Gender Equity in Action awards dinner to honor administrators, faculty, staff, and students who were advancing gender equity and inclusion at Northwestern. Winners included Christina Sanborn, associate vice president for Facilities Management; Tracey Gibson Jackson, associate director of Student Organizations and Activities; Elise Wu; Lam-Kiu Fong; [Leonora Onnie Rogers](#), assistant professor of psychology; and [Simone Ispa-Landa](#), assistant professor in the School of Education and Social Policy. The Center also honored its longtime associate director, [Njoki Kamau](#), with the inaugural Shujaa (Shero) Award. The Center's new director, [Sekile Nzinga-Johnson](#), delivered the remarks for the evening.

The Center commissioned and screened a documentary, "Voices of the Women's Center." Produced by local filmmaker Elena Guobyte, the film used materials from University Archives to illustrate the Center's historical significance and impact and recognize the women who have worked tirelessly to transform Northwestern over the past three decades. To accompany the film, the Center's student workers and volunteers created a Knight Lab interactive timeline of women's rights milestones, Northwestern women's history, and the Center's past work.

The Women's Center's 30th anniversary dovetailed with the commemoration of the 50th Anniversary of the Bursar's Takeover. With guidance from Charla Wilson, Archivist for the Black Experience at Northwestern, and Kathleen Bethel, African American studies librarian, the Center chose alumna Kathryn Ogletree to speak at its Women's History Month event. Ogletree, the first president of For Members Only (FMO), was a leader in the Takeover and was the sole woman at the table during the negotiations with administration that followed. The Women's Center presented Ogletree with its Gender in Action Alumna award following her Women's History Month remarks.



Women's Center 30th anniversary resource fair



Women's Center 30th anniversary resource fair



Shujaa (Shero) Award recipient Njoki Kamau

# ENRICHMENT

A woman in a white and red ruffled dress is dancing in a room with flags hanging from the ceiling. She is smiling and has her arms raised. The room has a wooden wall and a large window in the background. The word "ENRICHMENT" is written in large white letters at the top of the page.

ENRICHMENT refers to education and training aimed at developing cultural competence and humility and creating an environment which embraces differences.

## Undergraduate Students

**Social Justice Education (SJE)** partners with Northwestern's undergraduate student community to create cocurricular educational opportunities that foster self-exploration, facilitate conversations across difference, and support actions that create social change on campus. In AY2018, SJE continued to support **Sustained Dialogue**, a student-facilitated program that encourages conversation across lines of difference with other Northwestern students. A signature SJE program, **Deconstructing Whiteness**, continued as a forum for white students to discuss anti-racist practices and was expanded through a monthly gathering for white faculty and staff. SJE also coordinates the **Peer Inclusion Educators (PIE)** program, which trained 38 student facilitators who led 77 workshops on topics related to social identity, social justice key concepts, and microaggressions, thus tripling the number of workshops offered during AY2017. More broadly, SJE was able to engage an additional 3,200 participants through various workshops focused on identity, power, and privilege. Finally, SJE hosted the inaugural Justice and Allyship Retreat in February at the Stronghold Camp and Retreat in Oregon, Illinois. The retreat was designed to engage 40 to 50 undergraduate students who were interested in gaining skills and tools to develop a better understanding of allyship and social justice that they could bring back to campus.



*Justice and Allyship Retreat participants*

## Faculty and Staff Initiatives

The Daniel I. Linzer Grants for Innovation in Diversity and Equity and the Daniel I. Linzer Awards for Faculty Excellence—totaling \$194,110—recognize faculty who are leading research projects, building community partnerships, developing new course materials, mentoring students and other faculty members, and expanding pipeline programs for underrepresented scholars in their fields. AY2018 awardees represent five different schools and 21 different departments or programs. Congratulations to **Lane Fenrich** and **Nitasha Sharma**, the 2018 recipients of the awards for faculty excellence.

The **Underrepresented Minority Professional Development Grants program** in the Office of the Provost provides supplementary support for underrepresented minority faculty members' professional development opportunities in the areas of diversity, equity, and inclusion. Grants can be used to cover travel to relevant conferences or participation in other forms of professional development. During AY2018, five grants were issued, providing over \$9,000 in financial support.

## Weinberg College of Arts and Sciences

Weinberg's interdisciplinary **Center for Native American and Indigenous Research** welcomed Megan Bang, professor in the School of Education and Social Policy; **Beatriz Reyes**, visiting assistant professor in the Global Health Studies Program at the Weinberg College, and **Pamala Silas**, associate director of community outreach and engagement. The Center expanded offerings for curricular and extracurricular opportunities to students across the University.



