

# **Northwestern University**

## **Report on Faculty and Student Diversity and Inclusion Academic Year 2014-15**

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# Northwestern University

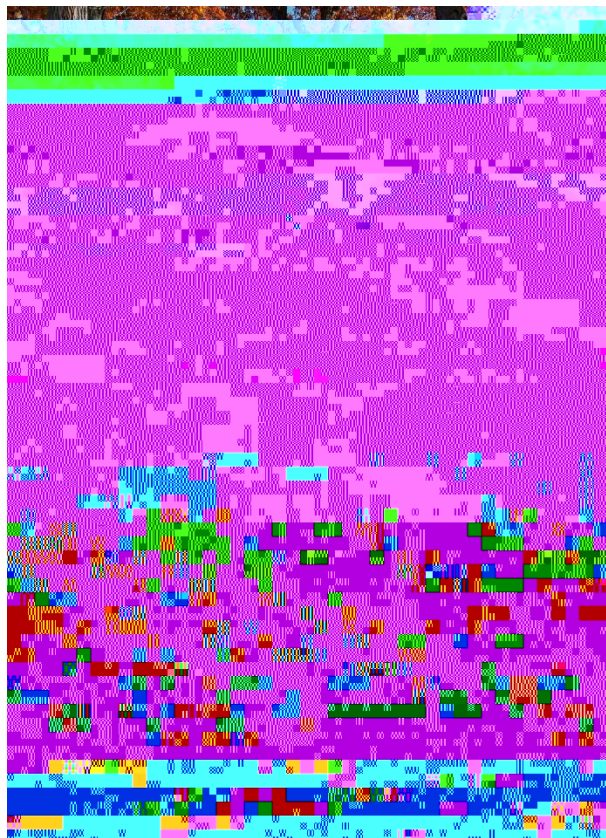
## Report on Faculty and Student Diversity and Inclusion

### Academic Year 2014-15

Fostering a diverse, equitable and inclusive environment is a top priority at Northwestern. From the progress on our strategic plan, to the creation and reorganization of student support offices, the 2014-15 academic year demonstrated advancement of this commitment.

The following Report on Faculty and Student Diversity and Inclusion is not intended to be a comprehensive narrative on the entirety of Northwestern's progress, but to broadly and transparently display our upward trajectory in diversifying our faculty and student populations, as well as the progress our institution is making towards executing our strategic plan and complementary initiatives. The data included in the report are taken from academic year 2014-15 regarding members of underrepresented groups on the Northwestern faculty, and in our undergraduate, graduate, and professional student populations. Faculty data was provided by Northwestern's Office of Institutional Research and information from Faculty and Staff Information System (FASIS), and student data was collected from the Integrated Postsecondary Education Data System (IPEDS) Enrollment Report and information from Student Enterprise Systems (SES).

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



This report was compiled by the Office of the Provost  
Comments, questions and feedback: [diversity@northwestern.edu](mailto:diversity@northwestern.edu)

## **Leadership Commitment**

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

student. We seek to attract the very best students — undergraduate and graduate — by offering competitive financial aid. Once they are on campus, we must ensure that all students benefit from the collaborative, interdisciplinary, and practical learning that prepares them for leadership in a rapidly changing world.

### **Initiatives from the Strategic Plan and Campaign**

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

#### *Student Experience*

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

Student Affairs created the [Office of Student Enrichment Services](#) (SES) in 2014 to support the success of our low-income and first-generation students. The impact of SES was immediately apparent and an expansion of the office is already planned. Campus Inclusion and Community (CIC) has also undergone a restructure to better serve our underrepresented students, and to do so in an intersectional way. Student Affairs areas whose mission is to promote an inclusive campus environment now report up to the Executive Director of CIC. These offices include Multicultural Student Affairs, Student Enrichment Services, and Social Justice Education.

### *Faculty Diversity*

Northwestern strives to attract faculty from diverse backgrounds and support their success through various programs and initiatives. With a focus on building and sustaining community, we aim to enhance the long-term success and retention of our faculty. Spearheaded by the

collaborate with others. Our goal is to build a vibrant, more diverse, and tight-knit community on our campuses and to maintain productive relationships with the communities our campuses are located in.

The previously mentioned Good Neighbor, Great University program offers scholarships to students who graduate from high schools in Evanston and Chicago who demonstrate financial aid eligibility as well as financial need. As of fall 2014, the Good Neighbor, Great University program has awarded 327 scholarships totaling \$2,870,300. This program has successfully increased our outreach to Chicago Public Schools (CPS) and we are nearing our goal of 100 CPS students in a freshman class.

[Northwestern Academy](#), a more recent program of the School of Education and Social Policy and the city of Chicago, is designed to help low-income high school students from CPS prepare for and gain admittance to selective colleges and universities. Every year 50 CPS ninth-graders who qualified for but are not enrolled in CPS selective-enrollment schools will be invited to apply to the Academy.

Northwestern continues to build strong relationships with Evanston and Chicago communities, and we have increased our efforts to bring educational programming in STEM to underrepresented populations there. [Science in Society](#) is a research center dedicated to science education and public engagement. They partner with Chicago-area schools and community groups to share expertise and creativity in a communi M"

holistically across the institution, including faculty, students, staff, and alumni. The former Faculty Diversity Committee was folded into this broader group.

The current structure of the UDC advocates for and monitors efforts to recruit and retain members of underrepresented groups among undergraduate and graduate students, faculty, and staff. It considers diversity of races, cultures, religions, gender identities and expressions, abilities, veteran status, and socioeconomic status. The UDC is chaired by the Assistant/Associate Provost for Diversity and Inclusion and council members are listed in Appendix 3.

