Diversity and Inclusion Committee Report

February 8, 2021

Northeastern University Faculty Senate Diversity and Inclusion Committee (IDC)
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This report is organized into five main sections providing both a holistic view of information gathered, and specific recommendations associated to the charges directed by the Northeastern University Faculty Senate Agenda Committee.

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PART I:
INTRODUCTION

The Faculty Senate Diversity and Inclusion Committee (IDC) was formed in September 2020 to research and report on three official charges from the Senate Agenda Committee. The three charges were as follows:

Charge #1 (Survey Data)

"The committee shall acquire data from recently conducted faculty surveys regarding diversity and inclusion to (a) gauge attitudes and perceptions of faculty, (b) determine perceptions of where we are strongest and where we are weakest, (c) provide recommendations to improve inclusivity…"

Charge #2 (Peer Institutions)

"The committee shall research what businesses and competing institutions are doing to facilitate and improve inclusive climate, identify best practices, and report recommendations…"

Charge #3 (Northeastern Initiatives)

"The committee shall liaise with the existing workgroups, and (a) research what concrete/specific diversity and inclusion initiatives are being undertaken within each college and make recommendations for improvement (b) recommend mentoring and development opportunities for women and minorities in faculty ranks, (c) identify short- and long-term goals for improving inclusion and diversity among faculty and provide recommendations."

PART II:
ACQUIRING INFORMATION

The findings in this report reflect the time between October – December 2020. During this time, and particularly since the report's submission, we are seeing a shift in practices to make information more accessible. The structures for transparency are being put in place, but the processes and outcomes of transparency aren't yet evident. What we have seen should lead to greater transparency, which we look forward to seeing in the future.

The IDC identified a number of challenges in collecting information in the form of data:
(1) Difficulty in identifying where / who to obtain information OR initiatives have been created – unclear why / how these are being worked on.
(2) Attempted to gather additional data / activities across the University / colleges

- Some units were unwilling to share the information (unclear to why: is it information is not readily available)
- Lack of transparency or data does not exist
- Lack of coordination between University (central) to local (Colleges), as well as across Colleges
    - DEI impacts every branch of the University from recruitment, onboarding, development, and workload. There is no clear policy across the University, which negatively impacts faculty environment. There are different levels of work.
    - What we did learn is there is great inconsistencies between units (one college compared to another) - related to the lack of central charges / initiatives (lacking strategy or always changing strategy / goals)
    - Difficult to identify at the individual college levels – who is responsible or involved or acting or leading the DEI strategies / initiative
- Lack of alignment between University initiatives, colleges, faculty

For example:
(1) The email received from the University president on 11/16/2020 (groups to work on Strategic Plan) with the following statement ***"We will work in groups, with the engagement of the Faculty Senate and the entire university community, over the rest of the fall semester—with the goal of completing our work in the spring. While each group will focus on a different element of our vision, ending systemic racism and inequality will infuse the work of every group. We will continue to rely on the leadership of Deans Uta Poiger and James Hackney, as well as Dean for Cultural and Spiritual Life Bob José."***

- Question: Where is the involvement or role of the Office of Institutional Diversity and Inclusion (OIDI)?

(2) We learned that the University President has a Presidential Council on Diversity and Inclusion – however the ability to learn who sits / serves on it is not public information or easily accessible on the website (lack of transparency). Additionally, unclear to how this council collaborates with OIDI (faculty / staff facing) and Cultural and Spiritual Life (student facing).

(3) Northeastern's 2025 Academic Plan – DEI is weaved in throughout but how will it be measured / reported and who is accountable?

(4)
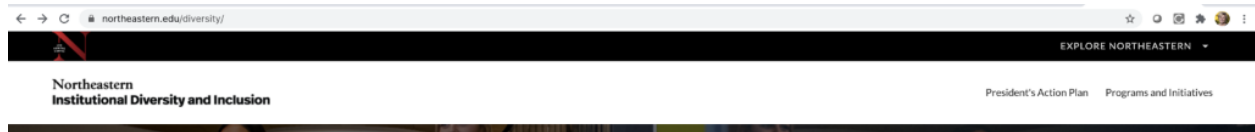
This is the top landing page for the University's Presidents diversity action-plan and programs / initiatives - look at the URL and the title "Northeastern Institutional Diversity and Inclusion". However, when one clicks on the OIDI link on the northeastern.edu/diversity link – it takes you to the landing page BELOW. Again, look on the URL and title – when you click on the Title – you can NOT get back to the above page.

https://northeastern.edu/diversity/
https://northeastern.edu/diversity/action-plan/
https://northeastern.edu/diversity/programs-and-initiatives/
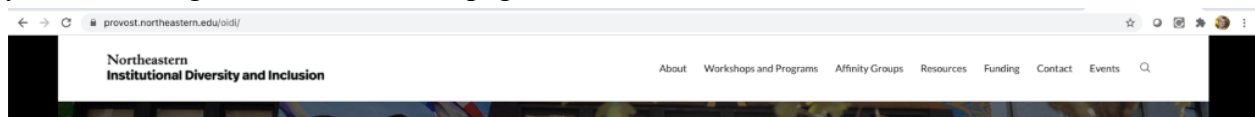
(5) Communication disconnects – who is doing what / when? It appears there are many offices within the University's organization associated with DEI, however, unclear who's driving the initiatives. Accountability for work being done.

- OIDI (https://provost.northeastern.edu/oidi/)
  Mission: Our mission is to provide leadership by cultivating an inclusive environment that denounces discrimination through innovation, collaboration and an awareness of global perspectives on social justice. We also promote compliance with relevant federal, state and local anti-discrimination laws.
- Cultural Life Leadership (https://www.northeastern.edu/cultural-life/about/)
  Vision: To Create a More Inclusive Northeastern University Community
  Mision: The mission of NU Cultural Life is to advance the freedom of individuals, promote justice, assist in the building of relationships between groups and individuals, facilitate inclusivity, educate across difference and empower our communities.
- STRIDE (https://faculty.northeastern.edu/advance/faculty-recruitment/stride-faculty-search-committee-workshop/)
  "The Committee is a team of Northeastern senior faculty who aim to increase faculty diversity by leading interactive faculty discussions focused on understanding implicit biases in evaluation processes and offering good practices in the faculty search process. The workshops are open to all colleges on the Northeastern campus."
- 2025 Academic Plan (https://www.northeastern.edu/academic-plan/wp-content/uploads/2016/09/northeastern-2025.pdf?v1).

Additionally, the University Provost sent an email on 11/16/20 with an update on the 2025 Academic Plan planning process [Appendix A]. The University President's email dated

10/19/2020 in response to the June 15, 2020 call to action appears to be the University's (his) commitment [Appendix B].