*Lane Fenrich and Nitasha Sharma*

### Asian American Studies Program and Latinx Studies Program

continued their focus on meeting the needs of students and faculty during AY2018. Assistant Professor [Michelle Huang](#) joined the Asian American Studies faculty, while Latinx Studies engaged in a new faculty member search. With generous support from the Mellon Foundation, the programs are working together to develop the Intercultural American Studies Council as a means to bolster their individual strengths by creating a new administrative structure to support further growth and convergence between existing academic units. Together these areas offer a strong base for a re-envisioned approach to [American Studies](#) in which intersectionality and intercultural meetings are emphasized.

The chairs of the STEM departments in Weinberg as well as the Department of Psychology released [statements](#) reflecting their commitment to diversity and inclusion for faculty, students, and staff.

Weinberg College faculty demonstrate their commitment to equity and inclusion through their research, teaching, and service. Of the six awardees of the [Daniel I. Linzer Award for Faculty Excellence in Diversity and Equity](#), four have been Weinberg faculty.

### Department of Safety and Security

The [Department of Safety and Security](#) continues its commitment to increasing diversity within the University police department. Recruitment efforts by the department have placed it above the national averages for under-represented populations. The Department of Safety and Security welcomed Eric Chin as a commander for University Police in 2018, and later that same year he was promoted to Deputy Chief of Police. Safety and Security also welcomed Cindy Benson who joined the police department as commander of investigative services.

### Women's Center

Since 2013, the [Women's Center](#) has sponsored [Change Makers](#), which allows staff and faculty members to engage in a personal journey of social identity exploration over the course of an academic year. The program was developed in response to the expressed desire of members of the campus community to have more diversity and inclusion training in order to foster a more inclusive campus environment.

The 2017–18 program curriculum expanded under the Center's new director to include a gender dialogue. [Regina Logan](#), research assistant professor in the School of Education and Social Policy, has

conducted evaluation research on [Change Makers](#) and has found that participant growth includes reported increased knowledge and skills in understanding and in addressing issues of power and privilege; actively fostering an equity mindset on search committees and in home departments and units; feeling greater confidence in having difficult dialogues around identity issues; and having a greater ability to interact with students through an inclusive lens.

The AY2018 cohort of [Change Makers](#) consisted of 36 staff and 22 faculty, who participated in a series of facilitated dialogues spanning eight months. The Women's Center has been a leader in campus diversity and inclusion initiatives and is proud to have incubated a program that has served the broader campus community for the past six years.

### Martin Luther King, Jr. (MLK) Commemoration

Charles M. Blow, *New York Times* columnist, delivered the keynote address during Northwestern's 2018 [MLK Commemoration](#). Blow's address focused on the relevance of what he considered King's greatest speech, "The Other America"—delivered one year before King's assassination. Blow connected this speech to today's issues of persistent racism, poverty, and war.

## The Mary and Leigh Block Museum of Art

The Block Museum of Art continued its commitment to addressing topics of equity, social change, and racial justice in its programming across public dialogues, artist projects, film screenings, and exhibitions. In fall 2017, the museum hosted a [panel discussion on indigenous artists in collaboration](#) with Northwestern's Center for Native American and Indigenous Research. The program featured Rosy Simas (Seneca, choreographer and performer), Heid Erdrich (Turtle Mountain Chippewa; poet, writer, and filmmaker), and Andrea Carlson (Anishinaabe, visual artist) as well as Debra Yepa-Pappan (Jemez, digital multimedia) in conversation with Kelly Wisecup, associate professor in the Department of English, and Bethany Hughes (Choc-taw Nation of Oklahoma), cofounder of the Colloquium on Indigeneity and Native American Studies.

In winter 2018, the Block partnered with Melissa Blount—Evanston-based artist, activist, and creator of the Black Lives Matter Witness Quilt—to produce a [new collaborative work to commemorate the lives](#) of women and girls who lost

their lives to gun violence in Chicago in 2017. Over 160 people took part in this event, which was part of Northwestern's commemoration of the 50th anniversary of the Bursar's Office Takeover and presented as part of Northwestern's 2018 celebration of Dr. Martin Luther King Jr.

From spring to summer 2018, the Block exhibited [Hank Willis Thomas: Unbranded](#), which drew directly from American print advertising and continued the artist's ongoing focus on race and race relations, gender, and class. Exhibition-related engagement included hosting a Skype interview between Hank Willis Thomas and youth affiliated with Evanston's Youth and Opportunity United and collaborating with campus partners on a range of in-gallery conversations and public programs. For example, *Branding Quality TV* focused on how representations of women of color serve to "brand" TV networks and film studios. Professors Aymar Jean Christian and Miriam Petty screened clips of recent critically acclaimed shows—such as *Insecure* and *Queen Sugar*—and discussed how they fit into strategies of major media brands.

