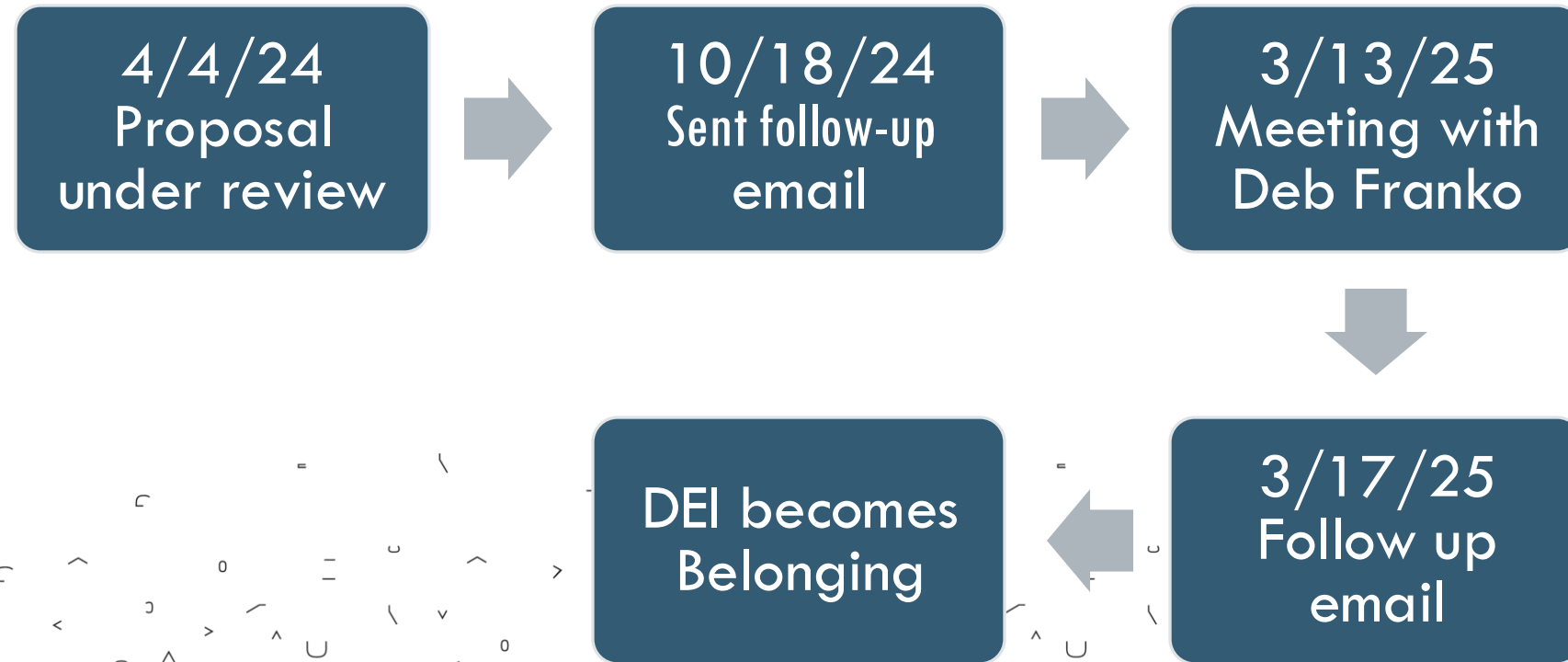


# FINAL REPORT: INCLUSION & DIVERSITY COMMITTEE 2024-2025

Committee Members: Bridget Smyser (chair), Ted Landmark (SAC Liaison),  
Veronica Godoy-Carter (co-chair), Jennifer Cassano, Lorien Rice, A. C. Goldberg



# CHARGE 1: FOLLOW UP ON THE IDC PROPOSAL FROM LAST YEAR (INTEGRATING DIVERSITY RECOMMENDATIONS INTO POLICY- MAKING PROCESSES) WITH THE POLICY OVERSIGHT COMMITTEE AND REPORT ON ITS IMPLEMENTATION.