PART III:
SURVEY DATA

Charge #1

"The committee shall acquire data from recently conducted faculty surveys regarding diversity and inclusion to (a) gauge attitudes and perceptions of faculty, (b) determine perceptions of where we are strongest and where we are weakest, (c) provide recommendations to improve inclusivity…"

The faculty HERI survey is the only survey that the IDC found that addressed DEI. Response rate is 51%

- Included (1) demographics (race / ethnicity), (2) satisfaction with relative equity of salary / job benefits by race / ethnicity, (3) stress due to discrimination by gender and race / ethnicity
- Limited information pertaining to diversity / inclusion
- Unclear to the usefulness or meaningfulness of the data (what do we do with it and how do you make recommendations for changes)
    - Notable, however, is the percentage of Northeastern's faculty who reported experiencing "somewhat" or "extensive" stress due to discrimination: 55.5% of Black/African American faculty; 46.2% of Latina/o/x faculty; 42.3% of Asian/Pacific Islander faculty; 71.4% of faculty who identify as "other race/ethnicity" and 55.5% of faculty who identify as "two or more races/ethnicities"

Challenges/Questions:

(1) Unclear to who the peer universities (states peer "private universities of comparison – very high selectivity n=1,809")

(2) Unclear from the data provided whether NU partakes in the HERI Faculty Climate Survey module

(3) Why does NU not partake in the STARR report given that we are one of four that do not partake? It appears there are 14 institutions and 10 actively participate. This will be further outlined / explained in Part III / Charge 2.

The 2019-2020 faculty HERI survey can be found in Appendix C. HERI's Climate Survey module can be found in Appendix D.

PART III:
PEER INSTITUTIONS

Charge #2

"The committee shall research what businesses and competing institutions are doing to facilitate and improve inclusive climate, identify best practices, and report recommendations…"

The IDC reviewed diversity, equity, and inclusion (DE&I) practices among members of the Colonial Group, a consortium of fourteen peer institutions founded in 2017. Colonial Group members include the following thirteen institutions (excluding Northeastern University): Boston College, Boston University, Brandeis University, George Washington University, Lehigh University, New York University, Southern Methodist University, Syracuse University, Tufts University, Tulane University, University of Miami, University of Notre Dame, and Wake Forest University.

DE&I practices can be organized in the following categories:

Governance + Coordination

- Peer institutions maintain a DE&I committee, office and/or officer tasked to advise on and implement policies, programs and trainings related to diversity, equity, inclusion and human rights on camps. These committees, offices, and/or officers report directly to senior leadership (Provost, President) and address both student and faculty needs.
- Peer institutions offer cultural competence training to faculty, students and staff (including administrators). Best practices include measuring faculty, student and staff participation in these trainings and promoting full participation — often by making these trainings mandatory.
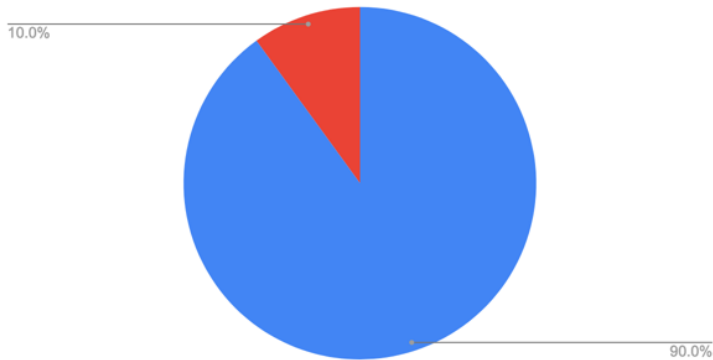
Assessment

- Best practice includes conducting structured assessments to improve diversity, equity and inclusion on campus. Assessments should be conducted on a regular basis, at least once every 3 years. Best practice includes the use of standardized instruments including surveys produced by the Higher Education Research Institute (HERI) and the National Survey of Student Engagement (NSSE). Assessments must be free from undue influence by administration and may be conducted by third parties.

Assessments must address campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of faculty, staff, administrators and students, including the experiences of underrepresented groups. Assessments should also address employee and student outcomes related to diversity and inclusion including pay, graduation and retention rates for underrepresented groups. Assessments are used to shape policy, programs and initiatives in ways that are clearly and publicly documented. The following charts highlight that 90% of the associated institutions are employing assessment processes for campus climate and student outcomes (See further details in Appendix E).

Does the assessment process address campus climate by engaging stakeholders to assess the attitudes, perceptions a...

10.0%

90.0%

Does the assessment process address student outcomes related to diversity, equity and success (e.g. graduation/succ...

10.0%

90.0%
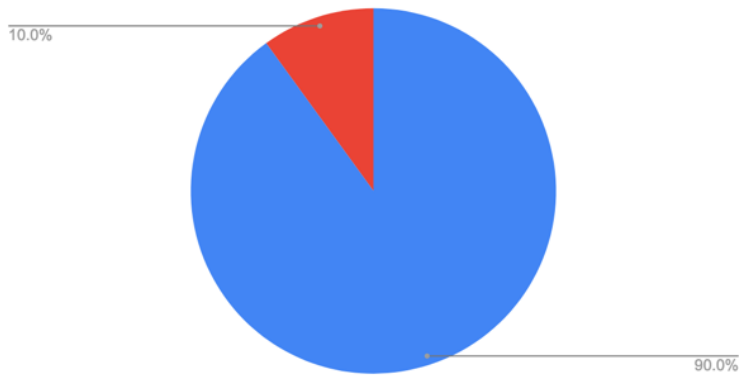
Accountability + Certification

- Results of most recent structured DE&I assessments are shared with the campus community and are posted publicly. Information about DE&I programs, policies and activities are publicly available.
- Best practice includes participation in independent certification programs. Ten of the fourteen Colonial Group schools participate The Sustainability Tracking, Assessment & Rating System (STARS), which includes several DE&I metrics. Northeastern does not participate.

Support for underrepresented groups

- Peer institutions post non-discrimination statements on publicly available websites and on campus. Institutions have a discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime, and publicly discloses descriptions of actions taken.

- Peer institutions have mentoring, counseling, peer support, academic support, or other programs to support students, faculty and staff from underrepresented groups.
- Peer institutions produce publicly accessible inventory of gender-neutral bathrooms on campus and offer housing options to support the needs of transgender and transitioning students.

Recruiting and professional development
- Peer institutions have programs specifically designed to recruit students, faculty and staff from underrepresented groups. Institutions have training and development programs, teaching fellowships and/or other programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members.

A summary presentation of our findings can be found in Appendix E.

PART III:
NORTHEASTERN INITIATIVES

Charge #3

"The committee shall liaise with the existing workgroups, and (a) research what concrete/specific diversity and inclusion initiatives are being undertaken within each college and make recommendations for improvement (b) recommend mentoring and development opportunities for women and minorities in faculty ranks, (c) identify short- and long-term goals for improving inclusion and diversity among faculty and provide recommendations."

The IDC had difficulty identifying a comprehensive summary of the various committees, working groups, and activities at the individual college level. It was somewhat difficult to determine who is responsible for, involved with, or leading DEI strategies and there appear to be inconsistencies between units (one college compared to another). There is clearly some wonderful work being done, but we found a lack of alignment, infrastructure and a communication strategy to share information and best practices with one another.

Diversity and inclusion initiatives across colleges that we were able to identify at the time of this report can be found in Appendix F.

PART IV:
OVERALL RECOMMENDATIONS

Establish a Faculty Senate **Diversity Equity Inclusion (DEI)** standing committee to establish consistency across the University.

Mission / Vision:

SAC Diversity Equity Inclusion (DEI) Standing Committee advocates to support a learning environment which is transparent and united to strengthen opportunities for all faculty to grow.