Throughout the year, Block Cinema screened an array of films addressing issues of justice, including *The Loving Story*. Through interviews and historical documentation, the film illuminates the story of the Lovings, who were taken into custody and imprisoned in 1958 for illegally cohabitating as a mixed-race couple. Another film series took inspiration from Hank Willis Thomas's exhibition to present films that interrogated constructions of race and gender. The Different Image series was named after Alile Sharon Larkin's 1982 drama about an African American woman struggling to break free of socially-prescribed expectations about women's appearances and behavior. Other highlights of Block Cinema's 2017–18 season included *Do Not Resist*, a 2016 documentary that uses powerful footage from the civil unrest in Ferguson to frame a critical look at the rise of police militarization in the US, and a three-night retrospective of the works of world-renowned filmmaker Bahman Ghobadi, whose films portray the struggles of the Kurdish ethnic minority in Iran and Turkey and the fight against musical censorship in Tehran.



Block Museum's Black Lives Matter Witness Quilt program



Images from the Block Museum's Hank Willis Thomas: Unbranded exhibit

## University Libraries

During AY2018, diversity and inclusion continued to be a priority for the University Libraries through various partnerships and resources made available to the campus community. For example, University Libraries partnered with University of Illinois–Chicago to sponsor the Initiative to Recruit a Diverse Workforce, hosting 18 diversity scholars in order to introduce them to careers in academic libraries.

Initiatives within the [Center for Native American and Indigenous Research](#) included joint research with a new Mellon Foundation grant on the Native American Educational Services (NAES) College in Chicago.

University Libraries also supported the campus-wide effort to commemorate the [50th Anniversary of the Bursar's Office Takeover](#). Charla Wilson, archivist for the Black Experience, curated an online exhibit, [They Demanded Courageously](#). University Libraries also contributed to Chicago Collections Consortium's online exhibit, [Place and Protest: Chicago's Legacy of Dissent, Declaration, and Disruption](#), and collaborated with staff of Northwestern [Residential Services](#) to mount an exhibit, [50 Years of Student Activism at Northwestern](#), in Shepard Hall.

University Libraries invested in multiple new databases, facsimiles, and microfilm sets that document the African American and Native American histories and experiences.

Library staff identified classes with expensive textbook costs and high enrollment in order to purchase textbooks and encourage faculty to put required reading on library reserve so all students could access it. This initiative is funded through Associated Student Government.

## Sexualities Project at Northwestern

The [Sexualities Project at Northwestern \(SPAN\)](#) is a multi-pronged, critical, and interdisciplinary initiative to promote research and education on sexuality, sexual orientation, and health in social context. With a strong focus on sexual and other forms of diversity, SPAN funds research and curricular innovation by Northwestern faculty members; provides continuing postdoctoral fellowships; and awards dissertation fellowships, summer research grants, and conference travel support to Northwestern graduate students. In AY2018, SPAN provided funding to faculty and graduate students conducting sexuality-studies research in 21 departments and programs throughout the University.

SPAN also organizes a range of educational activities related to sexuality studies. SPAN held a winter quarter faculty and student [reading group](#) on the topic of “‘Female Sexualities’: Between Feminist Theory and Sexuality Studies” and involved participants from 14 departments and programs at Northwestern. SPAN's annual workshop, [Sexual Truths and Post-Truths: Knowing and Documenting Sexual Worlds](#) brought to Northwestern a diverse group of scholars from around the United States and also included presentations by Northwestern graduate students and the SPAN postdoctoral fellows.

One of the recipients of SPAN funding was [Jennifer Nash](#) (associate professor of African American Studies and of Gender and Sexuality Studies), who was awarded a SPAN grant for her project “The Blackness of Breast is Best.” Nash's research is part of a larger book project on black women and the politics of motherhood. With her SPAN funding, Nash will examine black women's baby-feeding practices through the lens of sexuality studies, considering the erotic, affective, economic, and material experiences of motherhood as part of women's sexual lives.

## Institute for Sexual and Gender Minority Health and Wellbeing

The [Institute for Sexual and Gender Minority Health and Wellbeing \(ISGMH\)](#) is the first university-wide institute in the country focused exclusively on research to improve the health of the sexual and gender minority (SGM) community. ISGMH is the largest LGBTQ health research institute in the world, connecting scholars from numerous disciplines with the SGM community in order to foster collaboration and stimulate new research.

During AY2018, ISGMH continued its [Current Issues in LGBTQ Health lecture series](#) and collaborated with the [Northwestern Pritzker School of Law](#) to host a [keynote lecture](#) on global transgender rights. The lecture featured Kenji Yoshino, the Chief Justice Earl Warren Professor of Constitutional Law at New York University School of Law. ISGMH also hosted over 120 guests at its [Third Annual Symposium](#), “The State of SGM Health and Wellbeing: Illuminating the Intersections of Race and SGM Health.”

