Northeastern University
Faculty Senate

TO: Senate Agenda Committee
FROM: Inclusion & Diversity Committee
DATE: March 19, 2024
SUBJECT: Final report for 2023-24 IDC Committee Charges

The Inclusion & Diversity Committee had 16 meetings during the academic year. This Committee reviews questions concerning equal opportunity, affirmative action, diversity, and social justice in building a university global campus climate of inclusion. This Committee prepares annual recommendations concerning improvements in policies and procedures related to diversity and inclusion.

The committee carried out the specific charges assigned by SAC. The charges were addressed as follows with recommendations and/or resolutions:

1. CHARGE 1. Collect from ODEI the status of the recommendations put forth in the 2022-23 Final IDC Report (pages 10 -12), for ensuring diversity, equity, and inclusion language in faculty and staff policies. For recommendations that have not progressed, identify challenges and/or rationale for inaction. Ensure that policy-related activities are aligned with current diversity and inclusion efforts of the 2023-24 Academic Policy Committee.

1.1. Process for policy review to ensure DEI language

The 2022-2023 IDC proposed that in the preface to the University Policies website, language be included that speaks to the necessity of compliance with DEI according to the President's Action Plan on Institutional Diversity and Inclusion. The following recommended wording was provided: "Each of the following sections focuses on a critical aspect of Northeastern University's policies and governance procedures. It is important that each section complies with and supports Northeastern University's commitment to diversity, equity, and inclusion (DEI). As policies are updated and new policies are created, the writers/reviewers are expected to use best practices to embrace inclusive and supportive language and understand the implications of such policies on all populations." An examination of the University Policies website and supplementary information revealed that this suggestion was **not** adopted. [See pages 11-12 of 2022-23 IDC Final Report for proposed guide components]. However, a proposal has been sent to the Policy Oversight Committee (see Appendix A) to request that these guidelines be added to the information about crafting new policies.

1.2. Access to the Diversity Dashboard and communication of diversity data

The 2022-23 IDC suggested that to increase the amount of demographic and identity data collected, the Office of Diversity, Equity, and Inclusion (ODEI) and the Office of the Provost would need to improve transparency about how the data will be used. In addition, the Office of University Decision Support (UDS) was to be tasked with creating a "Data Guide" to help staff,

students, and faculty navigate through the available data. This Data Guide would then be available through the ODEI and UDS. The Office of University Decision Support should also meet with the faculty senate regularly and meet with incoming staff, faculty, and administration during the onboarding process so that everyone is aware of UDS and their mission. Contact with UDS indicated that this suggestion has **not** been adopted yet.

1.3. Communication strategy for DEI initiatives across all campuses

The recommendation of the 2022-2023 IDC was that the ODEI should become a central hub for all DEI information. In particular, the ODEI website could include space for individual college DEI action plans and indicate progress on those plans. The IDC 2021-2022 report recommended following best practices for visible institutional commitment and accountability, and this website would facilitate those practices. Space on the website for DEI initiatives would require more regular and sustained collection of progress on these initiatives from unit heads. The website could also include an informal place for faculty to self-report their research, academics, partnerships, and grants related to DEI. The Calypso newsletter should move from a subscription to a newsletter sent to all university stakeholders. Calypso could also be a venue to publish information about innovative and successful initiatives. The ODEI already organizes Communities of Practice of faculty working on DEI. ODEI could create an annual showcase of the work done by the communities of practice, present themes that were identified during the year, and invite the university community to reflect on the findings and experiences. Based on an examination of the ODEI website this recommendation has **not** been adopted. Furthermore, although most units have produced a DEI plan, not all of them have their DEI plan posted in an easily accessible location.

1.4. Challenges encountered while attempting to fulfill IDC Charge #1:

Several challenges were encountered while attempting to fulfill IDC Charge #1 for 2023-2024. Navigating university processes proved difficult, with uncertainty about whom to contact until connecting with the Office of Compliance. While recognizing the significance of IDC Final Report recommendations, translating them into a formal policy proposal for integration into university procedures posed a complex task; it was challenging to craft a formal policy proposal due to unfamiliarity with bureaucratic processes and formatting requirements.

There was difficulty in locating diversity and equity survey data from previous years, adding another layer of challenge to the process; some data are publicly available (such as Northeastern University's fact sheet, https://facts.northeastern.edu/#community, which contains a summary of student diversity data), and some data are only available internally (such as NU's Fact Book, which is available to all benefits-eligible faculty and staff, has student diversity data as well as faculty and staff demographics, https://tableau.northeastern.edu/#/site/UniversityDecisionSupport/views/FactBook-Enrollment/Ethnicity?=null&:iid=2). Northeastern University maintains internal Diversity Essentials dashboards; however, it is difficult to gain access to these due to the sensitivity of the data. The diversity data available on the ODEI website serves as a primary, public source of data; however, these have not been updated recently. Furthermore, due to the SCOTUS decision last summer, the office has faced complexities in updating goals, progress, and current data publicly.

2. CHARGE 2. In an effort to coordinate faculty DEI efforts throughout the University by creating a transparent, purposeful, and consistently engaged DEI college/campus faculty community:

- **Identify parties responsible for DEI at each college and campus in order to create a global Northeastern faculty DEI working group. In coordination with the working group, review all college and faculty-related DEI Action Plans.**
- **Identify consistencies and themes running through each Action Plan.**
- **Identify areas of weakness, inconsistency or challenge facing each college/campus related to stated DEI goals.**
- **Provide recommendations for addressing identified weaknesses, inconsistencies or challenges in a unified manner.**

2.1. Methods

A combination of methods was used to compare the DEI action plans of different campuses, colleges, and administrative/student support units. Individual action plans were searched for common themes. An initial reading of the plans from COE, COS, CAMD, and CSSH determined the list of themes. This list was added to and refined as more plans were examined. Plans from 10 regional campuses, 7 Boston campus colleges, and 5 administrative offices were examined in detail. These plans were imported into a Word document and the Advanced Find feature was used to count the number of mentions of each theme found in each plan.

A second method focused on the regional campus DEI action plans. One group member did a detailed read of each campus action plan, summarizing the main themes. These themes were further examined by a second group member to further identify and distill commonalities and differences.

The third method examined the strategies proposed to promote DEI in the various units. This examination included all units for which plans were provided. Like the first method, common strategies were identified, and the strategies used by each unit were tallied. The strategies were compared across types of units. Additionally, a list of DEI contacts for each unit was compiled and is provided in Appendix B. It should be noted that some units have no DEI contact listed and others have temporary DEI leads while trying to hire a specific DEI director.

2.2. Results

2.2.1 Method 1

The final list of themes identified is shown in Table 1. The data is sorted by the overall sum, which is the total number of mentions of each concept. Additionally, the number and percentage of units that mention each concept is also provided. The top five keywords, in terms of percentage of units, were "student", "faculty", "training", "hiring", and "equity". Some of these terms are found in the common headings provided by the university. The number of each term mentioned in the headings was subtracted from the count of those terms for each unit. The least

common terms included, among others, "LGBT"[1] and "transgender". This may indicate at best inconsistencies in terminology and at worst an aspect of DEI that is being overlooked.

Table 1: Final list of concepts searched in detailed examination.

Concept	Overall Sum	#Units Using Concept	% of Units Using Concepts
Student	362	21	95.5
Faculty	270	21	95.5
Training	107	18	81.8
Hiring	82	17	77.3
Enrollment	62	11	50.0
Equity	59	16	72.7
Graduate	51	10	45.5
BIPOC	51	9	40.9
URM	47	8	36.4
Retention	37	11	50.0
Undergraduate	34	6	27.3
Women	33	11	50.0
Course	27	6	27.3
Outcome	22	8	36.4
Candidate	20	12	54.5
Co-op	20	6	27.3
Class	16	7	31.8
Language	16	5	22.7
PhD, Ph.D.	14	5	22.7
Disabilities, Disability	14	5	22.7
Syllabi, Syllabus	12	4	18.2
First-Generation	10	4	18.2
Curriculum	9	3	13.6
First-year	9	1	4.5
LGBT	5	7	31.8
Capstone	5	1	4.5
Transgender	4	1	4.5
Headcount	1	1	4.5

Concepts that were mentioned 20 or more times are graphed in Figure 1. As previously discussed, the terms "student" and "faculty" are the most common terms by a wide margin. "Hiring" and "enrollment" are somewhat similar, and subsequent data supports the idea that these are of similar importance. Subsequent data seems to indicate differences based on whether a unit is academic or administrative. Another interesting point is the similar number of mentions

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[1] This search term was used as it would count "LGBTQ", "LGBTQIA", "LGBTQ+" and other variations on these acronyms.

for the terms 'URM' (underrepresented minorities) and 'BIPOC' (Black, Indigenous, and People of Color). This may indicate a lack of consistency in using various terms related to DEI. Figure 2 also presents the concepts with 20 or more mentions in terms of how many units referred to each concept. This view shows that while equity has fewer overall mentions than several other concepts, it is mentioned by a majority of the 22 units examined in this portion of the analysis. Another interesting point is that retention and enrollment are important to an equal number of units. This is significant as attracting a diverse set of students does not address DEI goals unless those students are retained. One potential problem is the number of units specifically discussing undergraduate concerns, as undergraduates do make up a substantial amount of the university population.