Strategies:

- Establish a faculty open line of communication of diversity, inclusion and equity across the University.
- Develop / propose programs to create and sustain an inclusive culture for faculty.
- Identify methods to recruit and retain a faculty population that mirrors diversity and inclusion as a leadership priority structurally and programmatically as among comparable national universities.
  (https://www.aacu.org/publications-research/periodicals/diversifying-faculty)
- Explore ways of enabling the Faculty Senate itself to become at least as diverse in its demographic makeup as the University as a whole.

In an effort to generate a foundation for the work at hand, we recommend the following Guiding Principles: be transparent, coordinate a communications strategy, be accountable, form proactive engagements, and be intentional promoting equity / diversity / inclusion. Further descriptions and applications are provided in the related Appendix E Article II: Authorization and Purpose. **Recommendations for By-laws for the Diversity Equity Inclusion (DEI) Standing Committee can be found in the Appendix G.**

<u>**Appendix A**</u>

<u>President's email dated 11/16/2020 addressing strategic planning process</u>

Dear University Community,

In 2015, the university came together as a community to embark on the strategic planning process that led to Northeastern 2025. This plan was a far-reaching response to the impending age of artificial intelligence, and the profound global changes it was already bringing to society. Northeastern 2025 called for the university to lead a revolution in higher education that would ensure the era of intelligent machines would also be one of expanding opportunity for humanity. In the ensuing five years, all of you collaborated to bring Northeastern's vision to life across every dimension of the university. But the world does not stand still. Today, society is confronting transformational threats beyond AI: a retreat within national borders, deepening inequality, and a pandemic that has wreaked global havoc. These are existential challenges that demand higher education to respond. And just as Northeastern did five years ago, our community is determined to lead that response.

Building on Northeastern 2025's accomplishments and the inventive solutions we developed to reopen this fall, we will reimagine the work of the university at its very foundation. We will deliver learning and discovery through multidisciplinary "university clusters"—each centered on solving a complex challenge of our time—while doubling down on our core values of global experience, diversity and inclusion, personalized lifelong learning, and research with impact. As in 2015, our planning process will involve the entire Northeastern community. We will work in groups, with the engagement of the Faculty Senate and the entire university community, over the rest of the fall semester—with the goal of completing our work in the spring. While each group will focus on a different element of our vision, ending systemic racism and inequality will infuse the work of every group. We will continue to rely on the leadership of Deans Uta Poiger and James Hackney, as well as Dean for Cultural and Spiritual Life Bob José.

These are the groups we will convene with the co-chairs of each group also listed:

University Clusters: their mission, makeup, and organizational structure
- **Marilyn Minus**, Professor and Chair, Mechanical and Industrial Engineering
- **Ron Sandler**, Professor and Director of the Ethics Institute

The Global University: mobility, networks, partnership strategy, and branding
- **Rick Davis**, Vice President for Alumni Relations
- **Steve Eccles**, Regional Dean and CEO, Vancouver Campus

Experiential and Lifelong Learning: including learning science and educational technology
- **Connie Yowell**, Senior Vice Chancellor for Educational Innovation
- **Benjamin Hescott**, Associate Dean of Undergraduate Education and Experience, Khoury College

Our Communities: learners, innovators, alumni, industry partners
- **Rod Brunson**, Professor and Chair, School of Criminology
- **Carmen Sceppa**, Dean of the Bouvé College of Health Sciences

Curricular and Product Development: delivery of learning and discovery experiences, including B2B, in-person, and online
- **Deanna Raineri**, Senior Vice Chancellor for Experiential, Digital, Global Education
- **Hazel Sive**, Dean of the College of Science

Operations and Technology
- **Marcus Robinson**, Associate Vice President, Information Technology Services
- **Alysa Gerlach**, Vice President for Finance and Assistant Treasurer

President's email dated 10/19/2020 in response to the June 15, 2020 call to action

To all members of the Northeastern Community,

On June 15th, I announced a call to action for our university to address the scourge of systemic racism—especially anti-Black discrimination—and advance our commitment to diversity, equity, and inclusion. Since then, you have shared further ideas and insights through discussions, gatherings, and other forms of feedback. At the same time, a multi-faceted team of university leaders has been meeting regularly and developing concrete plans to turn aspirations into reality.

I am pleased to provide you with updates in the areas we identified in June. The initiatives listed below are the result of many people's work, including the university's six senior vice presidents, Dean for Cultural and Spiritual Life Robert José, and the co-chairs of the President's Council on Diversity and Inclusion, Deans James Hackney and Uta Poiger. The Dean of the Library, Dan Cohen, also played an instrumental role.

Representation: It is vital for every member of our global community to find in Northeastern a welcoming home. Achieving this goal will demand a collective effort to meet our objectives for increasing student, faculty, and staff diversity across all our campuses. As a general principle, we seek to reflect the diversity of the societies in which Northeastern maintains its campuses—the United States, Canada, and the United Kingdom.

With respect to our student body, we will increase the diversity of our entering classes at both our domestic and global campuses. We commit that across our campuses, incoming undergraduate students, master's students, and doctoral students will fully reflect the relevant national racial diversity within five years. For example, the percentage of Black students in the United States will more than double at the undergraduate level over this time period. To achieve these goals, we will establish new financial aid streams and devote significant resources to targeted recruiting and retention efforts.

With respect to faculty, our long-term goal is that the faculty should reflect the diversity of the societies we serve. Our specific intermediate goal is to double the percentage of new faculty hires from underrepresented groups across all our campuses within five years. A specific focus will be to double the percentage of Black faculty hires in the United States over this period. We will initiate targeted efforts to create an inclusive and welcoming environment that attracts and retains a diverse faculty.

Our community has a long tradition of research, scholarship, and high-impact academic programming that advance the cause of racial justice, such as our extraordinary Civil Rights and Restorative Justice Project led by University Distinguished Professor Margaret Burnham and her

colleagues. Now, we will create a new institute that will serve as the focal point for a larger university initiative related to racial justice and inequality. We will create at least 10 new faculty positions to support this effort, and propel Northeastern to a leadership position in high-impact, globally-networked learning and discovery on topics related to race, social justice, and related issues such as technology, health, and the environment.

In addition, we will reform hiring, retention, and HR protocols so that, within five years, our newly hired staff cohorts will reflect the societies in which we do our work. This will include the creation of new workforce development programs that ensure robust career pathways for people of all backgrounds within our community.

Student Support: We will strengthen and further invest in the links between the colleges and our cultural centers, drawing on their great potential to create integrated curricula on racism and anti-discrimination. In that same vein, we will expand successful models, such as the College of Engineering's Summer Bridge Program, to help students from underrepresented backgrounds across the university more quickly feel at home in our community. We will substantially increase funding for grants to students who develop educational programming related to diversity, equity, and inclusion. We will also invest in programs, activities, and initiatives that specifically address the needs of our first-generation students. And we will ask all academic departments to show how racism and anti-discrimination are specifically being addressed in their courses of study, in field specific as well as interdisciplinary ways.

NUPD Community Advisory Board: This new organization, which I announced in June, has had many meetings, town halls, and pop-up sessions that examine policing on and around our Boston campus. Its chair, Professor Jack McDevitt, recently announced the first in a series of reforms that the board has developed, including expanded feedback mechanisms for NUPD. This new approach will allow any member of the Northeastern community, including residents of our surrounding neighborhoods, to file a complaint, offer a commendation, or request information about NUPD policies and practices. This is just the beginning of the advisory board's ongoing work.