Throughout the 2014-15 academic year, a national search was underway to fill the inaugural position of Associate Provost for Diversity and Inclusion. The search committee was comprised of faculty from diverse disciplines, students, staff, and an alumnus. Supported by the Office of the Provost, the search process resulted in the successful appointment of Dr. Jabbar R. Bennett on October 1, 2015. Dr. Bennett succeeds Dona Cordero who served as Assistant Provost for Diversity and Inclusion since the position was initially established in 2012.

The Diversity Leaders Group is composed of individuals with formal responsibility for diversity and inclusion efforts across the university, and exists to strengthen a coordinated approach to addressing institutional issues of diversity, equity and inclusion. This group meets regularly and is convened by the Assistant/Associate Provost for Diversity and Inclusion. Members include Director of Equal Opportunity and Access – Human Resources, Assistant Dean of Students and Director of AccessibleNU – Student Affairs, Executive Director of Campus Inclusion and Community – Student Affairs, University Chaplain, Director of the Women’s Center, Assistant Dean of Diversity and Inclusion – The Graduate School, Senior Specialist for Student Life –The Graduate School, Senior Director of Diversity and Inclusion – Kellogg, Director of Diversity and Inclusion – Feinberg, and the Director of Diversity Education and Outreach – Pritzker. More information is available about the roles of these campus leaders through the Diversity and Inclusion web sites listed in Appendix 4.

The Division of Student Affairs continues to prioritize and advance equity and inclusion efforts. Since its creation in 2012, [Campus Inclusion & Community](#) (CIC) has established numerous programs focused on creating and sustaining an inclusive and welcoming environment for all students. The [Inclusion Task Force Initiative](#), coordinated through CIC, assists with the planning, implementation and evaluation of services and programs for students related to diversity and inclusion, and is composed of undergraduate, graduate, and professional students, and chaired by the CIC Executive Director. More recently, the [InclusionNU Fund](#) has been established to support student-led initiatives and programming to advance CIC’s mission of “cultivating learning environments through the intentional engagement of difference across and within various identities.” Additionally, the Vice President for Student Affairs, Dr. Patricia Telles-Irvin, hosts monthly “Dinner Dialogues” with students to discuss a topic on inclusion.

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

[Sustained Dialogue](#) is a student-facilitated program that encourages conversation across lines of difference with other Northwestern students. It is coordinated through the department of [Social Justice Education](#) and its methodology has been implemented by the CIC Executive Director as a tool to help undergraduate and graduate students spend time to understand the different perspectives of individuals they otherwise would not meet, and to equip students with



communication skills necessary for increasingly diverse academic, social, and work environments.

The [Change Makers program](#) is hosted annually by [The Women's Center](#) and allows staff and faculty members to engage in a personal journey to create a more inclusive environment at Northwestern. The program aims to heighten and deepen understanding of staff and faculty around social identities and privilege, and apply that understanding and cultural competency to create more inclusive classrooms, departments and centers.

Dr. Clyde Yancy, MD, Magerstadt Professor and chief of Cardiology, [was named Vice Dean for Diversity and Inclusion](#), a newly created position at our Feinberg School of Medicine. Dr. Yancy is responsible for growing new programs at Feinberg and for supporting existing efforts through the school's [Office of Diversity and Inclusion](#), the McGaw Diversity Council, and the school's relationship with National Medical Fellowships, a nonprofit organization dedicated to improving the health of low-income and minority communities by increasing the representation of minorities in healthcare.

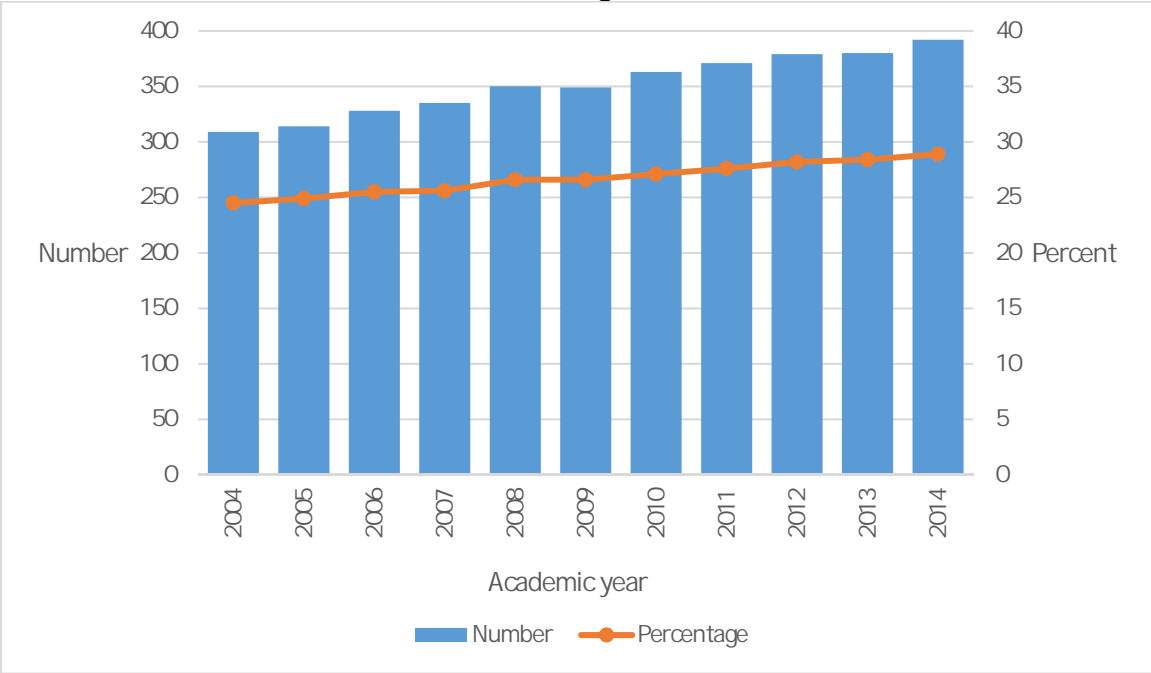
The Graduate School (TGS) established an [Office of Diversity and Inclusion](#) and hired an ass