After the initial concept search, a second global search was performed to clarify some of the results. The results of this global search of all 22 action plans are shown in Figure 3. The term 'staff' was extremely common and was mentioned multiple times in every plan examined. This underlines the need to include staff in any improved hiring or training plans. Another term that was unexpectedly common was 'survey', which reflects the desire of many units to quantify their current DEI state. 'Awareness' and 'belonging' – concepts which one may argue are essential for inclusion – are not specifically mentioned in many units. Another interesting note is that socio-economic diversity is mentioned only a few times. This may indicate an overlooked segment of the university population.
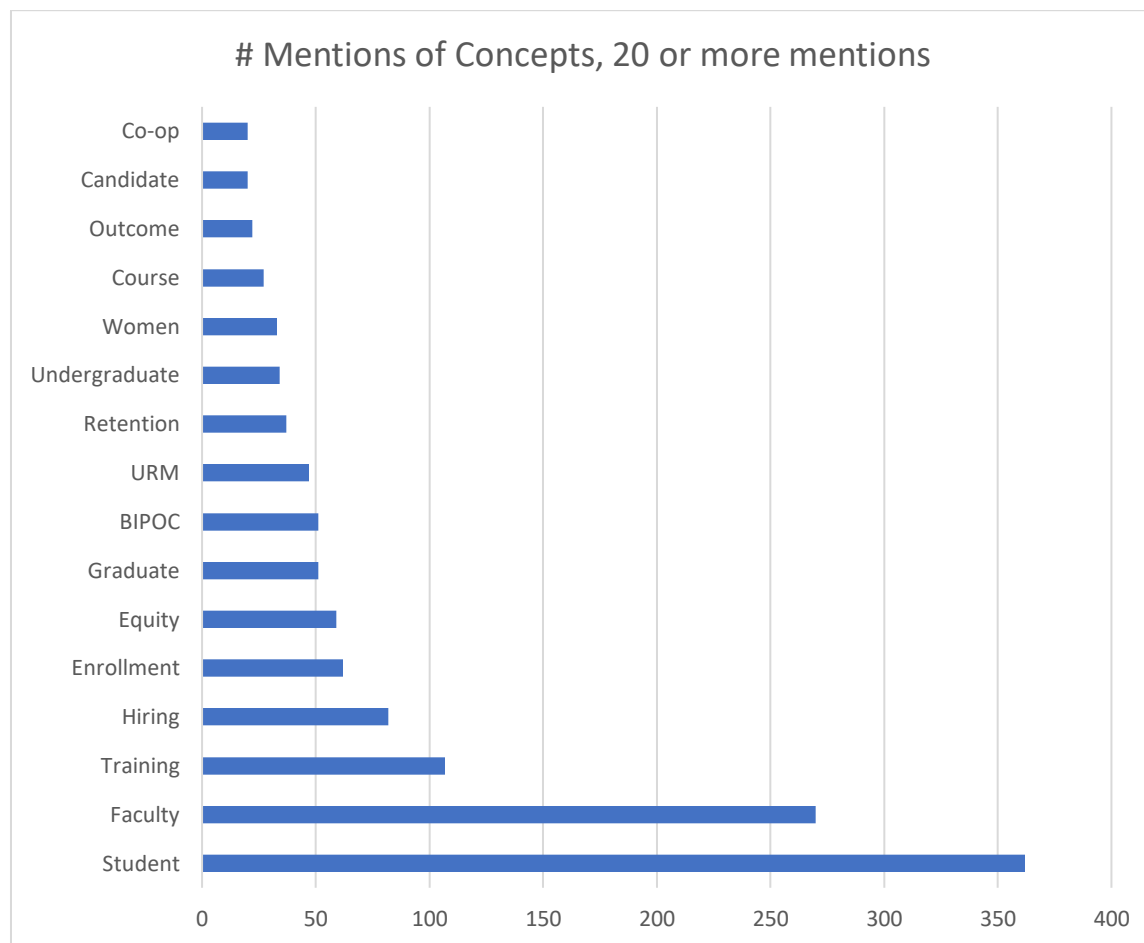

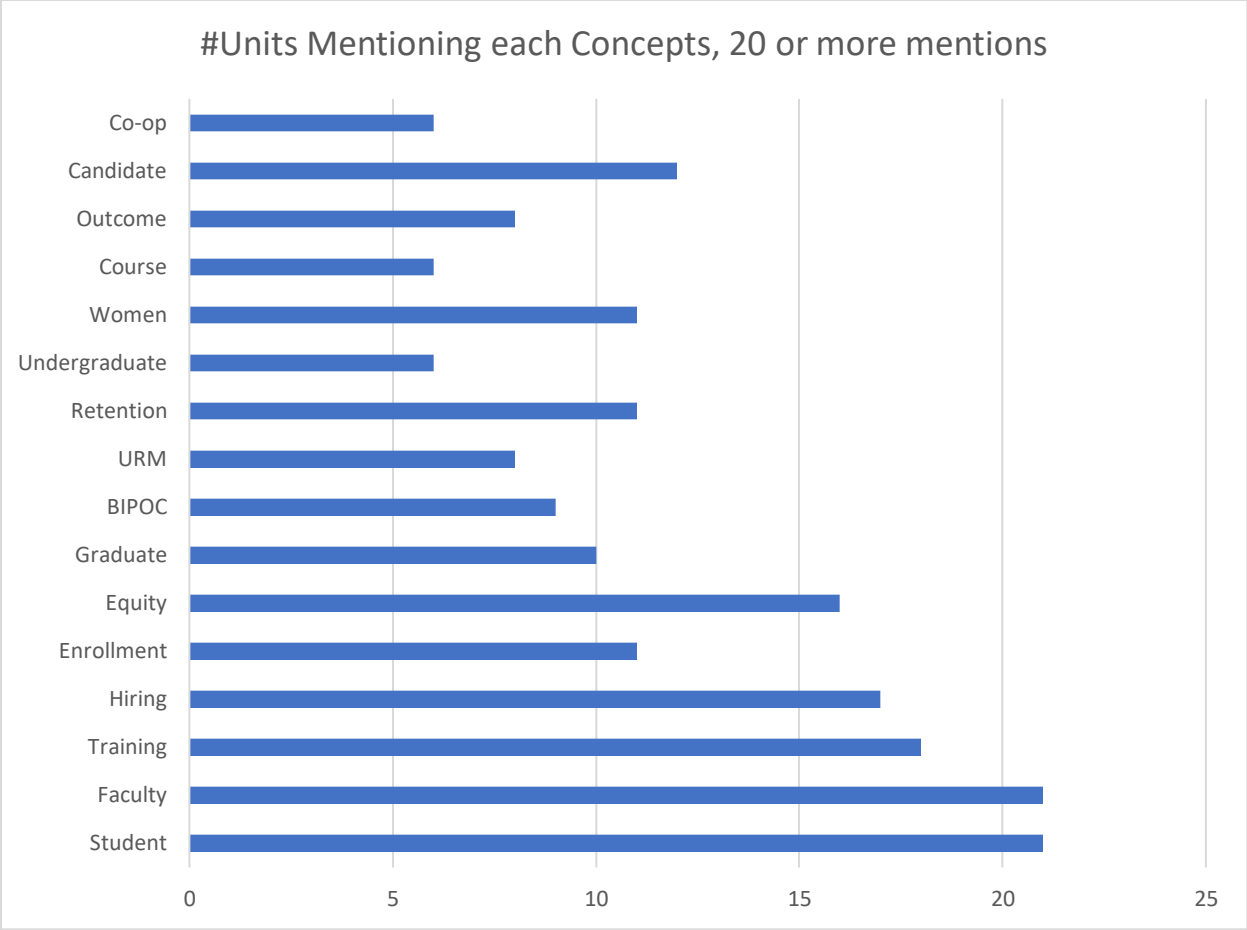*Figure 1: Concepts receiving 20 or more mentions.*