Cultural Competency and Anti-Racism Training: We will implement mandatory, university-wide cultural competency and anti-racism training programs for all faculty and staff-on a regular basis. This will include embedding cultural competency and anti-racism modules throughout the curriculum.

University-wide Accountability: Starting immediately, administrative and academic leaders and managers at all levels will have meaningful diversity and inclusion goals for their departments and direct reports, as part of their annual goal setting and review. Beginning this academic year, we will launch an annual climate survey on diversity and inclusion; we will provide regular updates to share and assess our progress.

Community Engagement: We will deepen community service and expand service learning in the neighborhoods surrounding all of our campuses. In doing so, we will strengthen the ties between our community engagement programs and our academic programs. We will also increase procurement from businesses that are designated as women- and minority-owned, with a special emphasis on Black-owned businesses at our U.S. campuses. Our goal over the next five years will be to double the total value of those contracts from the last five years.

Amplifying our Impact through our Employer Partners: We will launch a new initiative called NU PLACE, the Northeastern University Professional Leadership and Career Engagement Program. Beginning with a dozen employer partners who are recognized for their success in recruiting and developing underrepresented minorities, Northeastern will partner with them to learn and create new best practices, and create hiring pipelines for them to recruit and retain diverse talent from Northeastern

We are navigating challenging times due to the COVID-19 pandemic and economic uncertainty. But complacency is not an option. I believe that these actions will lead to a more inclusive and dynamic university community—one that makes Northeastern a model for what we want our society to be.

It is important to acknowledge that meaningful change is a journey, not a moment in time. As we work together in the coming months to imagine a new academic plan, the principles of diversity, equity, and inclusion will be infused throughout every dimension. As we continue to pursue this work together—and in so doing, achieve higher levels of mutual respect and understanding—I will continue to provide our community with regular updates on our progress.

I thank you for all you have done—and all that you continue to do—to make our collective efforts successful.

Sincerely,

Joseph E. Aoun

President

2019-2020 HERI Faculty Survey

Northeastern University
HERI Faculty Survey 2019-20

Northeastern University
The HERI faculty survey was sent to 1,391 full-time faculty and 702 responded (51%)

Private Universities for comparison - very high selectivity
N=1,809

Higher Education Research Institute, University of California at Los Angeles

HERI

Demographics

Demographics

Gender
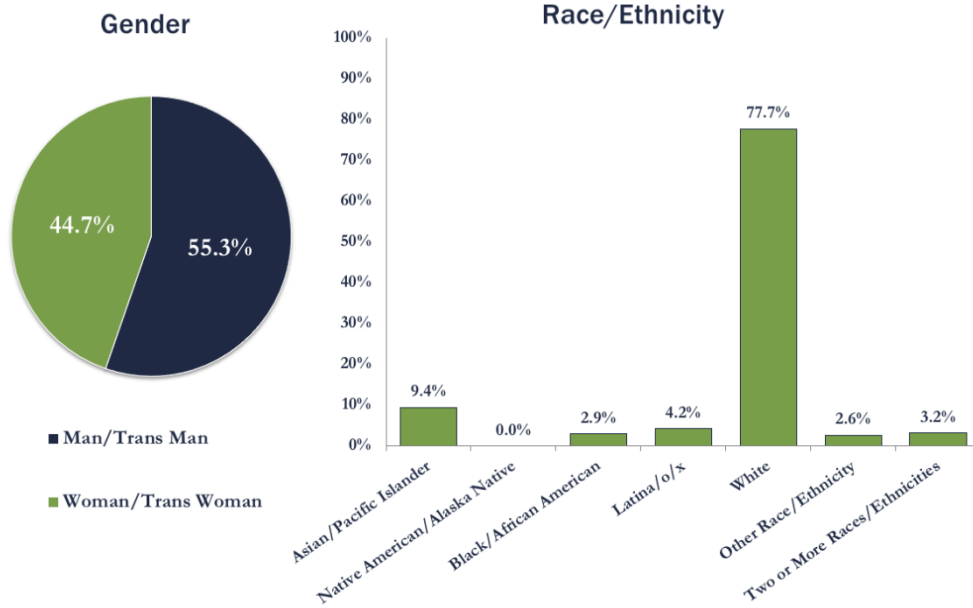
Race/Ethnicity

Demographics

Race/Ethnicity Comparison
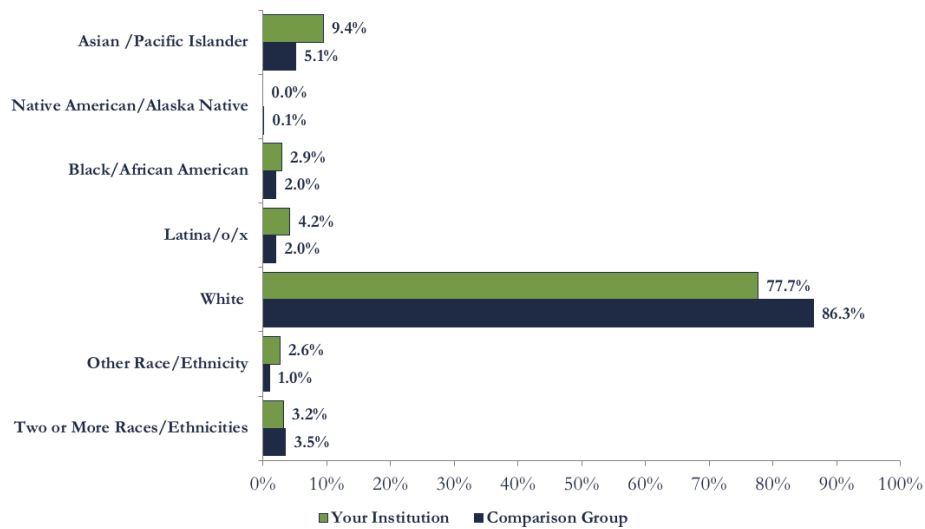
Demographics

Academic Department (Aggregated)

	Men/Trans Men	Women/Trans Women
Agriculture or Forestry	0.0%	0.0%
Biological Sciences	6.0%	9.2%
Business	18.5%	7.6%
Education	0.6%	0.8%
Engineering	16.7%	14.5%
English	1.8%	11.5%
Health-related	5.4%	17.6%
History or Political Science	2.4%	1.5%
Humanities	1.8%	3.8%
Fine Arts	9.5%	6.1%
Mathematics or Statistics	4.8%	2.3%
Physical Sciences	8.3%	2.3%
Social Sciences	7.7%	11.5%
Other Technical	4.8%	1.5%
Other Non-technical	11.9%	9.9%

■ Men/Trans Men ■ Women/Trans Women

Faculty Satisfaction

Workplace Satisfaction

Autonomy and independence — Your Institution: Satisfied 39.1%, Very Satisfied 48.9%; Comparison Group: Satisfied 35.3%, Very Satisfied 54.2%

Teaching load — Your Institution: Satisfied 47.6%, Very Satisfied 26.8%; Comparison Group: Satisfied 45.7%, Very Satisfied 26.5%

Departmental leadership — Your Institution: Satisfied 36.5%, Very Satisfied 34.7%; Comparison Group: Satisfied 37.0%, Very Satisfied 43.8%