*Tenure-Line Women Faculty at Northwestern*

The percentage of women on the tenure-line faculty and the change over the last sixteen years varies significantly by school. The percentage of women on the tenure-line faculty has continued to progressively rise since 1987 when women represented only 15.7% of tenure-line faculty. These differences reflect the national pool of availability by discipline as well as efforts and outcomes within the schools. The number of women holding tenure-line appointments on the faculty increased by 79% from fall 2004 to fall 2014, and we hope to see greater progress in the coming years as we see the success of recent initiatives aimed at increasing the diversity of our faculty overall.

**Tenure-Line Women Faculty at Northwestern  
Number and as Percentage of Tenure-Line Faculty  
Fall 2004 through Fall 2014**



Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
#	309	314	328	335	350	349	363	371	379	380	392
%	24.5	24.9	25.5	25.6	26.6	26.6	27.1	27.6	28.2	28.4	28.9

*Tenure-Line Women Faculty at Northwestern, by School*

The percentage of women on the tenure-line faculty and the change over the last ten years varies significantly by school. These differences reflect the national pool of availability by discipline as well as efforts and outcomes within the schools. Women represented 49.4% of tenure-line faculty in the School of Communication in fall 2014, up from 42.1% in fall 2004. Women made up 46.9% of the tenure-line faculty in the School of Education and Social Policy in 2014, increased from 33.3% in 2004. In the McCormick School of Engineering and Applied Sciences, women composed 12.2% of tenure-line faculty, up slightly from 10.8% in 2004. In the Feinberg School of Medicine, women represented 27.4% of tenure-line faculty in 2014, increased from 23.4% in 2004.

**Women as Percentage of Tenure-Line Faculty at Northwestern  
By Year and by School  
Fall 2004 through Fall 2014**

**Women Tenure-Line Faculty by School – Fall 2004 through Fall 2014**

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
WCAS	112	118	126	129	138	140	148	153	153	152	160
SESP	8	7	8	9	9	9	9	9	10	11	15
Medill	6	4	4	4	4	5	4	4	5	5	5
Music	18	17	15	14	14	14	14	14	14	12	12
SoC	32	32	34	34	37	36	36	41	46	46	43
MEAS	18	18	16	15	17	20	20	21	21	20	22
FSM	83	86	89	91	93	87	91	94	93	97	96
Law	10	10	14	14	13	13	13	9	9	10	12
Kellogg	22	22	22	25	25	25	28	26	28	27	27
<b>Total</b>	<b>309</b>	<b>314</b>	<b>328</b>	<b>335</b>	<b>350</b>	<b>349</b>	<b>363</b>	<b>371</b>	<b>379</b>	<b>380</b>	<b>392</b>

**Women as Percentage of Tenure-Line Faculty by School – Fall 2004 through Fall 2014**

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
WCAS	27.6	28.7	29.7	30.1	31.7	32.3	32.8	33.8	33.8	33.8	34.4
SESP	33.3	31.8	33.3	34.6	37.5	36.0	33.3	32.1	35.7	39.3	46.9
Medill	28.6	21.1	21.1	21.1	19.0	20.8	16.7	17.4	21.7	21.7	20.8
Music	36.7	37.8	35.7	35.0	35.0	35.0	35.0	35.9	36.8	32.4	32.4
SoC	42.1	42.1	41.5	41.5	45.1	45.6	43.4	46.1	48.4	47.9	49.4
MEAS	10.8	10.8	9.9	9.0	9.9	11.2	11.5	11.5	11.7	11.1	12.2
FSM	23.4	23.3	24.2	24.3	25.1	25.2	26.2	26.9	26.7	27.2	27.4
Law	22.7	23.8	31.8	30.4	27.7	27.7	28.3	21.4	20.9	21.7	26.1
Kellogg	18.3	19.6	18.0	19.8	19.7	17.7	19.2	18.7	20.7	21.8	20.0
Total	24.5	24.9	25.2	25.6	26.6	26.6	27.1	27.6	28.2	28.4	28.9

*Tenure-Line African American Faculty*

Over the period from fall 2004 to fall 2014, African Americans on the tenure-line faculty increased by 63%, from 38 to 62. From fall 2013 to fall 2014, the number of African American faculty rose slightly from 57 to 62, as did their proportion in the tenure-line faculty, from 4.3% to 4.6%.

**Tenure-Line African American Faculty at Northwestern  
Number and as Percentage of Tenure-Line Faculty  
Fall 2004 through Fall 2014**

<b>Tenure-Line African American Faculty at Northwestern – Fall 2004 through Fall 2014</b>											
Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
#	38	38	36	37	40	43	45	48	51	57	62
%	4.3%	4.3%	4.1%	4.2%	4.5%	4.8%	5.0%	5.3%	5.6%	6.3%	6.6%

38 38

*Tenure-Line African American Faculty, by School*

The percentage of African Americans on the tenure-line faculty and the change over the last ten years varies substantially by school. African Americans represented 15.6% of tenure-line faculty in the School of Education and Social Policy in fall 2014, up from 12.5% in fall 2004. African Americans made up 10.3% of the tenure-line faculty in the School of Communication in 2014, significantly increased from 2.6% in 2004. In the Weinberg College of Arts and Sciences, African Americans composed 6.0% of tenure-line faculty in fall 2014, up from 4.7% in 2004. In the Feinberg School of Medicine, African Americans represented 2.6% of tenure-line faculty in 2014, increased from 0.9% in 2004.