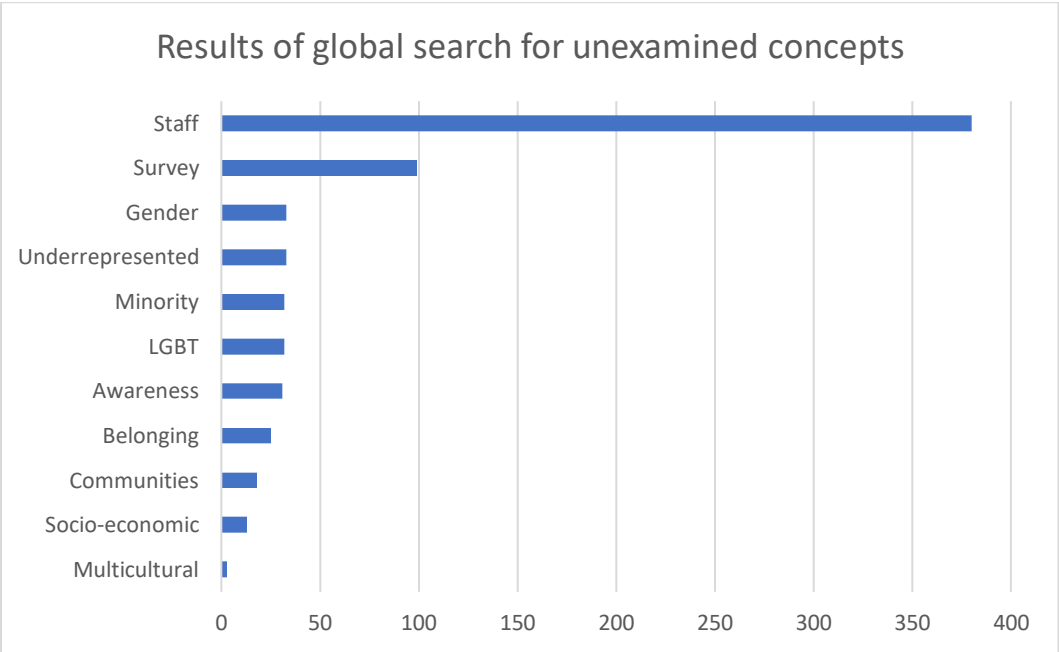*Figure 2: Number of units referring to the most common concepts.*

Figure 3: Results of global search for additional concepts

A selection of key concepts was separated in terms of which type of unit mentioned them. These results are presented in Table 2. Individual colleges seemed to have the greatest diversity of concepts compared to regional campuses or administrative units such as athletics, facilities, and student support units. Although 10 different regional campuses were examined, compared to 7 different colleges, their responses seem to be the least detailed. Campus and college plans are similar in terms of explicitly discussing equity and in the use of the term URM. Hiring is equally mentioned in college and non-academic units. This data indicates a certain lack of similarity between different types of units and may further indicate a need for standard definitions of concepts.

Table 2: Key concepts separated by type of unit. 'Other' includes administrative and student support units.

Unit Type	Average # of individual concepts	Sum of Faculty	Sum of Student	Sum of Hiring	Sum of Equity	Sum of BIPOC	Sum of URM	Sum of Enrollment	Sum of Graduate	Sum of Retention
Campus	10	106	144	18	48	10	30	19	8	5
College	16	247	249	41	49	37	46	42	39	30
Other	13.4	23	113	41	10	14	1	20	12	7
Grand Total	12.7	376	506	100	107	61	77	81	59	42

2.2.2 Method 2

As mentioned above, a detailed reading of the action plans for the global campuses allowed for deeper insight into similarities and differences between the remote sites. A summary of this examination is presented in Table 3. Seven of the nine campuses[2] mentioned a need to diversify their faculty and staff, although retention of the diverse faculty and staff was only mentioned for the Arlington campus. Charlotte was unique in that their diversification was framed in terms of achieving parity with the surrounding community. Community engagement was also discussed by seven different campuses. This was described in three campuses as engagement or partnership with the community that surrounds the given campus. Three campuses focused on the on-campus community in terms of cultivating belonging and engagement. The Vancouver campus was unique in that they specifically want to reach out to *marginalized* communities. Diversifying the student body is part of the plan for six of the campuses, and this was often backed up by plans to offer scholarships, support services, and additional financial assistance to retain students.

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[2] In method 1 the Roux Institute was also included as a satellite campus.

As seen previously, training was a key concept for many units. Seven of the nine campuses discussed in Table 3 mentioned training as part of their plans. Some of the units mentioned training in general terms using wording such as "Offer DEI training" or "Develop DEI based workshops". Some campuses went into more detail. Charlotte, for example, recommended compulsory implicit bias and anti-racist anti-sexist training. The Oakland campus went further and recommended developing academic programs and majors based on DEI principles. Only London and Toronto did not explicitly mention training, although Toronto did mention a speaker series to engage the community.

Another common theme was that of closely examining the existing state of DEI on the various campuses and building working groups, collaborations, and partnerships to develop solutions to address weaknesses. In Oakland and San Francisco/San Jose, this was expressed specifically as creating DEI working groups, while Burlington, Seattle, and Vancouver wanted to monitor and communicate the progress on the DEI objectives. Three of the campuses had plans that included feelings or a sense of inclusivity or belonging. It is difficult to see how these strategies can be directly measured. Campus climate surveys are probably the best way to assess these 'feelings', however, the amount of time required to process these surveys may not allow for rapid response to issues. In general, the campus-level action plans varied widely from very short and perfunctory to highly specific and detailed. There were also some notable regional differences. For example, Charlotte was highly concerned with representative parity based on the surrounding area, health equity, and racism/bias. Oakland, which existed as a campus community before joining Northeastern, is concerned with connection to the central university and forging partnerships. Plans that specifically adapt to their immediate surroundings may be more impactful.

Table 3: Summary of DEI action plans for global campuses

Arlington
• Student recruitment • Offer scholarships, support services, and community outreach • Diversify faculty/staff • Offer continuous training

Boston - Bouve
• Increase and retain diverse students, faculty, and staff • Establish a visiting BIPOC Faculty Lecture Series • Establish BIPOC visiting professorship fund or named chair endowment • Increase engagement and mentorship of enrolled underrepresented in health (URH) students • Engage in community partnered research that promotes health equity and social justice • Improve the climate of the college and accountability for DEI work at all levels

Boston - CAMD
• Create an onboarding process to engage new faculty/staff • Form and support affinity groups • Ensure diverse representation in hiring • Experiment with new formats for community connection to foster engagement • Incentivize research collaboration with HBCUs, MSIs, community colleges, etc. • Increase retention efforts for historically underrepresented/underserved communities • Increase paid undergraduate research opportunities, with a focus on developing research competencies among students from underrepresented and historically excluded groups

Boston - COS
• Diversify students, faculty, and staff • Enhance representation in departmental faculty and staff leadership positions, as well as departmental seminars • Infuse a culture of collaboration across the college • Increase awareness of discrimination and harassment policies and reporting mechanisms • Develop and support initiatives/opportunities to promote diversity, equity, and inclusion through discussions, community engagement, programming, recognition of efforts, etc.