Departmental support for work/life balance — Your Institution: Satisfied 45.0%, Very Satisfied 25.4%; Comparison Group: Satisfied 43.9%, Very Satisfied 32.6%

Your Institution: Very Satisfied, Satisfied
Comparison Group: Very Satisfied, Satisfied

Satisfaction with Compensation

Salary — Your Institution: Satisfied 49.7%, Very Satisfied 18.8%; Comparison Group: Satisfied 46.0%, Very Satisfied 25.2%

Retirement benefits — Your Institution: Satisfied 44.8%, Very Satisfied 38.3%; Comparison Group: Satisfied 43.0%, Very Satisfied 40.8%

Opportunity for scholarly pursuits — Your Institution: Satisfied 42.0%, Very Satisfied 28.1%; Comparison Group: Satisfied 42.7%, Very Satisfied 34.2%

Leave policies (e.g., paternity/maternity leave, caring for a family member, stopping the tenure clock) — Your Institution: Satisfied 49.4%, Very Satisfied 26.3%; Comparison Group: Satisfied 46.3%, Very Satisfied 33.8%

Your Institution: Very Satisfied, Satisfied
Comparison Group: Very Satisfied, Satisfied

Satisfaction with Pay Equity and Family Flexibility
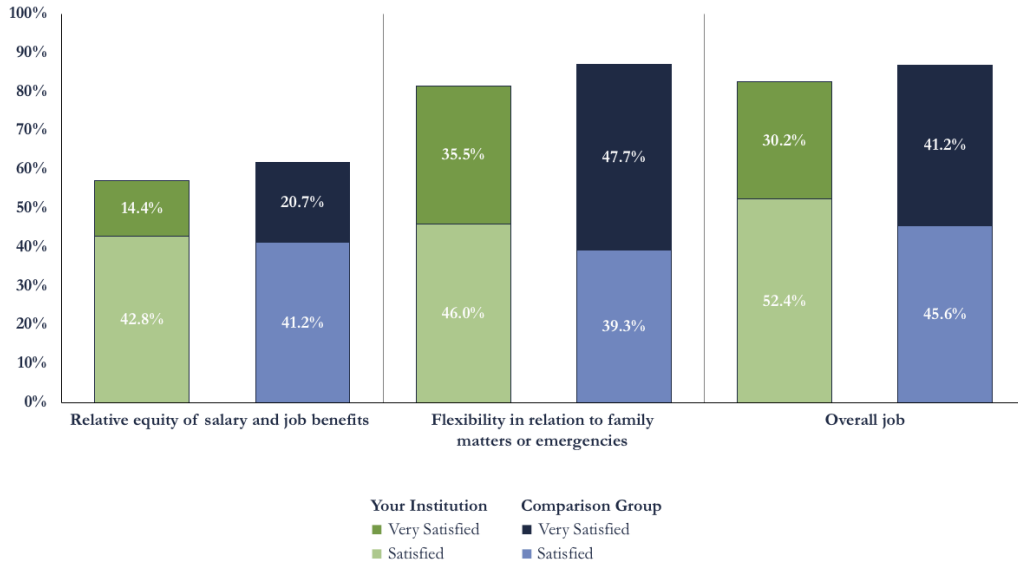
Satisfaction with Relative Equity of Salary and Job Benefits, by Race/Ethnicity

Race	Your Institution	Comparison Group
Native American/Alaska Native		
Very Satisfied	–	–
Satisfied	–	–
Asian/Pacific Islander		
Very Satisfied	18.5%	17.6%
Satisfied	44.4%	39.7%
Black/African American		
Very Satisfied	11.1%	11.5%
Satisfied	55.6%	46.2%
Latina/o/x		
Very Satisfied	7.7%	18.5%
Satisfied	53.8%	44.4%
White		
Very Satisfied	14.2%	21.1%
Satisfied	42.3%	41.8%
Other Race/Ethnicity		
Very Satisfied	25.0%	14.3%
Satisfied	37.5%	35.7%
Two or more Races/Ethnicities		
Very Satisfied	20.0%	25.0%
Satisfied	30.0%	39.6%

Overall Satisfaction
"If given the choice, would you still come to this institution?"

	Definitely Yes	Probably Yes	Not Sure	Probably No	Definitely No
Your Institution	41.4%	40.5%	11.7%	4.0%	2.5%
Comparison Group	56.2%	30.3%	8.2%	3.5%	1.9%

■ Your Institution ■ Comparison Group
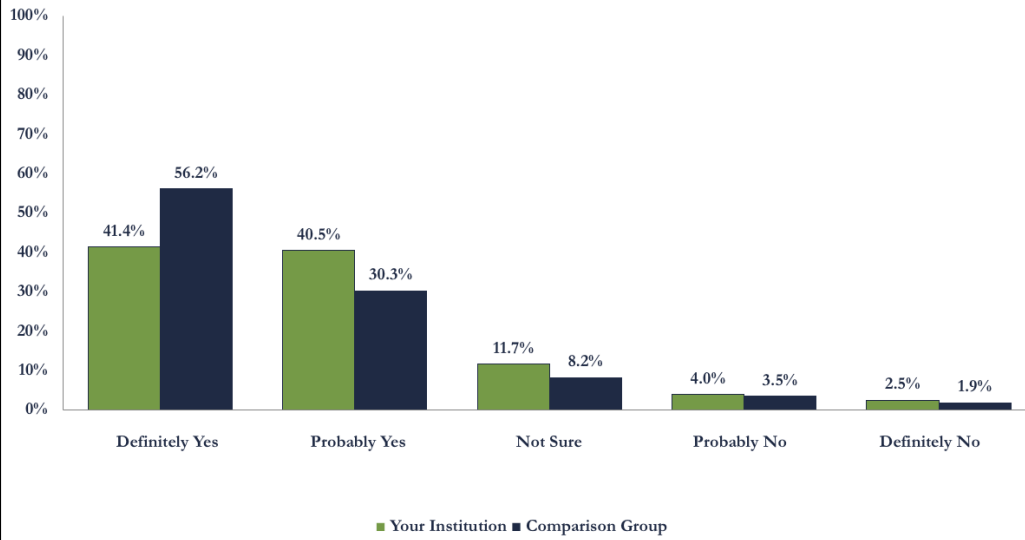
Sources of Faculty Stress

Career-Related Stress

Career-Related Stress measures the amount of stress faculty experience related to their career.
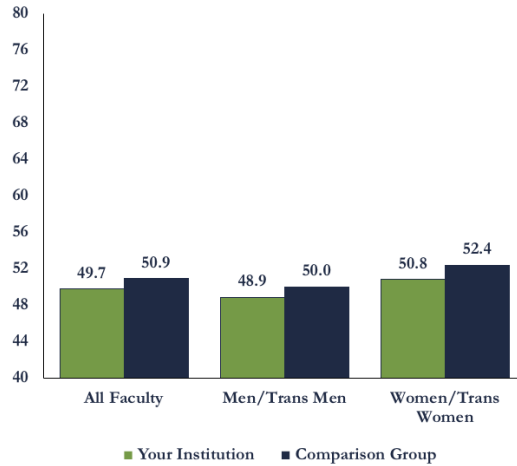
Construct Items