**African Americans as Percentage of Tenure-Line Faculty at Northwestern  
By Year and by School  
Fall 2004 through Fall 2014**

**African American Tenure-Line Faculty by School – Fall 2004 through Fall 2014**

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
WCAS	19	21	22	23	22	23	24	25	25	26	28
SESP	3	3	3	4	4	3	4	5	5	4	5
Medill	1	1	2	2	0	0	0	0	0	0	0
Music	3	2	2	2	3	3	3	3	2	2	2
SoC	2	2	3	4	4	4	4	9	10	10	9
MEAS	3	3	2	2	2	2	3	3	3	4	4
FSM	3	3	3	3	5	5	5	4	7	8	9
Law	3	3	4	4	4	4	4	3	2	2	3
Kellogg	1	1	1	3	3	3	3	2	1	1	2
Total	38	3				M	d				2

**African American as Percentage of Tenure-Line Faculty by School – Fall 2004 through Fall 2014**

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
WCAS	4.68	5.11	5.19	5.36	5.06	5.30	5.32	5.53	5.52	5.78	6.02
SESP	12.5	13.64	12.50	15.38	16.67	12.00	14.81	17.86	17.86	14.29	15.63
Medill	4.76	5.26	10.53	10.53	0	0	0	0	0	0	0
Music	6.12	4.44	4.76	5.00	7.50	7.50	7.50	7.69	5.26	5.41	5.41
SoC	2.63	2.63	3.66	4.88	4.88	5.06	4.82	10.11	10.53	10.42	10.34
MEAS	1.80	7.81	1.23	1.20	1.17	1.12	1.72	1.65	1.67	2.22	2.21
FSM	0.85	0.81	0.82	0.80	1.35	1.45	1.44	1.15	2.01	2.25	2.56
Law	6.82	7.14	9.09	8.70	8.51	8.51	8.70	7.14	4.65	4.35	6.52
Kellogg	0.83	0.89	0.82	2.38	2.36	2.13	2.05	1.44	0.74	0.81	1.48
Total	3.01	3.09	3.26	3.59	3.57	3.58	3.74	4.02	4.10	4.25	4.57

*Tenure-Line Hispanic/Latino Faculty*

Over the period from fall 2004 to fall 2014, Hispanic/Latino faculty on the tenure-line faculty have increased by 64%, 28 in fall 2004 to 46 in fall 2014. From

### *Tenure-Line Hispanic/Latino Faculty, by School*

The percentage of Hispanic/Latino faculty on the tenure-line faculty and the change over the last ten years varies substantially by school. Hispanic/Latino faculty represented 4.7% of tenure-line faculty in the Weinberg College of Arts and Sciences in fall 2014, up from 2.0% in fall 2004. Hispanic/Latino faculty made up 5.8% of the tenure-line faculty in the School of Communication in 2014, increased from 2.6% in 2004. In the Law School, Hispanic/Latino faculty composed 6.5% of tenure-line faculty in 2014, up from 0% in 2004. In the Kellogg School of Management, Hispanic/Latino faculty represented 2.2% of tenure-line faculty in fall 2014, increased from 1.7% in 2004.

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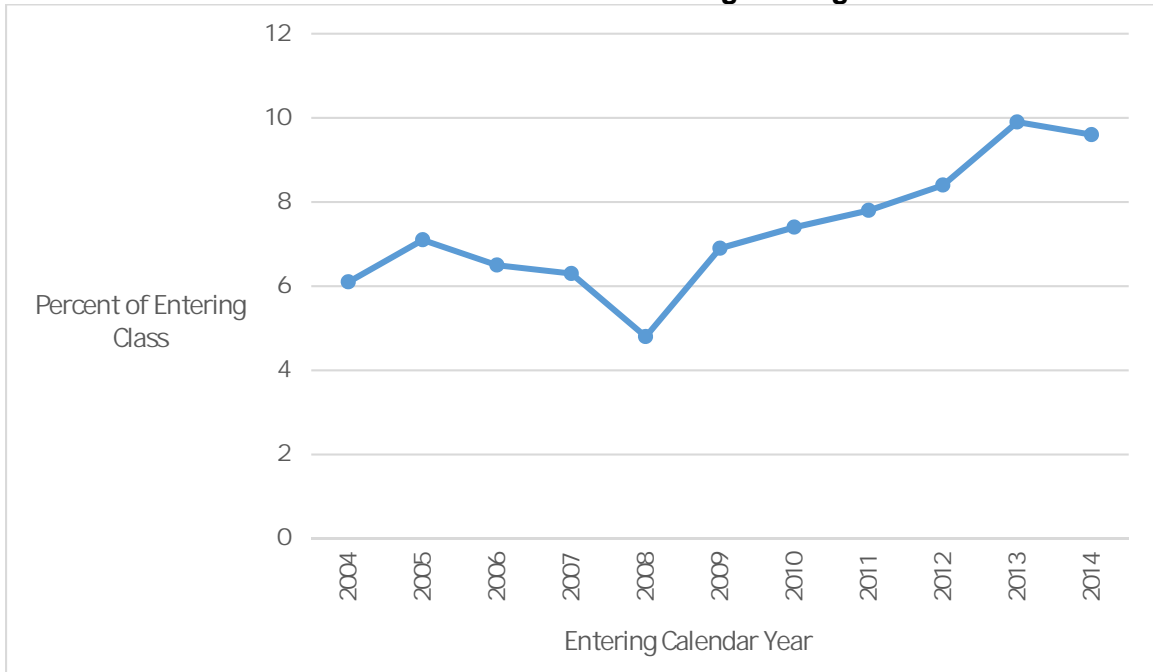
**Hispanic/Latino Tenure-Line Faculty by School – Fall 2004 through 2014**