In AY2018, ISGMH contributed more than 45 publications in academic journals on topics of sexual and gender minority health and wellbeing. Groundbreaking research findings from ISGMH were regularly featured in notable news outlets, including the *Washington Post*, the *Chicago Tribune*, and NBC News.

ISGMH Director [Brian Mustanski, PhD](#), was [awarded \\$8.8 million](#) from the National Institute of Mental Health, the National Institute on Drug Abuse, and the Office of the Director at National Institutes of Health to implement into real-world settings [Keep It Up!](#), a novel online HIV prevention program.

The total ISGMH sponsored funding for AY2018 was approximately \$10.6 million. Key grants and awards included

- Sexualities Project at Northwestern (SPAN) funding to [Brian Feinstein, PhD](#), for a project on bisexual visibility

- NIH funding to [Ethan Morgan, PhD](#), for a project studying the longitudinal epidemiology of HIV among young men who have sex with men (YMSM)
- National Institute on Drug Abuse K08 award to [Brian Feinstein, PhD](#), for a project focused on HIV risk behavior and substance use in bisexual male youth
- Chicago Department of Health infrastructure building grant to [Gregory Phillips, PhD](#), to support the expansion of the Evaluation Center
- NIH diversity supplement grant to [ISGMH's Sexual Minority Adolescent Risk Taking \(SMART\) Project](#)
- NIH R21 grant to [Patrick Janulis, PhD](#), to support work making network data more usable for public health researchers

# BURSAR'S @50

## Bursar's Office Takeover Commemoration

May 2018 marked the [50th anniversary of the Bursar's Office Takeover](#). The Bursar's Office Takeover was a pivotal event in the history of Northwestern as it was the first major sit-in at the University. This peaceful 38-hour occupation ended with University leaders committing to enhance services and support for Black students in areas of admissions, scholarships, housing, curriculum, counseling, and facilities—which led to the creation of the [African American Studies Department](#) and the establishment of the Black House. The [Office of Institutional Diversity and Inclusion](#) led the planning and coordination of the University's year-long celebration of the 50th anniversary of the Bursar's Office Takeover in partnership with the [Northwestern University Black Alumni Association \(NUBAA\)](#).

On May 3, 1968, approximately 100 undergraduate and graduate students occupied Northwestern's Bursar's Office and presented a list of [demands](#) to the University to address the Black student experience. During the 1968 sit-in—which lasted for 38 hours from May 3 to May 4—Black students occupied Northwestern's business office at 619 Clark Street to demand changes to the University's recruiting, admissions, and student residence policies and academic offerings. After a peaceful resolution that established a starting point on those and other matters, Northwestern made progress on many of the concerns. Since then, the Bursar's Office Takeover has left a lasting legacy on the experiences of many individuals and departments at Northwestern. The University continues in its efforts to address the issues raised during the Takeover.

To honor this significant event in Northwestern history, faculty, staff, students, and alumni—particularly the Northwestern University Black Alumni Association (NUBAA)—coordinated a series of events over the course of the academic year. The commemoration culminated in three days in early May with a panel discussion with Bursar's Office Takeover leaders, the unveiling of a commemorative memorial, [arts performances](#), first-hand accounts, and the premiere of a documentary film about the sit-in.