Boston - COE
• Develop and implement inclusive curriculum • Increase diversity enrollment of undergraduate and graduate students • Increase workforce diversity • Enhance recognition of growing diversity and inclusive identities, including visible and hidden identities

Boston - CPS
• Increase retention rates for students from underrepresented backgrounds • Develop a sense of community • Widen recruitment efforts for staff and faculty • Increase the number of diverse staff and faculty applicants • DEI training

Boston - CSSH

- Diversity faculty, students, and staff
- Increase recognition of DEI activities
- Analyze Northeastern Climate Survey to identify DEI challenges and opportunities
- Prepare faculty for leading discussions about race, anti-racism, and intersectional identity
- Raise awareness and implement ASL interpreting at all college-level and university gatherings
- Provide learning opportunities focused on DEI education

Boston - DMSB

- Prepare students to work in a diverse workforce and to become inclusive leaders
- Promote an inclusive culture
- Promote and retain a diverse community
- Provide DEI training and resources
- Expand opportunities for students to engage in and/or lead DEI initiatives
- Recognize and celebrate student, faculty, and staff contributions to DEI
- Increase faculty and staff from underrepresented groups

Boston - EDGE

- Increase diversity in faculty and student population for college partners and help create a diverse talent pool for corporate partners
- Attract new talent from diverse HR pools
- Increase diversity of candidates interviewed by hiring managers
- Establish a training and development pathway for staff

Boston - ITS

- Increase Diversity of URM STEM graduates
- Increase the recruitment, retention, and professional growth of staff from underrepresented groups
- Workplace training that prepares employees for success
- Implementation of development & recognition initiatives

Boston - Khoury

- Increase diversity in our candidate pool and hire more diverse candidates
- Retain diverse faculty and staff
- Create a Sense of Belonging

Boston - Law

- Annually collect climate data
- Implement and provide DEI training, seminars and resources on inclusivity and belonging
- Increase and retain more diverse hires
- Cultivate an environment of inclusion
- Invest in institutional systems and practices that ensure accountability
- Increase and improve transparency and communication

Burlington

- Increase and retain diverse staff

- Increase awareness/communicate university's commitment to DEI
- Offer DEI training
- Increase research and partnership collaborations
- Create safe spaces for discussion

Charlotte

- Increase feelings of inclusivity
- Achieve representative parity in the Charlotte community
- Address disparities in health equity
- Compulsory implicit bias and anti-racist anti-sexist learning opportunities
- Forge community partnerships

London

- Increase diversity of student body
- Increase feelings of belonging
- Diversify faculty and staff
- Build community partnerships that fulfill DEI objectives
- Review policies and procedures through the lens of equity

Mills (Oakland)

- Build community and cultivate a sense of belonging
- Explore opportunities for partnerships
- Develop academic programs and majors that embody DEIAB principles
- Create a global working group

Roux Institute

- Increase diversity of staff, faculty, and students
- Provide DEI training
- Internal and external community building and engagement
- Create Focus Groups to inform future decisions

San Francisco/San Jose

- Conduct DEI program review via survey tool/analysis
- Establish campus DEI working group
- Develop DEI-based workshops

Seattle

- Diversify students, faculty, and staff
- Increase sense of community and belonging
- Offer DEI training & programming
- Regularly monitor/audit/evaluate
- Allocate resources
- Explore opportunities for partnerships

Toronto

- Diversify student population
- Diversity faculty and staff
- Engage the community through a speaker series
- Strive for faculty pay equity
- Explore opportunities for partnerships
- Explore opportunities for collaborations across departments/organizations

Vancouver
• Diversify students, faculty, and staff • Goal to develop a DEI dashboard • Offer DEI training • Resource allocation—increase financial aid opportunities, scholarships, etc. • Outreach to marginalized communities • Offer opportunities for social events/activities

2.2.3 Method 3

Method 3 examined all existing plans to determine the common strategies for achieving the various DEI goals. These common strategies are presented in Table 4 along with the number of strategies used by each group of units. 'Student support' included EDGE and the Office of Research and Graduate Education. 'Admin' included the Offices of the Chancellor, General Council, and President along with their subordinate offices and Public Safety. The key strategies included some ideas already mentioned, such as diversifying staff, faculty, and students and implementing training modules. Data collection and analysis and culture change are also common. One strategy that has not been mentioned so far is that of diversifying vendors and partners alongside other diversification plans.

The administrative units have a smaller average number of unique strategies. For these units, the most common strategies are implementing training, developing a DEIAB culture, and data collection/analysis. Interestingly, these units are less likely to recommend diversifying students and faculty. Administrative units are more likely to recommend diversifying the staff than the students and faculty.

The colleges on the Boston campus plans used an average of five unique strategies, which is tied with the student support group for the most unique strategies. Diversification efforts for staff were most common, followed by faculty and then staff. Implementing training, diversifying the student population, and developing a DEI culture are equally important to the colleges. However, only one of the Boston colleges recommended diversifying vendors and partnerships. The colleges seem to develop very detailed plans with many strategies, although as discussed, these plans represent different focus points.

The regional campuses also used a variety of strategies. Diversifying staff, creating a culture of inclusion and belonging, and implementing training were tied for the most common strategy recommended. Unlike the colleges, diversifying partnerships and vendors was more important to the regional campuses. This echoes the desire for connection between the regional campuses and Boston. Diversifying faculty is slightly more recommended than diversifying the student body. The regional campuses seem to value data collection and analysis to the same degree as administrative units.

Action plans were only available for two student support units. Again, staff diversity is more highly valued than student or faculty diversity. Vendor and partner diversity were discussed to the same degree as staff diversity. Data collection is also valued. The colleges and the student support units discuss data collection as part of their plans more than administrative units and regional campuses.

Table 4: Common strategies for achieving DEI goals, separated by unit type. The maximum value in each row is shaded in green.

Unit Type	Average number of Strategies	Diversify Students/ Retain Diverse Students	Diversify Staff/ Retain Diverse Staff	Diversify Faculty/ Retain Diverse Faculty	Create/ Expand culture of Belonging & Inclusion	Diversify Vendors/Partners	Implement Trainings	Data collection/ analysis/ monitoring
Admin	2.45	2	4	1	6	2	7	5
College	5.00	7	9	8	7	1	7	6
Regional campus	4.64	6	9	7	9	6	9	5
Student support	5.00	1	2	1	1	2	1	2
Grand Total	**4.03**	**16**	**24**	**17**	**23**	**11**	**24**	**18**

2.3 Conclusions and Recommendations

After analyzing the available plans several common themes and strategies were observed as discussed above. This led to several conclusions, as described below.

Plans show common themes, yet some key variations were observed. Overall, the units want to diversify the community at all levels. This will be accomplished by targeted hiring/recruiting to bring a wider variety of individuals into the university. Nearly all the units acknowledge the need for training of current campus community members to spread DEI ideas and create a culture of belonging and inclusion. However, the amount of detail in the plans varies widely. Some colleges and regional campuses seem to be farther along the process and thus have more knowledge of DEI principles. These colleges are more likely to focus on specific groups, such as BIPOC individuals, women, or otherwise underrepresented groups. Regional campuses that seem more advanced in their DEI understanding have tailored their plans to their surrounding communities. Units that seem to have less internal knowledge of or concern about these concepts have comparatively shorter or more generic plans.

Nonstandard terminology may complicate analysis. There appears to be some disagreement on terminology among the units. For example, groups that have been historically less represented in higher education are referred to variously as URM, BIPOC, minorities, underrepresented minorities, and marginalized communities. This disagreement makes comparison difficult. Equity can refer to pay equity, numerical equity among different groups, or equity as a general

concept. The terms 'belonging' and 'inclusion' are used differently by different groups. These and other disagreements about DEI terms make it hard to evaluate and compare the plans.

Regional campuses want to connect. The regional campuses repeatedly mention a desire for collaborations and partnerships. The nature of these collaborations differs slightly between the campuses. Some desire collaboration for research, academic programs, and improved availability of resources. Others desire to connect with their surrounding communities. There is also a call for connection with the campus network to increase awareness and communicate an overall commitment to DEI.

Staff diversity and training is a major concern. Three of the four types of units have staff diversification as a primary strategy for achieving the university's DEI goals. Tenure-track faculty and administration recruitment are very visible and the hiring of more diverse individuals at higher levels is often touted widely. Student diversity is also widely publicized as a recruitment tool. Staff diversity is discussed much more rarely and is not widely broadcast. It is difficult to know how much of the staff diversity concern is due to poor data collection and distribution as opposed to the actual lack of diversity. Staff also need training as they will be crucial in executing these plans.

Relatively few people own the DEI plans. A further difference between the plans that has yet to be discussed is the number of people in each unit who are listed as responsible for the different sub-goals. In some units, nearly every sub-goal has a unique person or group of people who are responsible for its execution. In contrast, some units do not currently have a DEI lead, and no one is identified as the key contact. Other units have the same key contact person or people for most or all the sub-goals. The relatively small number of people dedicated to these tasks in some units may slow down the rate at which they are adopted.

Recommendations: These observations lead to several recommendations:
1. Develop standard, university-wide definitions of key DEI terms and highly encourage their use.
2. Provide units with examples of 'good' DEI plans and additional guidance on creating plans.
3. Prioritize staff hiring and training.
4. Increase support for college level DEI leads.
5. Provide additional easy ways for regional campuses to connect and collaborate with the main campus.