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
WCAS	8	9	10	12	12	15	17	18	20	21	22
SESP	0	0	0	0	0	0	0	0	0	0	0
Medill	0	0	0	0	0	0	0	0	0	0	0
Music	1	1	1	1	1	1	1	0	0	0	0
SoC	2	3	4	5	5	4	4	4	5	5	5
MEAS	6	6	6	6	6	7	6	6	6	6	6
FSM	9	9	11	12	8	6	7	7	7	7	7
Law	0	0	0	0	0	1	1	1	1	2	3
Kellogg	2	2	2	1	1	2	4	4	4	4	3
Total	28	30	34	37	33	36	40	40	43	45	46

**Hispanic/Latino as Percentage of Tenure-Line Faculty by School – Fall 2004 through 2014**

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
WCAS	1.97	2.19	2.36	2.80	2.76	3.46	3.77	3.98	4.42	4.67	4.73
SESP	0	0	0	0	0	0	0	0	0	0	0
Medill	0	0	0	0	0	0	0	0	0	0	0
Music	2.04	2.22	2.38	2.50	2.50	2.50	2.50	0	0	0	0
SoC	2.63	3.95	4.88	6.10	6.10	5.06	4.82	4.49	5.26	5.21	5.75
MEAS	3.59	3.61	3.70	3.61	3.51	3.93	3.45	3.30	3.33	3.33	3.31
FSM	2.54	2.44	2.99	3.21	2.16	1.74	2.02	2.01	2.01	1.97	1.99
Law	0	0	0	0	0	2.13	2.17	2.38	2.33	4.35	6.52
Kellogg	1.67	1.79	1.64	0.79	0.79	1.42	2.74	2.88	2.96	3.23	2.22

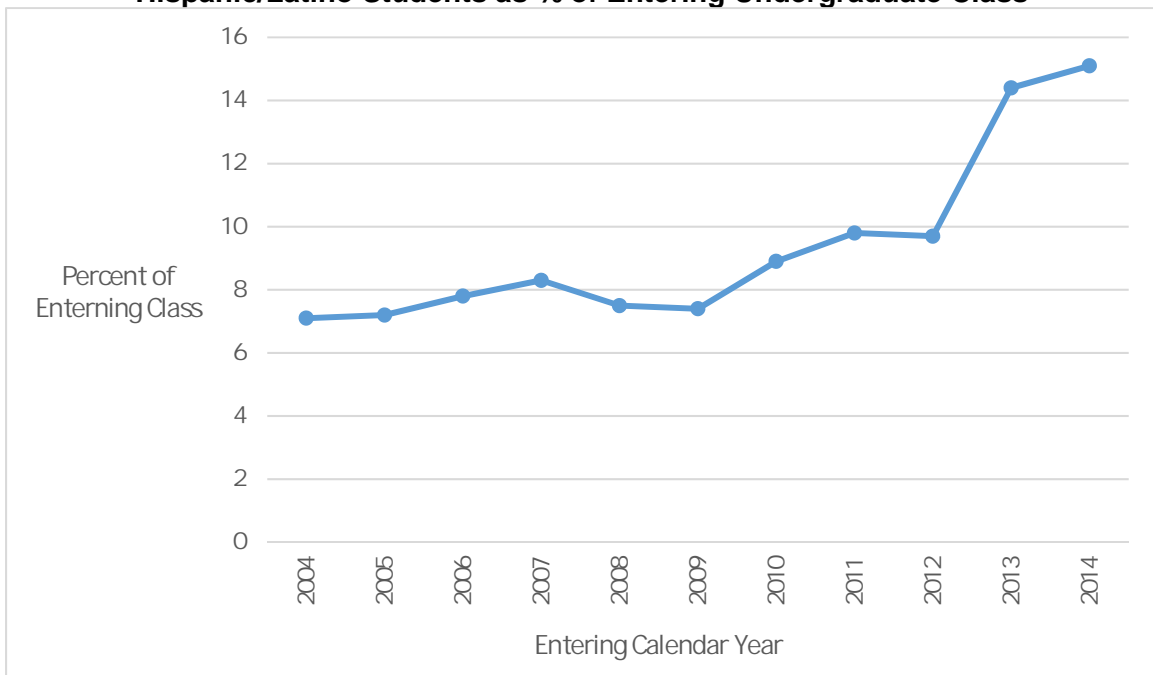
**African-American Students as % of Entering Undergraduate Class**



**Admissions Statistics for Entering Undergraduate Class  
African American Students**

Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
% of applications	6.4%	6.6%	6.7%	5.8%	5.6%	6.6%	7.5%	7.6%	8.0%	8.8%	8.2%
% of entering students	6.1%	7.1%	6.5%	6.3%	4.8%	6.9%	7.4%	7.8%	8.4%	9.9%	9.6%