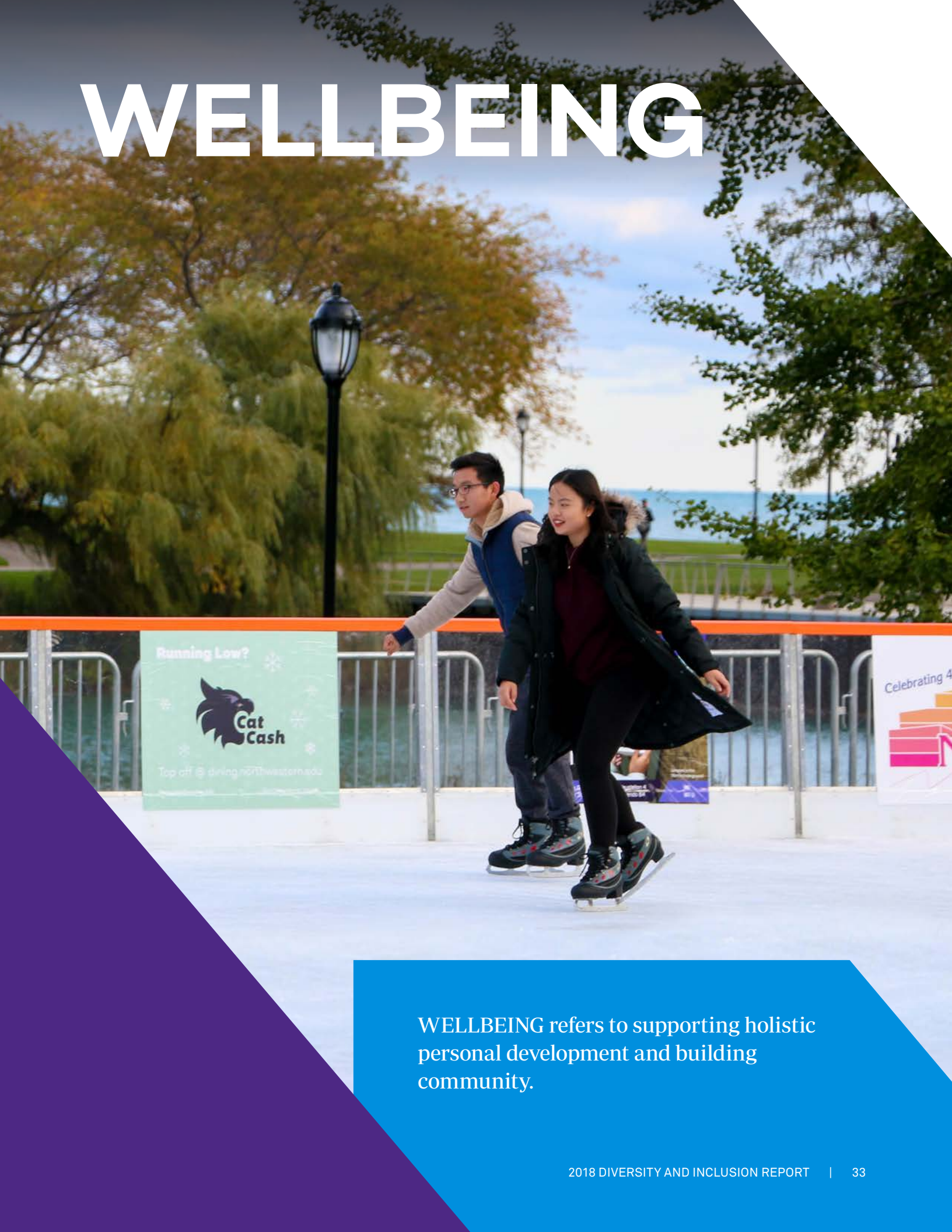
Events and activities in conjunction with the 50th Anniversary included

- The development of a [video](#) on the history of the Bursar's Office Takeover featuring [Charla Wilson](#), archivist for the Black Experience.
- Screening of the documentary *An Outrage* about the legacy of lynching in the American South, featuring Provost Jonathan Holloway, a scholar of post-emancipation African American history (sponsored by the Office of Institutional Diversity and Inclusion, Campus Inclusion and Community, and Campus Life).
- Professor Martha Biondi discussing her book [The Black Revolution on Campus](#), which demonstrated the link between the Black student movement and a shift in university culture (sponsored by African American Studies Department).
- A Conversation with Kathryn Ogletree, a student activist at Northwestern who reflected on her experience in the Takeover (sponsored by the Women's Center).





# WELLBEING



Running Low?  
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Celebrating 4  


WELLBEING refers to supporting holistic personal development and building community.

## Multicultural Student Affairs

Multicultural Student Affairs (MSA) welcomed several new staff members during the 2017–18 academic year. In February 2018, [Daviree L. Velázquez Phillip](#) joined the Division of Student Affairs as the director for multicultural student affairs. In April 2018, [Aaron Golding](#), joined as an assistant director for multicultural student affairs with a focus on supporting Native and Indigenous students. In July of 2018, [Alyscia Raines](#) joined as an assistant director for multicultural student affairs with a focus on supporting Black/African American students.

During 2017–18, MSA hosted approximately 77 programs, with more than 2,200 attendees, to celebrate the unique identities of students. MSA also hosted end of year [congratulatorys](#) for Latinx and Black/African American students as well as a Lavender Graduation for LGBTQIA+ students, with over 215 graduates attending these multicultural year-end events.

Programming throughout the year included the hosting of [community affinity spaces](#), each addressing different intersections of identity including Q-munication (LGBTQIA+), Harvest (Native+ Indigenous), Black House community nights, Solidari-Tea (APIDA), and Latinx community nights. MSA along with the LGBTQ Advisory Board coordinated the first Queer Wellness Retreat. Nearly 50 students registered to participate in the day-long retreat. Queer Prom was initiated in May 2018 to provide an atmosphere for Queer and Trans\* students to be in community, celebrate queerness, and break down gender binaries.