As part of the recommendations for identifying weaknesses, it is worthwhile to highlight some rather unique and promising plans and goals from individual colleges and campuses and to communicate them network-wide. The following list summarizes some novel ideas that other units may consider adding to their action plans. All units may also learn from the successes of these plans.

Bouve: Establish a Visiting BIPOC Faculty Lecture Series. 2-4 visiting BIPOC faculty per AY visit the campus, deliver a lecture, meet with BIPOC students and faculty with a focus on mentorship; these relationships lead to increase in retention of BIPOC faculty and students and lead to increase in hiring of the diverse faculty either via referrals or by recruiting visitors; annually fundraise $10,000 to support this program.

College of Engineering: Expand the growing development of diversity identities. Educate the COE community regarding hidden identities, neurodiversity, and the notion that neurological differences should be recognized and valued as any other human variation. These differences can include individuals with anxiety, dyslexia, attention deficit hyperactivity disorder, dyscalculia, autism spectrum, Tourette's, bipolar, among other diagnoses.

College of Engineering: Collaborate with Mentra.me neurodiversity workforce organization. Increase Co-op and Professional opportunities for neurodiverse individuals in COE and establish a database of neurodiverse inclusive companies.

College of Engineering: Increase awareness and recognition of Diversity Heritage Months. Develop Diversity Awareness Month content for display on COE website and COE flat screens.

College of Science: Increase awareness of discrimination and harassment policies and reporting mechanisms. Encourage departments to organize a Title IX presentation each year; Maintain and promote the 'How to Report' website; Regularly update posters distributed in COS buildings; Continue COS Climate Survey every 2 years.

School of Law: Provide listening sessions for students. Create trauma-informed programming for students to heal from past trauma; meet with affinity organizations to provide resources and support; create training on inclusivity for the Student Bar Association (SBA) and other organizations.

Library: Make Snell Library more open to a diverse public. Additionally, make our online library more accessible to people of different abilities.

DMSB: Expand opportunities for students to engage in and/or lead DEI initiatives. Identify DEI actions in which the students can engage. Identify where we can expand/leverage student partnerships. OSEAI can work with GC's to consider incorporating student fellows who can serve as advisors to promote cultivating a more inclusive classroom experience.

EDGE: Exert positive influence on our college and industry partners for their DEI goals. Promote the benefits of digital learning and best practices in the online classroom.

Education Innovation
Education Innovation: Institutionalize a structure for regular reporting against DEI objectives and priorities. Develop a model for measurement and evaluation of DEI efforts.
- Map stakeholder priorities for accountability
- Discussion of progress toward establishing metrics and discussion of the progress towards those metrics.
- Modify surveys to capture the intersectionality of students to better understand student experience.
- Develop and publish an annual BIPOC student report on DEIA accountability metrics for both EI as a unit and within teams.

3. CHARGE 3. To the extent practicable, and to the extent not addressed in other Charges herein, explore potential responses and/or measures to address the recommended future IDC charges identified in the 2022-23 IDC Final Report (pages 15 – 16).

3.1. Address bias in student course evaluations.

Section 1 of Charge 3 tasked the committee with addressing bias in student course evaluations and formulating recommendations "to ensure that TRACE scores and other forms of student feedback are being evaluated consistently and fairly by merit review committees across the institution." As noted by SAC, this is particularly important for adjunct and teaching faculty since the merit review process for these faculty members relies heavily on student evaluations.

A recent paper by Kreitzer and Sweet-Cushman (2021) reviewed over 100 articles on bias in Student Evaluations of Teaching (SETs). Their findings provide useful information and suggestions to consider regarding the TRACE results.

Studies across multiple disciplines and countries have found that SETs have little correlation with teaching effectiveness. The authors refer to this as "measurement bias." The authors quote another meta-analysis by Uttl et al. (2017) which indicated that the correlation between SETs and learning is zero. SETs are largely influenced by features not linked to the effectiveness of the instructor. For example, scores are higher for classes that are "easier", those with more lenient grading, smaller classes, discussion-based classes, elective classes, and humanities classes.

The authors also refer to equity bias, which is bias based on factors such as gender, race, age, disability, LGBTQ+ status, etc. According to Kreizer and Sweet-Cushman (2021, p.73) "…**women faculty, faculty of color, and other marginalized groups are subject to a disadvantage in SETs**." Most of the literature finds that women do not fare as positively as men in SETs. However, the bias towards women is conditional on other factors. For example, some studies have shown that women experience *positive* bias in departments where women are over-represented. On the other hand, Rosen's 2018 paper using a sample of n=7,800,000 data points found that "there is no discipline where women receive higher evaluative scores". Hamermesh and Parker (2005) find that women receive, on average, scores that were half a standard deviation lower than men's scores. Two studies (Boring et al., 2016; MacNell et al., 2015) gave evaluations for online courses and found significantly lower SETs if the students believed the instructor was a woman, even though course content and delivery were identical.

There is substantially less research on bias based on race/ethnicity or other dimensions than there is on gender. **However, Reid (2010) finds that Black and Asian professors receive worse evaluations than white instructors, and Chavez & Mitchel (2020) find that women of color fare worse in SETs than white men**. Kreitzer and Sweet-Cushman's review found only one paper that looked at bias towards LGBT faculty (Anderson and Kanner, 2011), and that paper had mixed results. Similarly, there is slim literature (four papers) that looks at bias across age and rank, again with mixed results. Lastly, the authors state that there has been virtually no research on disability, and Kreitzer & Sweet-Cushman do not even mention tenure-track vs. non-tenure-track.

Kreitzer and Sweet-Cushman (2021) make a set of six recommendations, also based on their review of the literature:

1. **Contextualize SETs as student perceptions of their experience of the course, rather than as measures of learning**. SETs can provide useful information for instructors and administrators, but they need to be used primarily for feedback rather than evaluation of teaching effectiveness.
2. **Improve response rates**. Low response rates can yield results that are not representative of the overall student experience. Allowing time within class to complete the evaluations without the instructor present can increase both response rates and the validity of the responses.
3. **Administrators should be careful in how they interpret results**. Specifically, the results of SETs cannot be used to compare across instructors. They may, however, help track improvements in a particular instructor's course over time. Kreitzer and Sweet-Cushman also note that the mean value of the scores can be heavily influenced by outliers, especially with small samples. Therefore, it would be more accurate to look at the overall distribution of scores or to use the median or mode rather than the mean as the main measure. In addition, they recommend that administrators look at ratings across several questions rather than relying on one question about "overall teaching effectiveness."
4. **Reduce or eliminate the use of qualitative questions**. Marginalized groups are especially disadvantaged in terms of answers to qualitative questions. If included, such questions should be framed specifically to provide feedback to improve the course.
5. **Student evaluations of teaching must not be used as the sole method of assessing teaching**. Alternative methods of evaluation include peer observations, and reviews of course materials. While these methods are not immune to bias themselves, having multiple methods of evaluation can reduce bias overall. Kreitzer & Sweet-Cushman also note that although these methods take more effort than just relying on SETs, "we ought not to rely on a problematic measure simply because it is easier."
6. **More research is needed on interventions to reduce bias**.

In summary, across the 100+ papers in the review, these authors found that Student Evaluations of Teaching not only are poor indicators of actual learning quality, but they also systematically penalize groups that are already marginalized. While SETs may still be used to provide feedback, Kreitzer and Sweet-Cushman conclude that "more caution should be taken in the use of SETs in hiring, tenure, and promotion decisions and alternatives (sic) assessments of teaching should be further utilized." (2021, p. 80).

TRACE data at Northeastern University

An attempt was made to examine TRACE data to determine if bias could be identified. Due to the inability to download TRACE data in a data file, an alternative method was used to examine bias in TRACE scores. The Department of Mechanical and Industrial Engineering was chosen for examination due to a committee member's familiarity with the department. The required 2000-level courses for mechanical engineering were compared across several terms. Specifically, the instructor effectiveness score was noted along with the gender, tenure status, and origins of the course instructor. Table 5 shows the results of this analysis. There was no statistical difference between any of the comparison groups except for professors from the US compared to international faculty which was barely significant with $P = 0.047$ ($\alpha=0.05$). In four out of the six

terms, female instructors had higher average effectiveness scores than male instructors. Faculty gender was labeled based on personal knowledge. In all but one term full-time, non-tenure track faculty had higher averages. In the case of country of origin, again determined by personal knowledge, native-born English-speaking professors were rated more highly than international-born non-native English speakers.