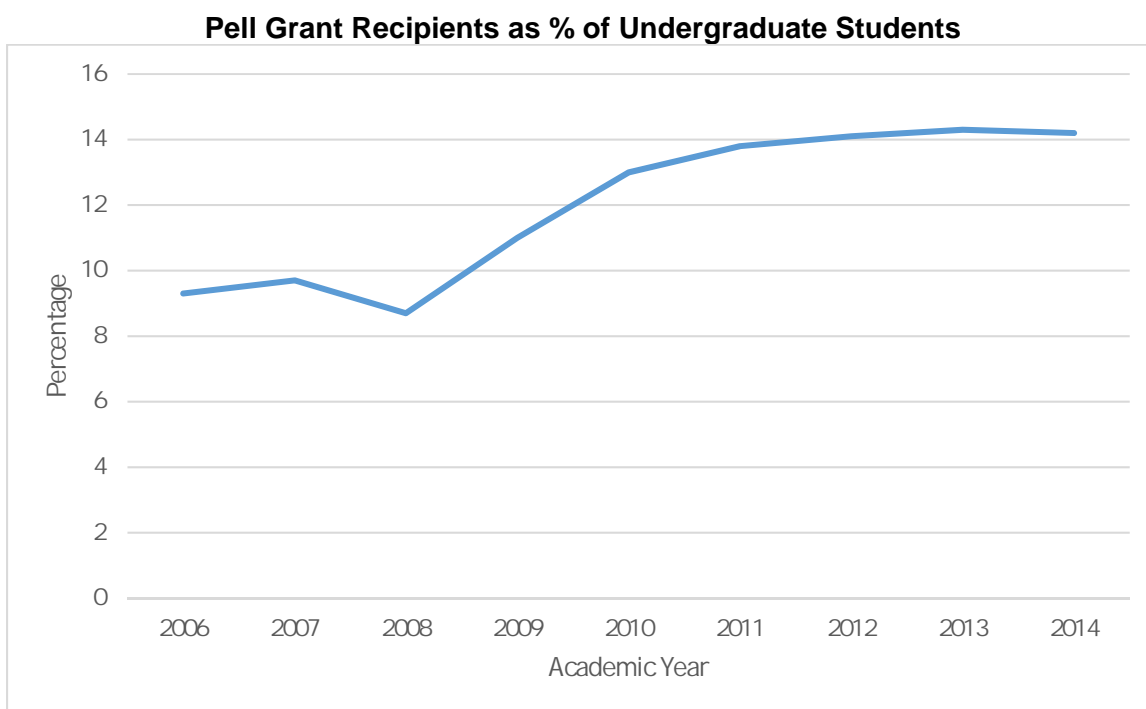
**Hispanic/Latino Students as % of Entering Undergraduate Class**





### Low-Income Undergraduate Students

Increasingly, Northwestern has been addressing low-income status and first-generation college attendance as additional measures of undergraduate student diversity. From 2004 to 2014, the percentage of undergraduate students receiving Pell Grants, based on family low-income status, has increased from 9.5% to 14.2%. Currently, the University is developing programs to continue to increase this percentage over the next four years. This plan includes augmenting financial aid resources and on-campus support to ensure a high quality educational experience for these students.



**Pell Grant recipients as % of Undergraduate Students at Northwestern**

Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Recipients %	9.5%	10.1%	9.3%	9.7%	8.7%	11.0%	13.0%	13.8%	14.1%	14.3%	14.2%

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

#### *QuestBridge*

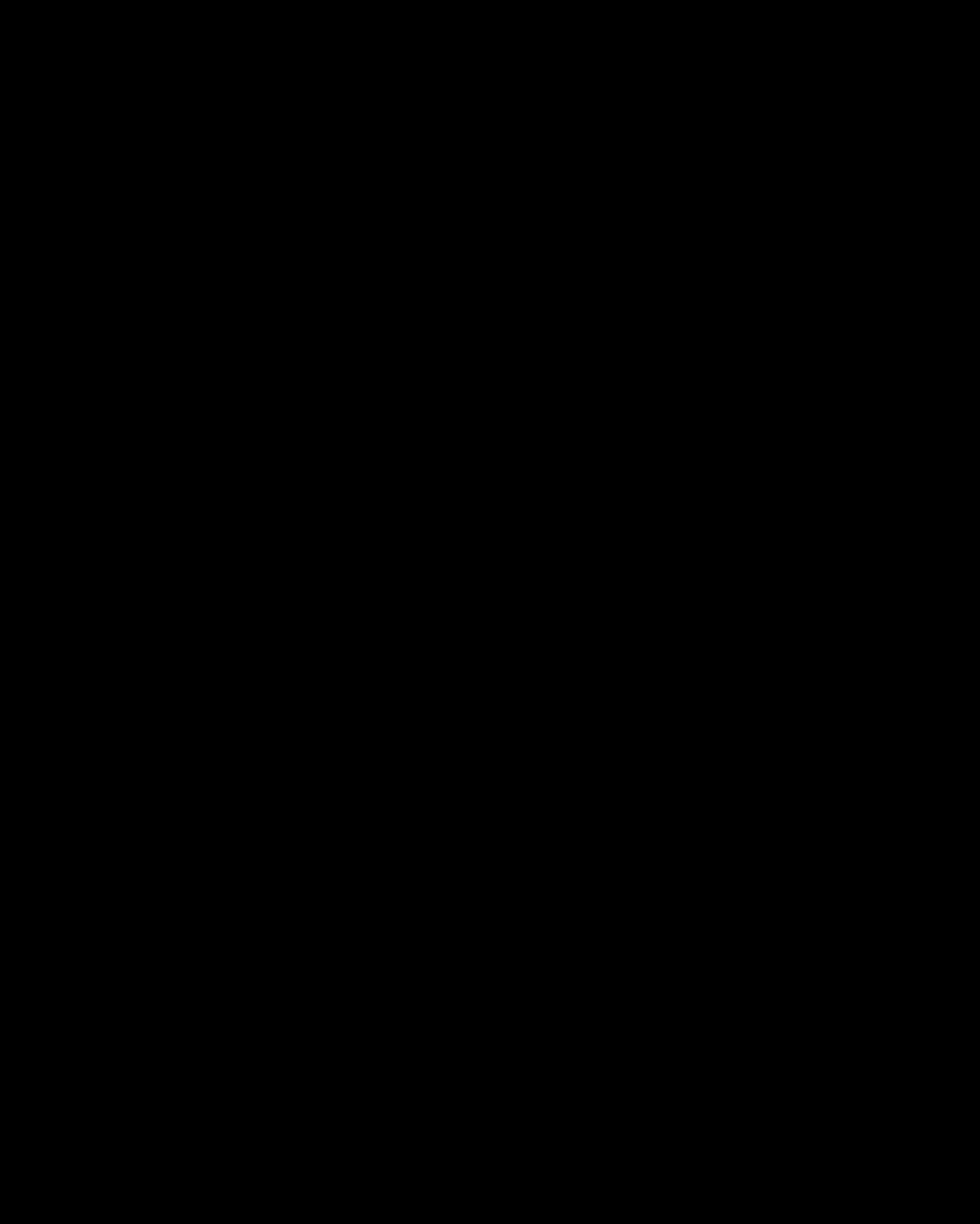
Northwestern is one of thirty-seven partner schools with this non-profit organization that targets high-achieving, low-income high school students for college placement. Northwestern has one of the largest Quest Scholars chapters of all the partner colleges. Along with Stanford and Princeton, we host a QuestBridge summer conference for several hundred students and their families.