- Committee work
- Students
- Research or publishing demands
- Institutional procedures and "red tape"
- Teaching load
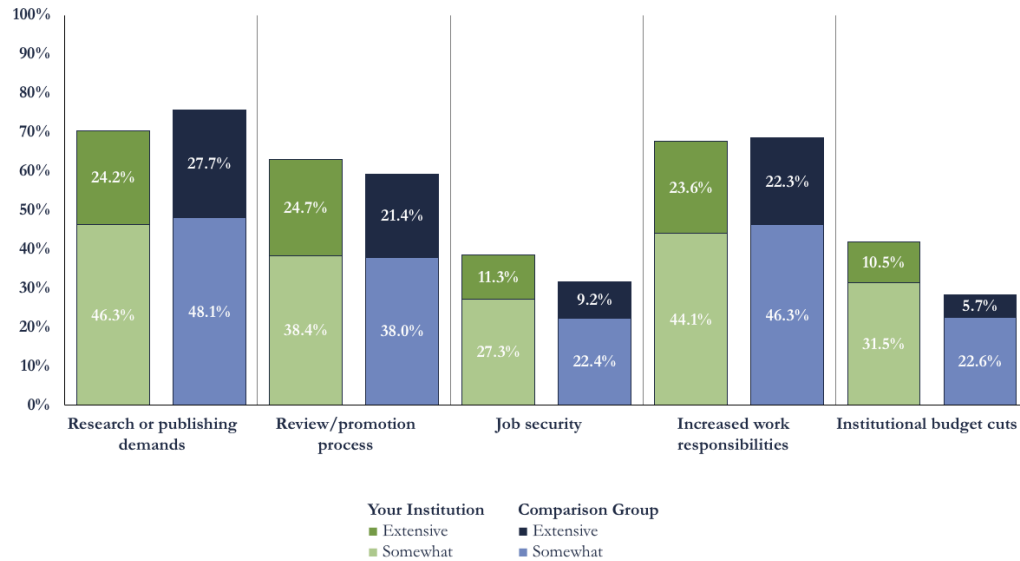- Lack of personal time
- Self-imposed high expectations

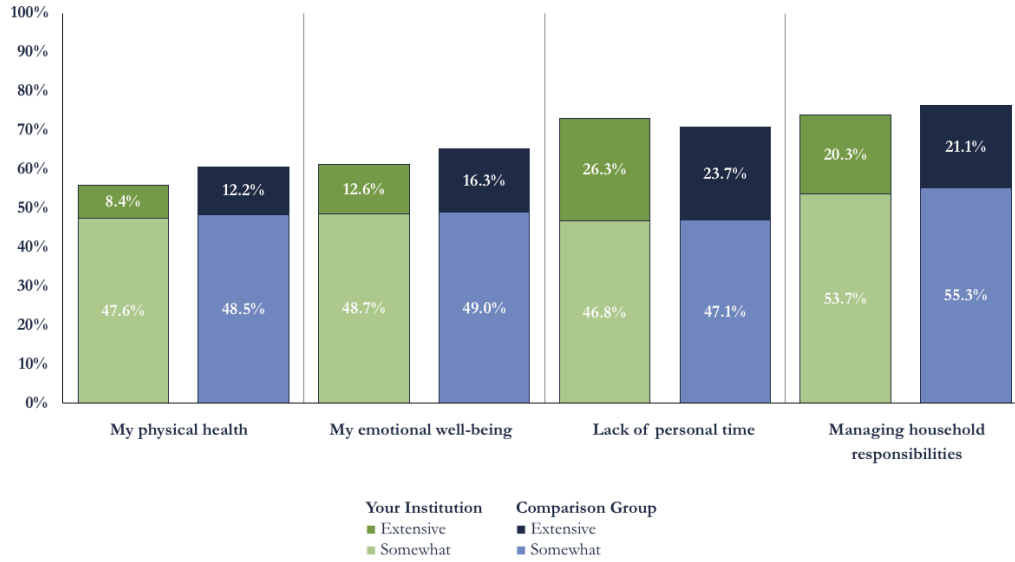# Stress Due to Discrimination, by Gender

Stress Due to Discrimination, by Race/Ethnicity

Race	Your Institution	Comp Group
Native American/Alaska Native		
Extensive	–	–
Somewhat	–	–
Asian/Pacific Islander		
Extensive	7.7%	7.8%
Somewhat	34.6%	31.3%
Black/African American		
Extensive	33.3%	33.3%
Somewhat	22.2%	29.6%
Latina/o/x		
Extensive	7.7%	11.1%
Somewhat	38.5%	40.7%
White		
Extensive	3.0%	5.2%
Somewhat	16.3%	20.0%
Other Race/Ethnicity		
Extensive	14.3%	0.0%
Somewhat	57.1%	50.0%
Two or more Races/Ethnicities		
Extensive	11.1%	11.6%
Somewhat	44.4%	30.2%

Additional Sources of Stress

Your Institution
- ■ Extensive
- ■ Somewhat

Comparison Group
- ■ Extensive
- ■ Somewhat

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Personal Sources of Stress

	My physical health		My emotional well-being		Lack of personal time		Managing household responsibilities	
Extensive	8.4%	12.2%	12.6%	16.3%	26.3%	23.7%	20.3%	21.1%
Somewhat	47.6%	48.5%	48.7%	49.0%	46.8%	47.1%	53.7%	55.3%

Your Institution
- Extensive
- Somewhat

Comparison Group
- Extensive
- Somewhat

17

Faculty Perspectives on Campus Climate

Institutional Priority: Commitment to Diversity

Recruit more traditionally underrepresented students
- Highest Priority (Your Institution): 11.9%
- High Priority (Your Institution): 32.0%
- Highest Priority (Comparison Group): 11.2%
- High Priority (Comparison Group): 32.2%

Promote gender diversity in the faculty and administration
- Highest Priority (Your Institution): 18.4%
- High Priority (Your Institution): 36.5%
- Highest Priority (Comparison Group): 16.1%
- High Priority (Comparison Group): 35.3%

Promote racial and ethnic diversity in the faculty and administration
- Highest Priority (Your Institution): 21.0%
- High Priority (Your Institution): 35.6%
- Highest Priority (Comparison Group): 17.4%
- High Priority (Comparison Group): 33.2%

Your Institution
- Highest Priority
- High Priority

Comparison Group
- Highest Priority
- High Priority

2019-2020 HERI Faculty Survey

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Perspectives on Campus Climate for Diversity

This institution has effective hiring practices and policies that increase faculty diversity
- Strongly Agree (Your Institution): 25.5%
- Somewhat Agree (Your Institution): 47.1%
- Strongly Agree (Comparison Group): 17.9%
- Somewhat Agree (Comparison Group): 43.3%

This institution takes responsibility for educating underprepared students
- Strongly Agree (Your Institution): 15.8%
- Somewhat Agree (Your Institution): 47.4%
- Strongly Agree (Comparison Group): 14.2%
- Somewhat Agree (Comparison Group): 48.0%

Faculty are not prepared to deal with conflict over diversity issues in the classroom
- Strongly Agree (Your Institution): 7.1%
- Somewhat Agree (Your Institution): 46.1%
- Strongly Agree (Comparison Group): 8.5%
- Somewhat Agree (Comparison Group): 46.1%