Table 5: Comparison of ME 2000 level courses across several terms.

Average of Effectiveness Scores Compared by Gender			
Term	**Female**	**Male**	**Term Average**
FL 2021	4.13	4.33	4.23
FL 2022	4.23	4.57	4.46
FL 2023	4.85	4.45	4.53
SP 2021	5.00	4.35	4.44
SP 2022	4.47	4.46	4.46
SP 2023	4.73	4.40	4.57
Overall averages	**4.47**	**4.43**	**4.45**
Standard deviation	**0.35**	**0.09**	**0.12**

Average of Effectiveness Scores Compared by Title			
Term	**Full-time, Non-Tenure**	**Tenure Track**	**Term Average**
FL 2021	4.43	4.03	4.23
FL 2022	4.70	4.15	4.46
FL 2023	4.47	4.63	4.53
SP 2021	4.67	4.28	4.44
SP 2022	4.48	4.43	4.46
SP 2023	4.60	4.55	4.57
Overall averages	**4.54**	**4.34**	**4.45**
Standard deviation	**0.11**	**0.23**	**0.12**

Average of Effectiveness Scores Compared by Country of Origin			
Term	**International**	**US**	**Term Average**
FL 2021	4.06	4.50	4.23
FL 2022	4.33	4.70	4.46
FL 2023	4.49	4.63	4.53
SP 2021	4.35	5.00	4.44
SP 2022	4.46	4.47	4.46
SP 2023	4.40	4.73	4.57
Overall averages	**4.35**	**4.63**	**4.45**
Standard deviation	**0.15**	**0.19**	**0.12**

An additional comparison was made between all the industrial engineering courses offered during Fall 2023. Table 6 shows the results, again separated by gender, tenure status, and country of origin. None of the differences were statistically significant at $\alpha = 0.05$. For Fall 2023, female

professors were rated more highly, as were full-time non-tenure track faculty. As before, native speakers were rated more highly than international faculty.

Table 6: Fall 2023 All IE Courses.

Gender	Average Effectiveness Score
Female	4.56
Male	4.34
Overall Average	**4.40**

Title	Average Effectiveness Score
Full-time, Non-Tenure Track	4.43
Tenure Track	4.30
Overall Average	**4.40**

Country of Origin	Average Effectiveness Score
International	4.30
US	4.76
Overall Average	**4.40**

To compare a different discipline, all the Department of Sociology courses for Fall 2023 were compared. The results are summarized in Table 7. Gender was determined based on reading faculty bios and looking for the pronouns used. Faculty who did their undergraduate work overseas were assumed to be international, but many faculty origins could not be determined. In this department, female faculty were rated higher, tenure track faculty were rated higher, and international faculty were rated higher, which contradicts some of the other results. There were no significant differences between any of the groups.

Table 7: All Sociology courses, Fall 2023.

Gender	Average Effectiveness Score
Female	4.55
Male	4.50
Overall Average	**4.54**

Title	Average Effectiveness Score
Full-time, Non-Tenure Track	4.46
Tenure Track	4.64
Overall Average	**4.54**

Country of Origin	Average Effectiveness Score
International	4.93
Not sure	4.17
US	4.59
Overall Average	**4.54**

Also, in a recent Faculty Senate meeting, the senator from Psychology indicated that the person responsible for TRACE in their department found biases in the data she was analyzing. People with accents fared worse, which is consistent with the results from Sociology and Mechanical Engineering. The TRACE results from Psychology also indicated bias against people of color, which was not studied in the other departments due to time constraints. The writing indicated that students were not kind to these instructors in the open-response answers. There is concern about TRACE as a measure of teaching for merit, which is again consistent with the literature.

Recommendation: **It is therefore recommended that a more comprehensive study of TRACE scores at Northeastern be examined for bias.** This would require cooperation from the administration to provide TRACE scores in an easily analyzable format, at least for the numerical data. Also, like many charges of this committee, it would require a way to connect demographic data to TRACE data. It is also recommended that TRACE questions be edited to reflect best practices in the literature. (See, for example, Ray, Babb, and Wooten 2018.) Finally, TRACE scores should only be used as part of the evaluation of teaching quality, particularly for non-tenure-track faculty, rather than having merit be decided by student impressions.

Additional measures to be considered include the following:
- Close the TRACE evaluation period before finals start to avoid pressure on instructors to create easy exams to garner high scores.
- Provide a longer time for instructors to review their teaching evaluations, ask for redactions, and provide comments that may provide some context for their scores.
- Remind students via social media to increase response rates and reduce the chance of scores being overly influenced by outliers.
- Advise merit review committees not to put much weight (if any) on results with small samples of respondents.

- Advise merit review committees that the research literature suggests that SET scores not be used as the sole measure of teaching merit, and that the scores are more appropriately used for feedback to instructors than for making decisions regarding hiring, retention, and merit raises. Some universities create policies where instructors who have low scores for several years have peer/chair reviews of their classes and coaching to improve their teaching. In the NU context, such instructors might be given training by CATLR to improve their teaching.
- Merit review policies could be reviewed for potential improvements, particularly given the research that indicates that SET scores are not good indicators of teaching effectiveness. The University of Oregon and University of Southern California have abandoned the use of SETs for merit review (Flaherty, 2018), and may provide examples of systems of merit review that could be used instead of, or in addition to, using TRACE evaluations.

References for section 3.1

Flaherty, C (2018). Teaching Eval Shake-Up, *Inside Higher Ed,* May 21,2018.

Kreitzer, R. J., & Sweet-Cushman, J. (2021). Evaluating student evaluations of teaching: A review of measurement and equity bias in SETs and recommendations for ethical reform. *Journal of Academic Ethics*, 1-12.

Ray, B., Babb, J., & Wooten, C. A. (2018). Rethinking SETs: Retuning student evaluations of teaching for student agency. *Composition Studies*, *46*(1), 34-56.

3.2. Investigate the impact(s) of the Inclusion and Diversity Committee's recommendations from the past two years to determine what percentage of recommendations were adopted. Create a process for feedback and continuous improvement based on the outcomes of this committee.

The recommendations for the 2021-2022 and 2022-2023 Inclusion and Diversity Committee are summarized in Table 8. Seventeen recommendations that were not addressed by other charges were investigated to determine if they had been adopted or not. Of the 17 recommendations, 29% were considered to have been substantially adopted, 41% were adopted to some extent, and 29% were not adopted. In some cases, it is difficult to know if changes or improvements occurred because data from what the situation was before is unavailable. Additionally, some of the recommendations were difficult to measure due to unclear or vague language.

Table 8: Summary of past recommendations from the IDC.

Recommendation	Measurable	Current Status	Adopted?
Increase diversity in faculty & staff	Yes	Very little change	To some extent
Increase diversity in student body	Yes	Some change	To some extent
More diversity in senior leadership	Yes, but difficult	Among the 65 top leaders, there are 30 Male and 35 Female individuals. The demographic breakdown was 82% White, 12% Black, 3% Latinx, and 3% Asian	Yes
More support/resources for faculty and staff	Yes	There is a fair amount on the ODEI website. Many initiatives, Learning	Yes

		and development opportunities, an Anti-racism reading list, online training for the whole university, glossary of common terms. Both CATLR and the ODEI website have many resources for improving DEIBJ in class and on campus.	
Increased transparency of communications	Not certain	Unclear what metric to use. The fact that we've had so much trouble getting data says that this still needs work. There is some data present on the ODEI site, but it is either still in progress or one must follow several links to get there.	To some extent
Investigate pay equity	Yes, but not with the current data	Self-reported data suggest lack of equity among male and female faculty.	No, but a new initiative is coming from the Administration.
Build trust/trust in survey results/increased belonging	Possibly	Data available is not current.	No
Curriculum review and assessment info	Possibly	5 of the 11 planned events from CATLR in Spring 2024 are related to DEI topics. However, the consultation service doesn't specifically mention consulting on DEI topics.	To some extent
Create Cultural and Affinity Groups	Yes	There are 9 affinity groups listed on the ODEI website.	Yes
NU specific action and justice framework	Possibly	Unclear what this means. Several items on the ODEI website could fall into this.	To some extent
Recruiting/Retention/ Mentoring of URM faculty and staff	Not certain	Unclear what metric to use or where to find information. May be scattered across various units. Not sure if anything is centralized. Specific information on hiring for diversity is present on the ODEI website. Not clear about mentoring.	To some extent
DEI Dashboards	Yes	All the information on the ODEI website is labeled 'coming soon'.	No
Equity in Awards	Yes. In progress.	Various progress in the provost's office (see Charges 4 & 5).	Yes
DEI language in policies	Yes	Not finished – proposal in progress	No
Communication across campuses about DEI	Yes	It's not clear how to find info about DEI at other campuses, but the DEI action plans would be a good thing if all the links could be in one place.	No
Investigate Bias in TRACE	Yes	Difficult to do with currently available data. Some evidence of bias against non-native speakers.	To some extent