# CHARGE 1: FINDINGS FROM MEETINGS WITH DR. FRANKO

- IDC recommendation was to use inclusive language in NU's policy making process
- POC's current policy development processes incorporates many IDC recommendations already
- Policies crafted with inclusivity, accessibility, and clarity:
  - Use neutral, gender-inclusive language (e.g., "they/them")
  - Written in clear, factual language, with defined abbreviations
  - Documentation designed for accessibility
  - Reviewed on a 3-year basis
- NU is **committed** to the core values of DEI
- Changing DEI landscape must be clearly communicated

- Changes in language, policy, etc. communicated through this FAQ



- Rapid changes in US policy means rapid NU changes
- Faculty and staff struggling to keep up

ne.edu/new-political-landscape-faq/

Faculty Experts

In the Press

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## Northeastern Global News

### Navigating a New Political Landscape: Frequently Asked Questions

Last updated: April 6, 2025



EXPERIENCE

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# CHARGE 1: RECOMMENDATIONS AND RESOLUTION

## RECOMMENDATIONS:

IDC recommends that the administration send a university-wide email to faculty and staff when significant changes have been made to the FAQ “Navigating a New Political Landscape”

(<https://news.northeastern.edu/new-political-landscape-faq/>).

## Resolution

Be it resolved that the administration be tasked with notifying all faculty members and staff via email when significant changes are made to the FAQ.

# CHARGE 2: PROVIDE STANDARD DEFINITIONS FOR DEI TERMINOLOGY SO FUTURE SURVEYS CAN EVALUATE AND COMPARE COLLEGE/CAMPUS DEI ACTION PLANS.

- 2023-24 IDC committee found “terms ‘belonging’ and ‘inclusion’ are used differently by different groups” (p. 15)
- 2024-25 IDC developed ‘Key Terms for Action Plans’ which should:
  - Facilitate communication among faculty, staff, and students
  - Ensure consistency in the development and implementation of DEI initiatives