#### *Posse*

Beginning in 2013 until at least 2017, Northwestern will enroll ten Posse students each year from greater Los Angeles. Posse identifies public high school students with extraordinary







diversity efforts and we expect to continue to see increased representation of students in these categories, along with structural support to help ensure their success.

While the data show the success of our efforts to increase diversity at Northwestern, it is inclusion and equity that are the foundations of a truly welcoming and dynamic university culture. Northwestern University reaffirms and renews its commitment to diversity and equity. As a community we have a large length to cover to strengthen and sustain this pledge, but in order to remain ahead of the pace with modern society we will strive to support this enterprise as a piece of the foundation of our institution.

We look forward to sharing Northwestern University's next institutional report on diversity and inclusion for AY2015-16 with the community in fall 2016.



## Appendices

## **Appendix 1: Selected Campus Resources Related to Diversity and Inclusion**

### [AccessibleNU](#)

Northwestern University and AccessibleNU are committed to providing a supportive and challenging environment for all undergraduate, graduate, professional school, and continuing studies students with disabilities who attend the University. Additionally, the University and AccessibleNU work to provide students with disabilities a learning and community environment that affords them full participation, equal access, and reasonable accommodation of their disabilities.

### [Business Diversity Program](#)

Northwestern is committed to developing mutually beneficial relationships with small, minority-owned, women-owned, disadvantaged, veteran-owned, HUBzone, and local business enterprises. The Supplier Diversity Program is Northwestern's initiative to create opportunities for vendors to market their products to the University and to encourage University departments and schools to offer opportunities to such vendors.

### [Center for Awareness, Response & Education](#)

Central location for students, survivors, or friends of survivors to seek survivor-centered, trauma-informed support services and advocacy regarding sexual misconduct. Advocacy Services include (but are not limited to): help obtaining academic, housing, or other accommodations from the University; counseling referrals; information about sexual health concerns; information about reporting options; referrals for medical and/or legal advocacy.

### [Department of Campus Inclusion and Community](#)

The mission of the Department of Campus Inclusion and Community is to work collaboratively with the entire university community to create opportunities for dialogue, experiential learning, leadership development, multicultural education, social justice training, and advocacy aimed at fostering an inclusive learning environment for all students.

### [Feinberg School of Medicine Office of Diversity and Inclusion](#)

Feinberg's Office of Diversity and Inclusion works with Feinberg students, residents, staff and faculty to further our mission of achieving a campus environment of belonging and inclusion for all.

### [The Graduate School Office of Diversity and Inclusion](#)

The mission of The Graduate School Office of Diversity and Inclusion is to enhance the quality of life for all graduate students through the sponsorship of academic and social activities.

### [Gender and Sexuality Resource Center](#)

The Gender and Sexuality Resource Center works to provide a safe space and act as hub for organizations, resources, services, and programs of interest to the LGBT and Allied community at Northwestern.

### [International Office](#)

The goal of the International Office is to help international students, scholars, and Northwestern



### [Veteran Resources](#)

Northwestern is committed to serving individuals that served their country. Student veterans can view available resources on the [Student Veterans' Resources](#) website. Veterans seeking employment at Northwestern can visit the [Human Resources website](#) for resources and guidance.

### [The Women's Center](#)

The Northwestern University Women's Center is dedicated to fostering a campus environment where all can

## Appendix 2:

Diversity purchasing symposium	Every 1-2 years	University Services
CLIMB Program	On-going	Associate Dean for Faculty Recruitment and Professional Development (Feinberg School of Medicine)
Take Back The Night	On-going	College Feminists
Posse Program	On-going	Campus Inclusion and Community
NU participation in diversity job fairs	On-going	Office of Human Resources
Staffing initiative to attract and hire more veterans to Northwestern	On-going	Office of Human Resources

### **Appendix 3: University Diversity Council Members, AY2014-15**

Co-Chairs:

Lesley-Ann Brown-Henderson, Executive Director, Campus Inclusion & Community  
Nsombi Ricketts, Assistant Dean of Diversity and Inclusion, The Graduate School

Frances Aparicio, Professor, Weinberg; Director, Latina and Latino Studies Program  
Shannon Bartlett, Director, Diversity Education & Outreach, Pritzker School of Law  
Pam Beemer, Associate Vice President of Human Resources  
Pablo Boczkowski, Professor, SoC Communication Studies  
Theresa Bratanch, Coordinator of Diversity and Inclusion, Office of the Provost  
Sarah Brown, EEO Specialist, Office of Equal Opportunity and Access  
Mercedes Carnethon, Associate Professor, Feinberg Department of Preventive Medicine  
Angela Edwards-Campbell, Director of Diversity and Inclusion, Kellogg  
P. Lindsay Chase-Lansdale, Associate Provost for Faculty  
Nim Chinniah, Executive Vice President  
Darren Davis, Police Commander, University Police  
Victor L. Goines, Professor, Jazz Studies