One Northeastern Survey progress	Yes	In progress. There is not a 100% match between the President's Action Plan and the One Northeastern survey. One Northeastern survey data doesn't specifically measure or match up with the action plan.	Yes
Transition Calypso newsletter from a subscription to a newsletter sent to all university stakeholders	Yes	One of the difficulties in fulfilling this is that all communications must go through the central News Office who would like to control the message of NU Global News.	No
Creation of a "Data Guide" to help staff, students, and faculty navigate through the available diversity data	Yes	This has not been done as it was not communicated to University Decision Making.	No

Recommendation: Future recommendations should be worded like SMART goals. SMART is a common acronym that stands for Specific Measurable Achievable Relevant and Time-Based. Although the acronym isn't perfect for this situation, since goals are not being set, the concept would help build better recommendations. Recommendations should be developed with an eye toward how they will be measured and how they are connected to the overall DEI plan for Northeastern. Another consideration is that there was a fair amount of overlap between recommendations. For example, there were several recommendations from previous years and 2 charges for the current year relating to awards and tracking awards. Although equity in awards and honors is important, it seems that this topic is being given more than its share of attention. If a recommendation is carried over from a previous year, it should be clear what was accomplished and where the next committee should pick up the work.

3-3. Use data from the One Northeastern survey to determine the impact of the Diversity Action Plan. The committee should analyze the data to identify and prioritize the most pressing diversity, equity, and inclusion problem(s).

The correspondence between the President's Action Plan and the 2023 One Northeastern Survey is as follows, numbered according to the items from the Action Plan:

1) Create a Community Advisory Board for NUPD – Not under IDC purview, but this has been done.
2) Diversity and Representation at All Levels – Findings from the Survey:
   - 62% of respondents are satisfied with the campus environment regarding diversity.
   - 92% of respondents agree that diversity improves experiences and interactions.
   - Staff and undergraduate students are least comfortable sharing their views on diversity and equity, highlighting the need for initiatives to promote open dialogue and inclusivity.
3) Elevate the President's Council on Diversity and Inclusion – Not under IDC purview.

4) Improve University-wide Accountability – Future faculty surveys could include relevant questions, for example, about the level of accountability for senior leadership at the university.
5) Appoint a Dean for Cultural and Spiritual Life – Not under IDC purview, but this has been done.
6) Improve Support for Students –Finding from the Survey - Staff and undergraduate students are least comfortable sharing their views on diversity and equity, highlighting the need for initiatives to promote open dialogue and inclusivity.
7) Enact Cultural Competency and Anti-Racism Training – Future faculty surveys could include questions on faculty attitudes about the required training, and the level of participation in voluntary trainings and workshops.
8) Deepen Community Engagement – Not under IDC purview.
9) Amplify Our Impact Through Our Employer Partners – Future faculty surveys could include questions about the experiences our students from under-represented groups have had with employer partners.

In short, the One Northeastern Survey did not cover very many of the items in the President's Plan, in part because not all the items fell under faculty purview.

3.4. Working with human resources, use existing data to determine if pay equity exists among faculty and staff, particularly among those of historically marginalized populations. This examination should account for differences in colleges and disciplines.

Summary of report from the ad-hoc governance committee about salary:

The results of the self-declared salary survey resulted in data that support further analyses by the University administration. The findings showed that self-declared females make less money on average than their male counterparts. These findings were presented in detail to the Faculty Senate. Provost Madigan indicated that the University is carrying out an in-depth study about faculty member salaries that should be finished within the next few months. The University must comply with MA state law, which states that salary differentials between male and female workers performing the same work are illegal. If the data from the survey is correct the University would be in non-compliance with MA laws and open to suing by faculty. The Senate agreed to wait for the results carried out by the university.

4. Charge 4: Collect from the Office of the Provost the status of the recommendations put forth in the 2022-23 Final IDC Report (pages 9 – 10), for creating a process for reporting university awards. For recommendations that have not progressed, identify challenges and/or rationale for inaction.

5. Charge 5: Investigate whether any of the eight recommended "Best Practices to Maximize DEI Considerations in Awardees" put forth in the 2022-23 IDC Final Report (pages 7 – 9) appear to be in effect. Identify which have not been adopted, and if not, discuss potential paths forward for implementation, and/or possible challenges to implementation. For any which have been adopted, briefly assess their status.

Charges 4 and 5 are discussed together as follows.

The 2022 – 2023 report contained key considerations for DEI in honorific awards and proceeded with an examination of disparities in awards received against underrepresented and marginalized groups. The study surfaced no distinguishable differences based on gender, ethnicity, race and specific minority groups. Caution is required due to self-reporting and small sample biases.

The previous committee elaborated on the vehicles available for awardees to report their recognitions and the stream of such information to the different levels of the university. This information would ultimately be presented in a publicly available database through the Provost's office. The previous committee also suggested the expansion of current reporting and survey infrastructure to include adequate gender, race and in general background and identity categories.

Charge 5 concerned "Best Practices to Maximize DEI Considerations in Awardees" as described by the previous committee. Such practices call for the implementation of processes and provision of resources that facilitate access to available awards and dissemination of pertinent information. The recommendations for Charge 5 also highlight the need to promote DEI language and address issues in the information circulated about award opportunities.

The current committee examined the process of reporting information about awards from the individual to the department, school and overall university level. Each individual faculty member is responsible for presenting their awards in the Annual Faculty Review and submitting those for evaluation towards the merit review process. Department Chairs should encourage faculty to report honorific awards, and respective information is then forwarded to Dean's and Provost's offices. The Provost's office maintains a database[1] that provides information on faculty awards, both external and internal, classified by college or school, faculty name, and year. The database also provides information on current internal awards. Additionally, there are several additional dedicated university web sources—Provost's Office[2], Academic Analytics[3], Research Development[4], Northeastern university Research Enterprise Services[5] – that include internal and external awards and awardees' information, research and grants opportunities and resources for accessing those.

Several roles have been commissioned with the tasks of implementing and encouraging practices that provide in-depth DEI safeguards, assessments and awareness in the end-to-end processes of awards' access, opportunity and recognition. These roles include:
-   Fellow for Honorific Awards
-   Executive Director of Communication

- Honorifics Awards Initiative team
- Faculty Awards Specialist
-

Otonye Braide-Moncouer, the Provost Fellow for Faculty Awards and Recognition, works in the Provost's office and is responsible for tracking faculty awards. The DEI recommendations are being considered for her work. The plan is to have an awards web site in which the awardees will be celebrated. However, due to understaffing, some of the efforts to disseminate information have slowed until the new site launches and a new Executive Director of Communication is hired. There are also plans for a Faculty Awards Specialist position approved last fall to help with awards efforts, especially in writing nomination letters. These positions have been delayed due to the economic projections for the 2024-2025 year. The goal is to feature various opportunities based on timelines, provide links to external resources and raise awareness of internal support. Perhaps some of the information will be disseminated through a newsletter. Also, due to the economic adjustment by the university there have been delays in launching the new provost site thus the Academic Honors Convocation (AHC) will be the main focal point for the communications team.

There has been communication between Dr. Braide-Moncoeur's office and the Director of Research Development and Operations who plans on having a monthly awards digest/calendar sent out to faculty. However, she has been recently hired and it is likely it will take time to get some of these initiatives up and running. She has worked with the Director of Research Development and Operations and her team have already drafted the monthly awards digest. Dr. Braide-Moncoeur has provided feedback for consideration.

There is also an Honorifics Awards Initiative (HAI) team, made up of associate deans and directors of faculty affairs or research from each college. Also, there have been discussions/encouragement for the award committees to nominate faculty to these awards and the creation of new internal awards.