# CHARGE 2: RECOMMENDATIONS AND RESOLUTION

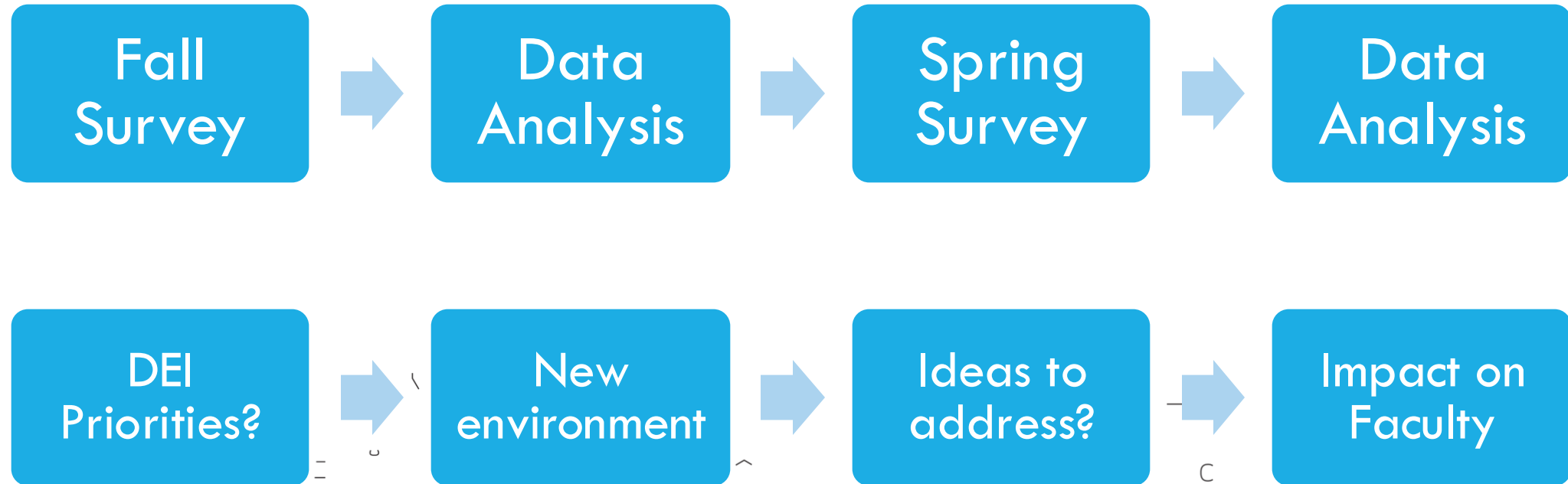
## RECOMMENDATIONS

The IDC developed a plan for university-wide dissemination of the 'Key Terms for Action Plans.' The Office of Belonging & the IDC should collaborate to add these key terms to the Office of Belonging website. This will make the information available across the network.

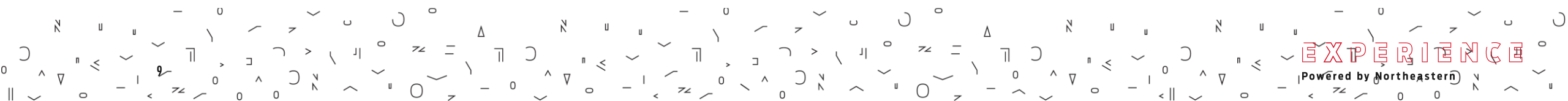
## Resolution

Be it resolved that the DEI terminology standardization document, 'Key Terms for Action Plans,' be shared across the Northeastern network via the Office of Belonging website

# CHARGE 3: SURVEY FACULTY ABOUT THEIR CURRENT DEI PRIORITIES AND CONCERNS REGARDING DEI POLICIES AND PROGRAMS OFFERED AT NORTHEASTERN



Please rate the effectiveness of the following Diversity, Equity, Inclusion, and Belonging (DEIB) initiatives at Northeastern University (1=not effective, 2=somewhat effective, 3=effective, 4=very effective)	Average score for complete surveys
CATLR courses/workshops	2.33
Affinity Groups	2.33
Unit-level Action Plans	2.21
School/College-level Action Plans	2.14
Optional Workshops from ODEI/Provost Office	2.02
Designated person in the Provost's Office to oversee awards	1.95
Creation of a newsletter to communicate awards information to the university	1.95
Mandatory Diversity Equity and Inclusion (DEI) training	1.88
Calypso newsletter from ODEI	1.72



# SUPPORT FOR FUTURE DEIB EFFORTS

Please rank the following according to the <b>level of support</b> you would like to see the university provide for the following DEIB practices going forward (1=no support, 2=low support, 3=medium support, 4=high support)	Average score for complete surveys
Transparency around the tenure and promotion review process	3.60
Transparency around the merit review process	3.59
Transparent reporting on gaps in pay across demographic groups	3.52
Pay equity data collection and analysis by demographic groups	3.51
Expanding accessibility for disabled faculty/staff/students	3.47
Consistent process for merit raises across the university	3.39
Consistent process for promotions across the university	3.37
Wide applicant pools for hiring	3.33
Clarity and transparency around the administrator review process	3.23
Increased faculty and staff input in the administrator review process	3.22
Inclusive language in job ads	3.2
Measures to increase and support the diversity of the student body	3.18
Mentoring	3.17
Demographic data collection and analysis for departing employees	2.97
Exit interviews	2.92
Expanded work benefits (Please describe in the next question)	2.81
Data collection and analysis on awards, by demographic groups	2.80
Data analysis of climate survey results by demographic groups	2.77
Creation of a Guide for Accessing DEI Data across the University	2.71
Climate Assessment (climate survey, focus groups)	2.66
Centralized posting of DEI Action Plans, easily accessible to all	2.65
Expanded affinity groups	2.61
Additional guidance on writing Action Plans (including standardized definitions of DEI terminology)	2.50
Optional Workshops and Training	2.44
Mandatory Training	2.16
Appointment of a new Vice Provost for Faculty Diversity	2.07

# RESPONSE TO EXECUTIVE ORDERS

How would you rate the Northeastern administration's response to recent executive orders?