**Appendix 4:**  
**Selected Web Sites at the University on Diversity and Inclusion**

Diversity and Inclusion at Northwestern  
[northwestern.edu/diversity](http://northwestern.edu/diversity)

Inclusive Northwestern  
[northwestern.edu/inclusive-northwestern](http://northwestern.edu/inclusive-northwestern)

Business Diversity Program  
[northwestern.edu/procurement/vendors/business-diversity-program](http://northwestern.edu/procurement/vendors/business-diversity-program)

Feinberg School of Medicine Office of Diversity and Inclusion  
[feinberg.northwestern.edu/diversity](http://feinberg.northwestern.edu/diversity)

The Graduate School Office of Diversity and Inclusion  
[tgs.northwestern.edu/diversity](http://tgs.northwestern.edu/diversity)

Human Resources Diversity  
[northwestern.edu/hr/equlopp-access/diversity](http://northwestern.edu/hr/equlopp-access/diversity)

Kellogg School of Management Office of Diversity and Inclusion  
[kellogg.northwestern.edu/about/diversity-inclusion](http://kellogg.northwestern.edu/about/diversity-inclusion)

Pritzker School of Law Diversity Education and Outreach  
[law.northwestern.edu/law-school-life/student-services/diversity](http://law.northwestern.edu/law-school-life/student-services/diversity)

Campus Inclusion and Community  
[northwestern.edu/inclusion](http://northwestern.edu/inclusion)

Study Abroad Diversity  
[northwestern.edu/studyabroad/guide/identity-and-diversity](http://northwestern.edu/studyabroad/guide/identity-and-diversity)

Weinberg College of Arts & Sciences Diversity  
[weinberg.northwestern.edu/discover/diversity-and-inclusion](http://weinberg.northwestern.edu/discover/diversity-and-inclusion)



## Appendix 5:

Northwestern to be National Hub for Osher Lifelong Learning Institutes – September 2014

**Appendix 6:  
Selected Academic Programs and Centers Related to Diversity and Inclusion**

Department of African American Studies

Founded in 1972, the Department of African American Studies at Northwestern is a vibrant

### [Program for Healthcare Equity](#)

The Program for Healthcare Equity is dedicated to eliminating disparities in health care and improving the quality of care for all individuals. Our goal is for every person to get the highest quality of health care possible, regardless of age, gender, race, ethnicity, cultural beliefs, language socioeconomic status or health literacy.

### [Diversity Science at Northwestern](#)

Interests in diversity among faculty and students in Northwestern's Department of Psychology take many forms. We seek to promote diversity and cultural competence in research, teaching, professional training, and representation among faculty and students. We are working to increase participation by members of under-represented or disadvantaged groups in our programs and in the science, practice, and teaching of psychology. We seek ways to facilitate the optimal development of people from groups that have been historically disadvantaged or oppressed. We are also working to develop Northwestern Psychology as a center for research on diversity science.

### [Gender and Sexuality Studies Program](#)

With a change of name from "Women's Studies" to "Gender Studies" in 2000, the program built upon its strong, existing foundations in women's studies scholarship and feminist theory, while also expanding its commitment to include the study of gender more broadly, sexuality studies, and their deep implications with experiences of race, ethnicity, class, and globalism.

### [Institute for Sexual and Gender Minority Health and Wellbeing](#)

Our mission is to be a University-wide Institute that connects scholars from numerous disciplines with the SGM community to forge collaborations and stimulate new research. It provides leadership and infrastructure that promotes innovative, multidisciplinary research to improve the health and well-being of SGM individuals and communities.

### [Latina & Latino Studies Program](#)

The Latina and Latino Studies Program at Northwestern University engages in teaching, research, and service activities that represent current production of knowledge about Latina and Latino communities in the United States.

### [Poverty, Race and Inequality \(IPR\)](#)

The issues of inequality, poverty, and racism are consistent threads woven throughout IPR faculty research—and have constituted major research themes from the day the Institute first opened its doors. To examine these pernicious problems, faculty researchers cast a wide net, tackling a variety of topics that shed light on gaps in race, socioeconomic status, opportunity, and housing.

### [Program of African Studies](#)

The pioneering anthropologist Melville J. Herskovits founded Northwestern University's Program of African Studies (PAS) in 1948, one of the earliest centers of its kind in the United States. Today, the Program serves as a vital base for the world-class Africanist faculty, students, and professionals attracted to Northwestern and its renowned Herskovits Library of Africana Studies.

### [Science in Society](#)

Science in Society is a Northwestern University research center dedicated to science education and public engagement. Through partnerships with Chicago-area schools and community groups, we train Northwestern researchers to share their expertise and creativity in a

community-centered way. Our focus is to develop sustainable educational initiatives that deliver proven results for groups that need us most.

#### [Transgender Voice/Communication Therapy](#)

Transgender voice and communication therapy helps establish voice, speech, and language that is reflective of each individual's identified gender. Clinic services begin with a comprehensive speech, voice and language evaluation that allows a customized therapy plan to be created for each client.

#### [Women's Health Research Institute](#)

The Women's Health Research Institute educates stakeholders about the importance of sex inclusion in all biomedical sciences, cultivates research that explores sex differences, advocates for policies that ensure sex inclusion, mentors women in the biomedical sciences, and promotes clinical services that are sex and gender sensitive.