Dr. Braide-Moncoeur indicated that there is no requirement by chairs or deans to report awards. Each college/school has designated administrators (ex. ADFAs/ADRs) and/or staff members (ex. research development officers) that work to nominate their faculty. In some cases, there are awards committees at the department-level or college-level that may have been charged with this task. The Honorific Awards Initiative team, which is made up of representatives from each college/school, will share effective practices and make recommendations which will hopefully be adopted. Currently, members of the HAI team are reporting on awards received.

6. Key Items for Consideration Next Year:

This committee provides the following list of recommended activities that could become charges for this committee in the following year.

1) Follow up on the IDC proposal (See Appendix A: Integrating Diversity Recommendations into Policy-Making Processes) to the Policy Oversight Committee.
2) Follow up with University Decision Support regarding data management, extraction, and connection to demographic characteristics for salary and TRACE evaluation data. After obtaining access to the data from University Decision Support, provide the senate with supporting data analysis that highlights any meaningful trends and insights.
3) Work with University Decision Support to assess and expand the categories of self-identification of faculty and then tie those to awards and awardees.
4) Follow up with University Decision Support regarding the creation of a "Data Guide" to help staff, students, and faculty navigate through the available DEI data.
5) Follow up on converting Calypso from a subscription to a newsletter sent to all university stakeholders.
6) Formulate and submit questions to be integrated into upcoming surveys to engage with faculty and staff members university-wide, seeking to understand their diverse DEI priorities and concerns.
7) Review guidelines for creating unit DEI Action Plans and provide standard definitions for commonly confused terms.

Finally, it is vital that the university appoint individuals to serve as Chief Inclusion Officer and Vice Provost for Faculty Diversity, recognizing their critical roles in advancing Diversity, Equity, and Inclusion (DEI) efforts within the institution.

Respectfully submitted,
Bridget Smyser, Committee Chair, Teaching Professor, Boston
Donathan Brown, Vice Provost for Faculty Diversity, Boston
Veronica Godoy-Carter, Associate Professor, Boston
Lorien Rice, Professor, Oakland
Jennifer Cassano, Associate Adjunct Professor, Oakland
Demetra Paparounas, Lecturer, Boston
Philip Larese-Cassanova, Associate Professor, Boston
Darelle Lahr, Professor of Practice, Oakland

Appendix A: Policy Proposal: Integrating Diversity Recommendations into Policy-Making Processes

The Northeastern University Inclusion and Diversity Committee (IDC) developed a set of recommendations in the 2022-23 IDC Final Report. By integrating these recommendations into new policy-making processes, we signal our institution's dedication to creating a supportive and fair academic community that values and celebrates diversity in all its forms, and it positions us as a leader in promoting DEI principles.

I. Background of the IDC Committee

The Inclusion and Diversity Committee is a standing committee of the Northeastern University Faculty Senate committed to advancing and promoting diversity, equity, and inclusion (DEI) across all facets of academic and institutional life. Comprising representatives from various departments, campuses, and administrative units, the IDC is tasked with identifying and addressing areas where our institution can enhance its commitment to DEI principles. With a focus on fostering an inclusive environment, the committee aims to influence policy decisions that will have a lasting positive impact on our diverse academic community.

II. Formation of Diversity Recommendations

The set of diversity recommendations outlined in this proposal stems from a comprehensive report conducted by the IDC (2022-23 IDC Final Report). The IDC engaged in a collaborative effort, drawing expertise from various disciplines and perspectives to develop a set of recommendations aimed at fostering an equitable and inclusive environment. The IDC seeks to institutionalize these diversity recommendations, making them an integral part of standard policy formation procedures at Northeastern University moving forward.

III. Checklist of DEI Recommendations in New Policy-Making Processes

The following checklist, while not exhaustive, will provide a standardized method for evaluating new and existing policies in terms of inclusive language.

1. Policy Creation

> a. Is the policy being written and/or reviewed by a committee(s) that includes members from historically marginalized populations?

> b. Has the Office of Diversity, Equity, and Inclusion reviewed new or updated policies to make sure they conform to and satisfy existing DEI requirements?

2. Existing Policies

a. Is there a mechanism in place to make sure that when policies are updated/reviewed, their content both reinforces and exemplifies the university's commitment to diversity, equity, and inclusion?

b. Does the review/update committee include members of historically marginalized populations?

3. Neutral language and accessibility

a. Has the policy been reviewed to replace instances of him/her (or similar binary presumptive language) with they/them/theirs as indicative of inclusive language?

b. Has the policy been reviewed for accessibility (i.e., for visually and hearing-impaired audiences)?

c. Does the policy exclude deficit-minded language and outdated terms to refer to historically marginalized communities?

d. Is the policy written simply and clearly, avoiding terminology difficult to understand easily by all members of the institution impacted by the policy?

4. Considerations of DEI

a. Does the language clearly support institutional DEI objectives?

b. Does the policy include underlying, unquestioned assumptions that might interfere with DEI goals?

c. When implemented, does the policy ensure equity for all levels of faculty, staff and students?

5. Considerations of culture and geographical location

a. Is there a cultural component to this policy that should be considered?

b. Is the inclusion of a land acknowledgment appropriate?

c. Is there recognition of geographical and religious differences (i.e., holidays in different countries).

6. Dissemination and Review

a. Has the policy been disseminated and publicized in a variety of ways, ensuring that everyone affected by it has had opportunities to view the information?

b. Does the policy require training in equitable practices?

c. Is the policy accessible to visually and hearing-impaired populations?

d. Is the policy available in multiple languages representative of the constituents of the

Northeastern student, staff, and faculty communities?

7. Assessment of policies' effectiveness relative to meeting DEI requirements

   a. Has the policy been reviewed by multiple members of the institution for comprehension?

   b. Is there a mechanism for assessing intended outcomes?

8. Accountability

   a. What indicators have been established to determine if outcomes are equitable?

VI. Potential Impact and Benefits

The implementation of these recommendations is expected to yield several positive outcomes:

   a) Increased Diversity and Representation: By considering DEI factors, policies will inherently promote diversity and ensure representation from a broader spectrum of backgrounds.
   b) Enhanced Institutional Reputation: An institution that actively incorporates DEI considerations into policy-making processes is likely to attract a diverse and talented pool of faculty, staff, and students, contributing to a positive institutional reputation.
   c) Improved Collaboration and Innovation: A diverse and inclusive academic environment fosters collaboration and innovation by bringing together individuals with different perspectives and ideas.
   d) Positive Impact on Student Experience: Faculty and staff who feel valued and included are better equipped to create a positive learning environment, ultimately benefiting the student experience.
   e) Alignment with Institutional Values: Integrating DEI considerations into policy-making aligns policies with our institution's values, reinforcing a commitment to creating an equitable and inclusive community.

V. Conclusions

In conclusion, the adoption of these diversity recommendations into standard policy-making procedures reflects our institution's commitment to fostering an inclusive and equitable academic environment. These measures will not only positively impact students, faculty, and staff but also contribute to the overall success and reputation of our institution.

Appendix B: DEI Leads per Unit as of 7/21/2023

Unit	DEI Lead(s)	Contact Email
Athletics	Lisa Markland	l.markland@northeastern.edu
Bouve'	Margarita DiVall	m.divall@northeastern.edu
CAMD	Tom Michael	t.michael@northeastern.edu
PREF*	Rosanna Molinara	Not found
COS	Randall Hughes	ann.hughes@northeastern.edu
COE	Richard Harris	r.harris@northeastern.edu
CPS*	Allison Ruda	a.ruda@northeastern.edu
CSSH	Mai'a Cross	m.cross@northeastern.edu
DMSB	Emery Trahan	e.trahan@northeastern.edu
EDGE	Arshad Saiyed	a.saiyed@northeastern.edu
Edu. Innovation:	Megan Madel	m.madel@northeastern.edu
Enrol. Mgmt.	Stephan Jordan	s.jordan@northeastern.edu
External Affairs	Maria Galarza	m.galarza@northeastern.edu
Finance	Kathy Byington	k.byington@northeastern.edu
GIEL	Simon Pitts	s.pitts@northeastern.edu
HR	Susan Uhl-Miller	s.uhl-miller@northeastern.edu
ITS	Fentress Brown	f.brown@northeastern.edu
Khoury	Sully Baez, Alison Donnelly	s.baez@northeastern.edu; a.donnelly@northeastern.edu
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