Northeastern's Response	Preferred Response
1. Perceived Weakness and Preemptive Compliance	1. Stronger, More Defiant Response
2. Concerns About Transparency and Communication	2. Transparency and Communication
3. Frustration Over DEI Retraction and Rebranding	3. Support for Faculty, Staff, and Students
4. Divided Opinions on Strategy	4. Opposition to Preemptive Compliance
5. Negative Impact on Morale and Institutional Trust	5. Collaboration and Advocacy
6. Desire for Stronger Leadership and Advocacy	6. Balancing Strategy and Resistance
7. Uncertainty About Future Actions and Implications	7. Institutional Values and Integrity
	8. Academic Freedom and Governance

# HOW WERE YOU AFFECTED BY THE EXECUTIVE ORDERS?

1. Research and Grant Funding Disruptions
2. Budget Cuts and Hiring Freezes
3. Low Morale and Mental Health Impact
4. Impacts on Teaching and Curriculum
5. Co-op and Career Disruptions
6. Administrative Challenges and Institutional Response
7. Concerns for Student and Faculty Safety
8. International and Immigration-Related Issues



A word cloud visualization of survey responses. The word 'Disruptions' is the largest and most central. Other prominent words include 'Budget', 'Cuts', 'Hiring', 'Freezes', 'Mental', 'Health', 'Curriculum', 'Response', 'Institutional', 'Impacts', 'Challenges', 'Research', 'Funding', 'Grant', 'Co-op', 'Career', 'Safety', 'Immigration-Related', 'Administrative', 'Teaching', 'Impact', 'Concerns', 'Morale', 'Low', 'Faculty', 'Student', 'International', 'Mental', 'Research', 'Health', 'Curriculum', 'Response', 'Institutional', 'Impacts', 'Challenges', 'Freezes', 'Hiring', 'Budget', 'Cuts', 'Co-op', 'Career', 'Safety', 'Immigration-Related', 'Administrative', 'Teaching', 'Impact', 'Concerns', 'Morale', 'Low', 'Faculty', 'Student', 'International'.

# WHAT ARE YOUR SUGGESTIONS FOR INCREASING TRANSPARENCY ABOUT THE PROMOTION AND TENURE PROCESS/MERIT REVIEW PROCESS?

What are your suggestions for increasing transparency about...

...the promotion and tenure process?

...the merit review process?