Your Institution
- Strongly Agree
- Somewhat Agree

Comparison Group
- Strongly Agree
- Somewhat Agree

2019-2020 HERI Faculty Survey

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27

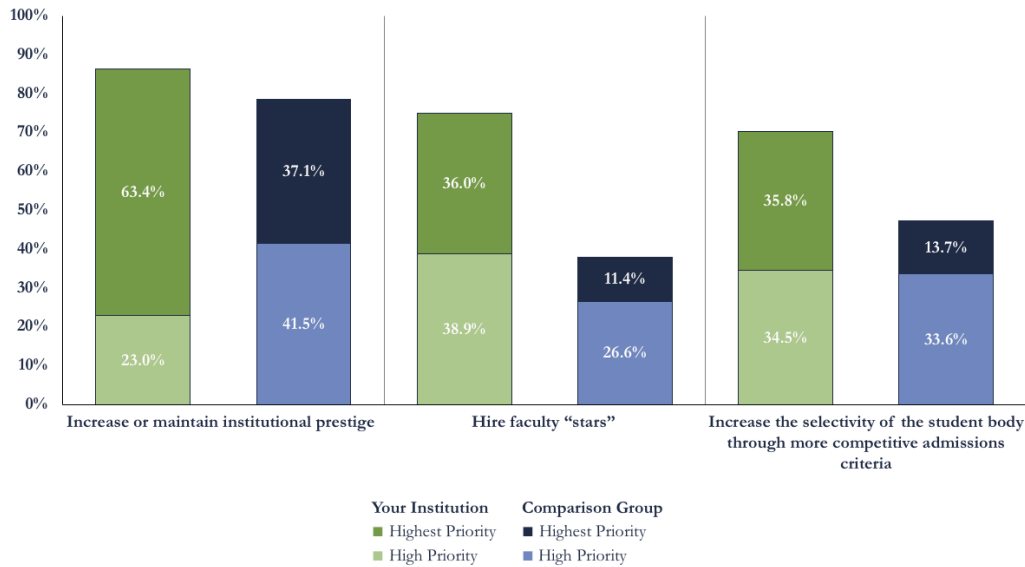# Institutional Priority: Civic Engagement

Civic Engagement measures the extent to which faculty believe their institution is committed to facilitating civic engagement among students and faculty.
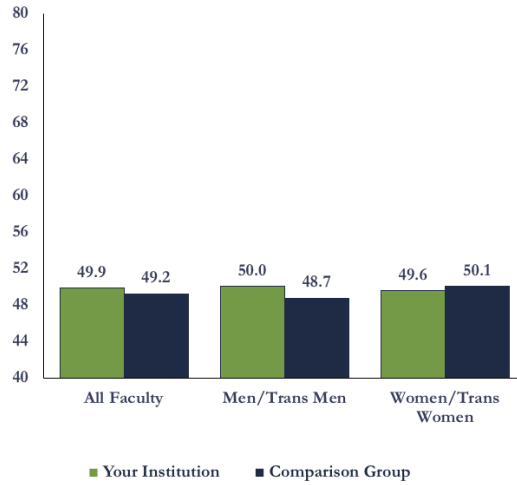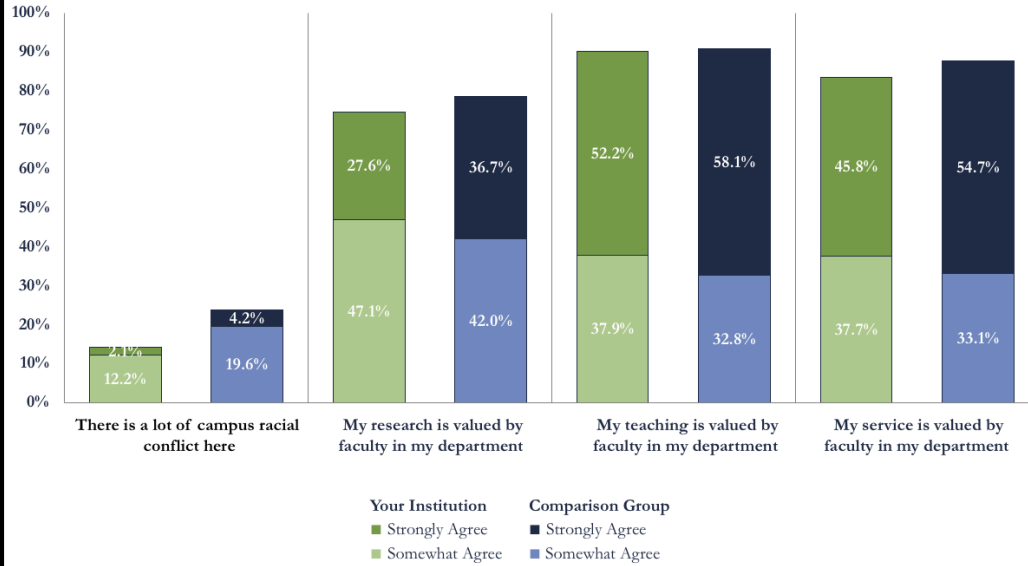

Construct Items

- Facilitate student involvement in community service
- Provide resources for faculty to engage in community-based teaching or research
- Create and sustain partnerships with surrounding communities

■ Your Institution   ■ Comparison Group

Institutional Priority: Increasing Prestige

Your Institution   Comparison Group
■ Highest Priority   ■ Highest Priority
■ High Priority   ■ High Priority

Perspectives on
Campus and Departmental Climate

Chart showing percentages for each statement. Vertical axis 0% to 100%.

There is a lot of campus racial conflict here — Your Institution: Strongly Agree 2.1%, Somewhat Agree 12.2%; Comparison Group: Strongly Agree 4.2%, Somewhat Agree 19.6%

My research is valued by faculty in my department — Your Institution: Strongly Agree 27.6%, Somewhat Agree 47.1%; Comparison Group: Strongly Agree 36.7%, Somewhat Agree 42.0%

My teaching is valued by faculty in my department — Your Institution: Strongly Agree 52.2%, Somewhat Agree 37.9%; Comparison Group: Strongly Agree 58.1%, Somewhat Agree 32.8%

My service is valued by faculty in my department — Your Institution: Strongly Agree 45.8%, Somewhat Agree 37.7%; Comparison Group: Strongly Agree 54.7%, Somewhat Agree 33.1%

Your Institution — Strongly Agree, Somewhat Agree
Comparison Group — Strongly Agree, Somewhat Agree

Perspectives on Shared Governance

Chart showing percentages for each statement. Vertical axis 0% to 100%.