*Daviree L. Velázquez Phillip*



*Aaron Golding*



*Alyscia Raines*



*Journey of our Years (JOY) senior congratulatory celebration*

## Neighborhood and Community Relations

**Neighborhood and Community Relations (NCR)** strengthens ties between the Evanston community and Northwestern by promoting strategic partnerships and community engagement opportunities. In fall 2018, NCR welcomed **Dave Davis** as its new executive director.

In AY2018, NCR continued to support **EvanSTEM**, a program that connects the University to the City of Evanston, the Evanston Public Library, Evanston/Skokie School District 65, Evanston Township High School, and Evanston's out-of-school organizations to improve access for students who have traditionally underperformed and been underrepresented in STEM programs. Each year's work culminates in an annual STEM Fest, where more than 120 students learn science in a fun and supportive environment.

NCR also promoted the Black Men LEAD (Learn, Engage, Achieve, Discover) Initiative, a partnership between Northwestern and Evanston Township High School that brings together students from both institutions around shared scholarship, interest, challenges and opportunities. Participants had an opportunity to discuss themes common to both groups' experience, including what it means to be a Black man in their respective communities.

In addition, NCR provides **newsletters** and **monthly public event guides** to showcase engagement opportunities and welcome Evanston community members to the Northwestern campus, with a specific focus on targeting populations who have historically had limited access to Northwestern's resources.



*Dave Davis, executive director*



*Shayla Butler, partner relationship administrator*

## Religious and Spiritual Life

**Religious and Spiritual Life** continues to steward spaces for reflection, worship, and meditation for the entire University community. Signature programs like the Spirituality Reading Series, led by **Chaplain Jackie Marquez**, contributed to the increase of religious literacy and awareness of theological diversity from a wealth of global sacred perspectives. Through the collaborative experiential program Soul Food, Religious and Spiritual Life nurtures spiritual well-being by inviting participants to explore their spirituality through art, music, and diverse spiritual practices and traditions.

**Mindfulness and meditation initiatives** started in AY2018 sought to broaden the touchpoints of Religious and Spiritual Life within the University community and to create collaboration and support for other wellness initiatives across campus. Mindfulness initiatives by **Eric Budzynski** include the introduction of a formal 8-week mindfulness-based stress reduction curriculum, weekly drop-in meditations, and workshops.

**NUii (Northwestern Interfaith Initiatives)** is a safe and brave space where students from various faith backgrounds or no ascribed faith come together over a meal to build

competency, foster community and encourage further engagement. This year NUii, with **Chaplain Tahera Ahmad**, hosted interfaith discussions on timely topics as well as activities to strengthen peer attitudes and appreciation of each other.

In the Multibelief Space, student and religious groups create an atmosphere conducive for ritual and contemplation. This space is especially welcoming for groups—such as Hindu, Native American, and Buddhist—that do not have designated rooms on campus for their own identity belief-based group.

## Staff Affinity Groups and Councils

### AHEAD (Association for Higher Education Administrators' Development)

[AHEAD@Northwestern](#) offers a wide range of personal development programming to help staff move ahead in their careers. In AY2018, AHEAD hosted 9 individual events reaching over 500 staff members on both the Evanston and Chicago campuses. For the second year in a row, AHEAD worked to build connections between staff by cohosting an event with another affinity organization. In AY2018, AHEAD and NURAP (Northwestern University Research Administration Professionals) cosponsored a pair of panel discussions on careers in research administration. AHEAD also hosted its third event featuring Northwestern as a topic with a Green Spaces Tour as presented by the [Office of Sustainability](#). AHEAD events are open to all current staff at Northwestern, including part-time and temporary staffers.

### Northwestern University Staff Advisory Council

Appointed by President Morton Schapiro, the [Northwestern University Staff Advisory Council \(NUSAC\)](#) participates, assists, and advises in the decision-making processes affecting staff. NUSAC collaborates with Human Resources and the Benefits Office to answer questions related to lactation spaces, education benefits, and staff equity. In AY2018, NUSAC members were active participants in the staff engagement working groups. The Council looks forward to the implementation of recommendations that resulted from that work. In the spirit of community building, the Council hosts brown bag events and staff mixers annually.

### Association of Northwestern University Women

The [Association of Northwestern University Women \(ANUW\)](#) is committed to encouraging and supporting the professional development of all those who self-identify as women in administration at Northwestern University. The organization's goals are to support women's careers in administration, to build networks for the exchange of information, to foster a sense of community among women staff, and to serve as role models and mentors for other women. ANUW was founded in 1988 by a group of women in senior administration committed to enhancing the career development of women at Northwestern. ANUW's 18-person executive board, including a Women's Center liaison, meets monthly on the Evanston and Chicago campuses.