Clear and Accessible Guidelines

Open Communication and Regular Feedback

Standardized and Consistent Evaluation Criteria

Transparency in Decision-Making and Outcomes

Faculty Involvement in the Process

Data Collection and Public Sharing

Streamlining and Simplifying the Process

Protection Against Bias and Inequity

Transparency in Post-Tenure Expectations

Clear and Standardized Evaluation Criteria

Transparency in Merit Outcomes and Pay Adjustments

Separating Cost-of-Living Adjustments from Merit Raises

Consistency Across Colleges and Departments

Workload and Merit Alignment

Faculty Input and Oversight

Time and Effort vs. Small Merit Increases

Need for Individualized and Written Feedback

Addressing Bias and Fairness Concerns

Administrative Transparency and Communication

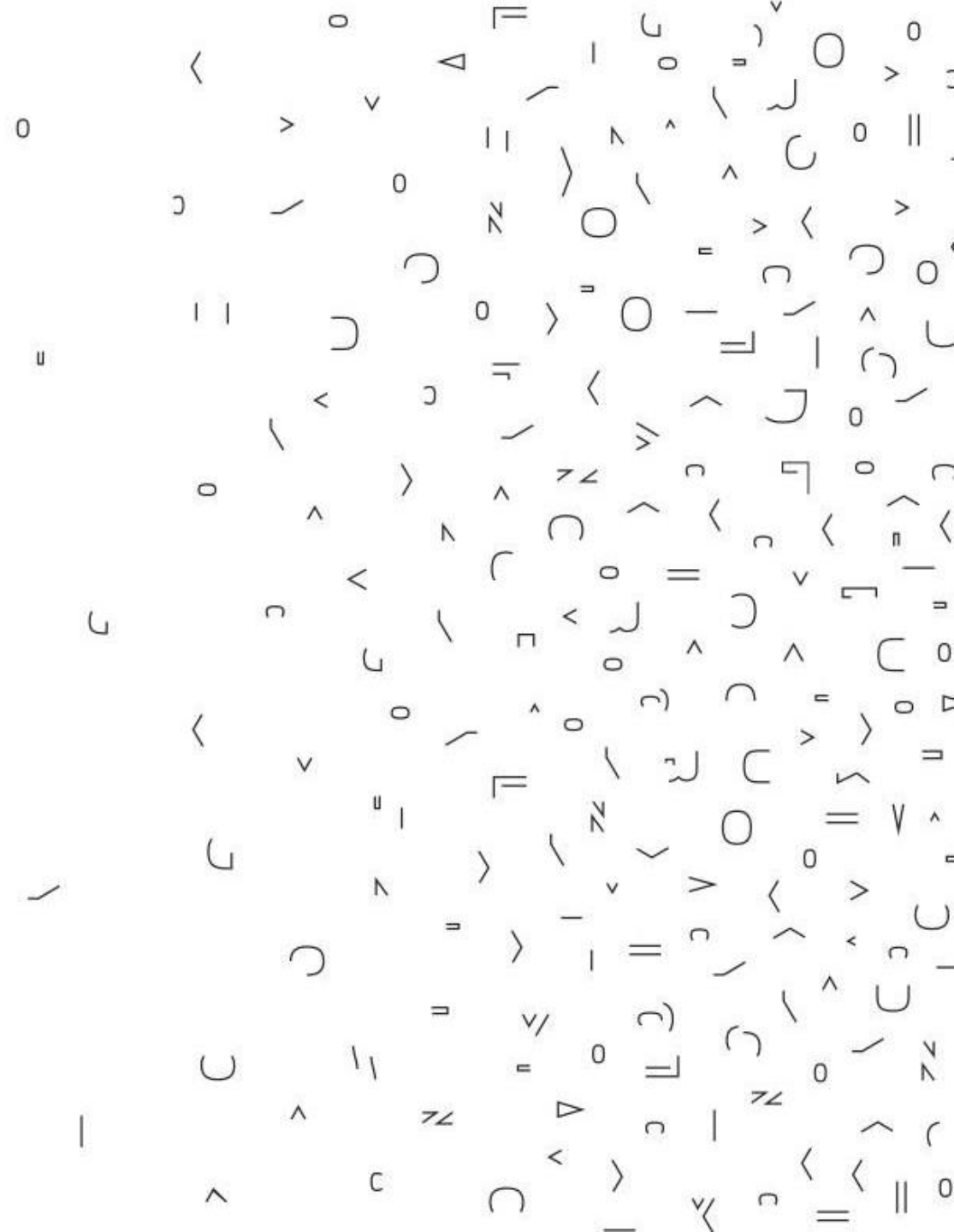
Calls for Full Salary Transparency

# CHARGE 3: RECOMMENDATIONS

- The administration should present concrete ideas and plans to **support and advocate for BIPOC and LGBTQ+ individuals, international faculty/staff/students, DEI research, and research funding in general.**
- Recent discussions on **academic freedom** and the **chilling effect** on teaching and research should be addressed.
- The Senate ad hoc committee addressing equity issues in pay should consider ways to **document, standardize, and communicate promotion and merit processes.**
- Merit processes should connect raises to **workload** and **effort.**
- Inclusive **mentoring** programs for **underrepresented faculty, TT & NTT** should be developed.
- Workshops should be **engaging, practical, and interactive**, rather than superficial online training.
- Resources should be increased for **recruitment, retention, and support of diverse populations.**

# QUESTIONS?

Thank you!



# SUMMARY

Two resolutions:

**Be it resolved** that the administration be tasked with notifying all faculty members and staff via email when substantive changes are made to the FAQ, “Navigating a New Political Landscape.”

**Be it resolved** that the most current version of the DEI terminology standardization document, ‘Key Terms for Action Plans,’ be shared across the Northeastern network via the Office of Belonging website.