*ANUW Board*

In AY2018, ANUW offered 26 events to its general membership including the following speaker events:

- Fall breakfast featuring [Lesley-Ann Brown-Henderson](#), executive director of Campus Inclusion and Community
- “Networking at Northwestern” featuring Alecia Wartowski, former director of programs, [Women’s Center](#)
- “Building Your Career at Northwestern” panels featuring:
  - Beth Clifford Smith, director, administration, Weinberg College of Arts and Sciences
  - Elizabeth Frisch, director of talent management, Alumni Relations and Development
  - Marianna Kepka, associate vice president, Office of Organizational Strategy and Change
  - Maureen Knight-Burrell, applications systems manager, Northwestern Information Technology
  - Melinda Cervantes, senior director, speakers and conferences, Kellogg School of Management
  - Jessica Thurk, associate director for faculty affairs, Feinberg School of Medicine
  - Kathleen Dunne Balducci, administrator, deans’ operations, Feinberg School of Medicine
  - Marsha McClellan, director of financial management, finance and administration, Feinberg School of Medicine
  - Rita Buckman Winters, associate dean, administration and finance, Pritzker School of Law
- Pathways to Success featuring [Njoki Kamau](#), associate director, Women’s Center

ANUW’s publicity committee worked to update branding across online and print channels, including a partnership with the Office of Global Marketing and Communications to launch a [new website](#).

In AY2018 the [ANUW Mentoring Program](#) celebrated its the sixth year with 122 participants, the largest number in the program’s history. The program provides ANUW members an opportunity to interact and learn from one another in a one-on-one mentoring partnership. Participants benefit from their mentors’ advice and insight and have the opportunity to create unique and enduring professional relationships with Northwestern colleagues.

In partnership with Learning and Organization Development, ANUW launched [Emerging Leaders Program \(ELP\)](#) with a cohort of 20 ANUW members. ELP is a highly experiential, six-month program for early career members, helping them to grow as individual contributors and position themselves for future leadership roles.



ANUW mentoring breakfast

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# 122

**PARTICIPANTS**

in mentoring program

# 20

**MEMBER COHORT FOR ELP**

# 26

**EVENTS**

on both Chicago and  
Evanston Campus

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### APIDA Staff Affinity Group (ASAG)

The [APIDA Staff Affinity Group \(ASAG\)](#) is an affinity space open to any Northwestern staff member who self-identifies as part of the APIDA (Asian Pacific Islander Desi American) community, which is inclusive of but not limited to East Asian, Southeast Asian, South Asian, and Pacific Islander diasporic identities as well as multiracial and multiethnic APIDA identities. ASAG was formed in January 2018 as a way to support APIDA staff members and start a conversation about APIDA representation within institutional diversity initiatives. In AY2018, ASAG hosted monthly luncheons and various cultural outings, including a screening of *Crazy Rich Asians*.

### Black Professionals Network

The Black Professionals Network (BPN) at Northwestern was established in 2016 to build community through dialogue, leadership, and mentorship. BPN sponsored many events, including [Colleague Connections](#), [Journey Narratives](#), [professional development workshops](#) pertinent to the Black professional experience, and monthly networking lunches.

In AY2018, the steering committee inducted two Chicago campus staff members to assist in expanding outreach on the Chicago campus and to provide more opportunities for connection.



BPN and UNIDOS lunch



BPN Journey Narratives event with Njoki Kamau, associate director of the Women's Center



BPN toy drive

### Northwestern Unidos: Latinx Professionals Coalition

Northwestern Unidos: Latinx Professionals Coalition provides a space for staff of Latin American ancestry or solidarity to develop opportunities for engagement as it relates to their professional experience at Northwestern University.

In AY2018, members elected and welcomed the new Executive Board for the 2018–20 term. Board members hold roles in various areas of the University. Unidos takes pride in knowing that the board is currently composed both of founding officers who have now taken on senior leadership roles on the board and of newer Unidos members who are participating on the board for the first time. This diversity in board members demonstrates that Unidos serves as a way to develop professionally as a leader within the University and that members have a strong interest in moving Unidos forward.

The signature event of the year was a partnership with Northwestern Kellogg’s Enlace and other Latinx affinity groups across the Chicago area to host a Hispanic Heritage Month celebration.

The Unidos board is focused on strengthening relationships between the Evanston and Chicago campuses, not only to increase the visibility of Latinx staff throughout the University but also to create a recruiting pipeline that attracts, retains, and promotes diverse staff.



UNIDOS members at monthly meeting



UNIDOS members at Lunch on the Lake



UNIDOS and Kellogg Enlace members at 2018 Hispanic Heritage Month Event at Marshall’s Landing

## Learning and Organization Development

**Human Resources Learning and Organization Development** has continued delivering key diversity and inclusion training programs, building critical skills across schools and units. These programs enable Northwestern staff members to help create an inclusive and equitable culture. Learning and Organization Development has been partnering with internal subject matter experts and external vendors to define and create a framework for diversity and inclusion training going forward. This will lead to additional learning experiences in the future.

In AY2018, 474 Northwestern staff members participated in these programs, a 28 percent increase over AY2017. Participants immersed themselves in activities and discussions around

- recognizing and understanding the impact of unconscious biases;
- handling conversations in a persuasive, not abrasive, manner, no matter the topic, while creating a safe space for others to share their honest opinions;
- creating safe spaces that support people of all gender identities and sexualities at Northwestern University; and
- leveraging the power of difference in their teams.

Additional AY2018 offerings included

- **Crucial Conversations®** for Individual Contributors
- **Root®: Unconscious Bias** for Managers
- **Art of Interviewing and Unconscious Bias in Hiring** for Managers
- **Leading Change: Beyond Diversity: Accelerating Inclusion and Leading for Equity** for Unit Leaders
- **LGBTQ ally training** for all members of Northwestern



# WELLNESS

## Faculty Wellness Program

The [Faculty Wellness Program](#) (FWP) is in its third year of operation under the direction of [Richard Carroll, Ph.D.](#) Carroll created a similar program for the Feinberg School and directed it for three years before expanding it to all Northwestern schools at the request of the [Lindsay Chase-Lansdale, vice provost for academics and co-associate provost for faculty.](#)

The Faculty Wellness Program assists faculty members who are experiencing difficulties in their professional or personal lives in order to improve their satisfaction and productivity as members of the University community. The FWP provides resources for faculty members experiencing difficulties due to stress, depression, anxiety, family strains, workplace relationship problems, burn-out, alcohol or substance abuse, or other issues. FWP's goal is early identification and resolution of problems in order to prevent more serious impairment. FWP and Human Resources have collaborated on workshops to help faculty identify and address burn-out.

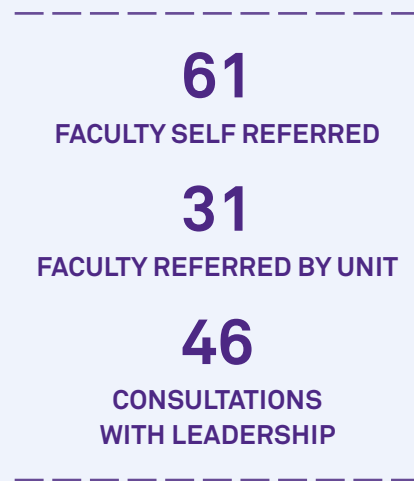
Faculty members can request assistance directly from FWP. The process begins with either an informal consultation or a more detailed evaluation to understand the faculty member's needs. The FWP director recommends appropriate assistance or resources, such as free, short-term counseling; private mental health and substance abuse treatment; or coaching for workplace issues. Referrals for services outside of the University are available. In the past two years, 61 faculty have contacted FWP for assistance and been referred to appropriate help.

The Faculty Wellness Program also assists faculty who are impaired or disruptive in the academic setting. These individuals—who are typically referred from their department or school—often are not aware of or are in denial about their behavior's impact on others. Cases range from occasional incidents of disrespect or hostility to serious risks of harm to themselves or others. FWP typically manages assessment, collaborates with key academic leaders, develops intervention plans, and monitors progress. In the past two years, 31 faculty have been referred for issues of impairment.

FWP is also a resource for academic leaders—from department chairs to the provost—about problems concerning faculty members in their departments or schools. The program can be a valuable support to those who, due to their positions, are required to frequently address issues of distress or impairment among faculty members. In the past two years the director of FWP has consulted with academic leaders regarding concerns about 46 faculty members.

The director of FWP has also contributed to the development and refinement of policies that address faculty impairment. In AY2018, the director collaborated with the [Office of the Provost](#), the [Office of Organizational Strategy and Change](#), and [Human Resources](#) to develop a process for addressing in a professional and open manner cases of faculty impairment.

The newly expanded Faculty Wellness Program is part of the already broad range of services and resources that the Office of the Associate Provost for Faculty offers to assist faculty in achieving their professional goals. The prevention and early identification of problems as well as the remediation of them enhances the quality of the professional lives of all Northwestern faculty members.





Thank you for reading the 2018 Diversity and Inclusion Report. If you have any questions or comments, please contact the [Office of Institutional Diversity and Inclusion \(OIDI\)](#) at [diversity@northwestern.edu](mailto:diversity@northwestern.edu).

Northwestern | OFFICE OF INSTITUTIONAL  
DIVERSITY & INCLUSION

For continued updates on diversity and inclusion efforts at Northwestern, connect with OIDI on [Facebook](#) and [LinkedIn](#).