The faculty are typically at odds with campus administration — Your Institution: Strongly Agree 10.4%, Somewhat Agree 43.0%; Comparison Group: Strongly Agree 9.0%, Somewhat Agree 35.6%

Administrators consider faculty concerns when making policy — Your Institution: Strongly Agree 12.4%, Somewhat Agree 43.8%; Comparison Group: Strongly Agree 16.1%, Somewhat Agree 48.5%

Faculty are sufficiently involved in campus decision-making — Your Institution: Strongly Agree 13.5%, Somewhat Agree 42.0%; Comparison Group: Strongly Agree 11.4%, Somewhat Agree 39.8%

Your Institution — Strongly Agree, Somewhat Agree
Comparison Group — Strongly Agree, Somewhat Agree

Commitment to the Institution

Percentage of respondents who replied "Yes"

In the past year, have you considered leaving academe for another job?	In the past year, have you considered leaving this institution for another?	Do you plan to retire within the next three years?
27.6%	40.3%	11.5%
28.8%	34.4%	12.8%

■ Your Institution   ■ Comparison Group

HERI HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA
HOME OF THE COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM
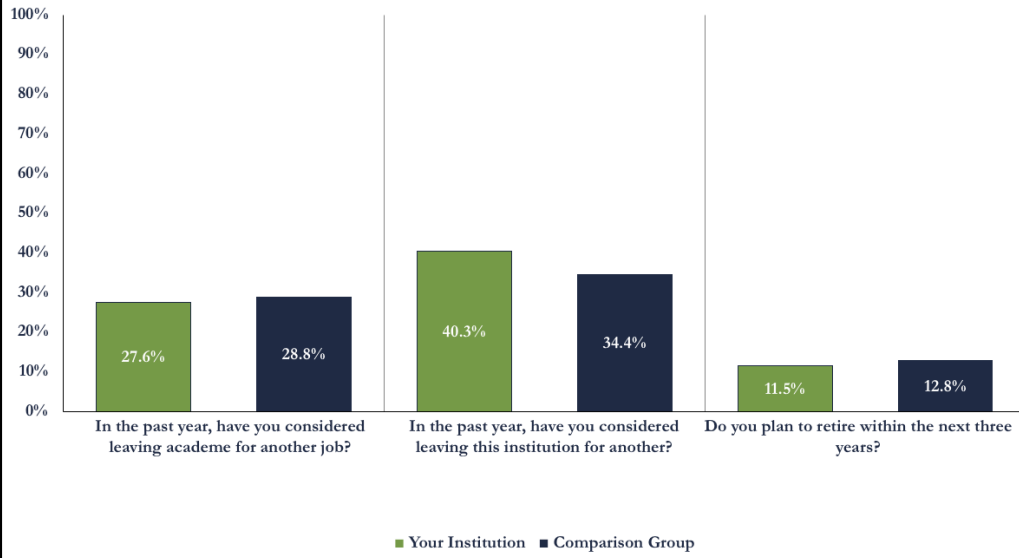
2019-20 HERI Faculty Survey - Campus Climate Module

1. Please indicate the extent to which you agree or disagree with the following statements.
   This institution:
   (Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree)
   Lacks strategic diversity goals and plans
   Has a long-standing commitment to diversity
   Has standard reporting procedures for incidents of harassment or discrimination

2. Please indicate how often at this institution you have:
   (Very Often, Often, Sometimes, Seldom, Never)
   Assisted a student who had experienced discrimination
   Counseled a student who had been sexually assaulted
   Witnessed discrimination
   Reported an incident of discrimination to a campus authority
   Reported an incident of sexual harassment to a campus authority
   Been discriminated against or excluded from activities because of my:
        Race/ethnicity
        Gender
        Sexual orientation
        Political beliefs
        Religious affiliation/spirituality
        Status as a parent/guardian
        Other identity
   Felt my ideas were dismissed by my colleagues
   Felt I did not receive due credit for my ideas or work

3. How satisfied are you with the following aspects of your institution?
   (Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied)
   Atmosphere for political differences
   Atmosphere for religious differences
   Atmosphere for differences in sexual orientation
   Atmosphere for differences in gender expression
   Atmosphere for differences in immigration status
   Administrative response to:
        Incidents of discrimination
        Reports of sexual assault
        Student concerns about exclusion or marginality

4. Please rate your satisfaction with your department in each area:
   (Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied)
   Collegiality among faculty
   Tolerance of different faculty opinions and beliefs
   Representation of women faculty
   Representation of racial/ethnic minority faculty
   Acceptance of differences in sexual orientation
   Student respect for my role in the classroom

Colonial Group Stars DE&I Comparison

11/1/20 Draft
Tad Hirsch

The Sustainability Tracking, Assessment & Rating System (STARS) is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance.

STARS includes several measures on "diversity and affordability"

Colonial Group

This initiative to collaborate as Teaching & Learning Centers of the Colonial Group of peer institutions launched in 2017. The Colonial Group is a consortium of fourteen universities formed by the Provosts of our respective universities, and supported by our Institutional Research offices through data exchanges and information sharing.

Modeled on other longstanding successful peer institutional collaborations, such as the Big Ten Academic Alliance Teaching and Learning Centers, and the Ivy Plus Teaching and Learning Centers, the goal of the Colonial Group of Teaching & Learning Centers is to:

- engage in the exchange of effective practices, strategies, and ideas
- provide a forum for collaboration and support
- exchange data and information, as appropriate, that can support our individual Center's planning, programs, and engagement with our faculty, graduate students, and administrators

Colonial Group Members Stars ratings

Institution	Stars Rating
Boston College	Silver
Boston University	Silver
Brandeis University	
George Washington University	Gold
Lehigh University	Silver
New York University	Gold
Northeastern University	
Southern Methodist University	
Syracuse University	Silver
Tufts University	Silver
Tulane University	
University of Miami	Gold
University of Notre Dame	Silver
Wake Forest University	Gold

☐ expired status or does not participate

33

Stars Diversity & Affordability Score
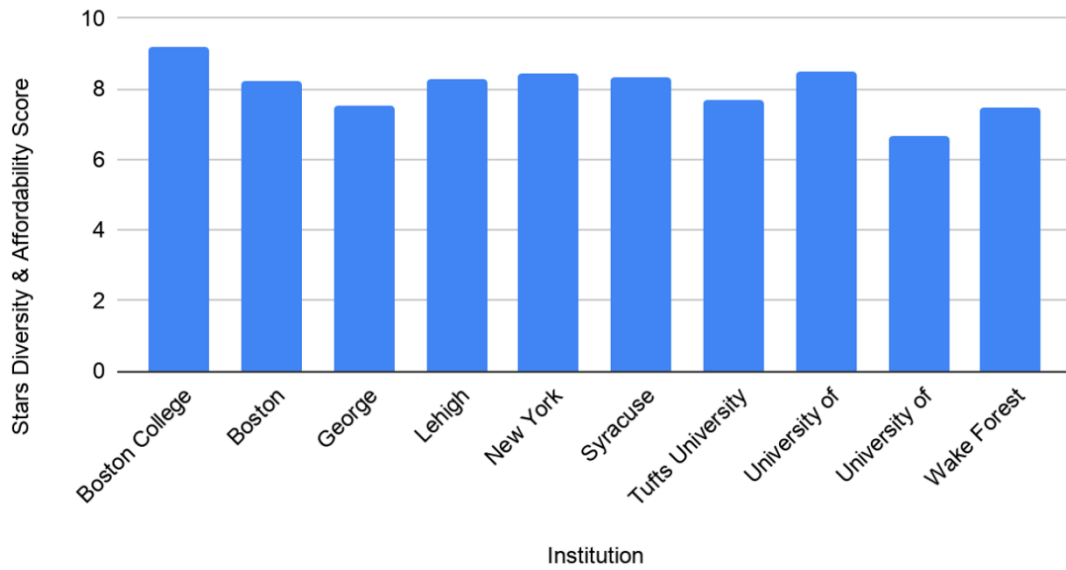
Governance

Does the institution have a DE&I committee, office and/or office?

YES
100.0%
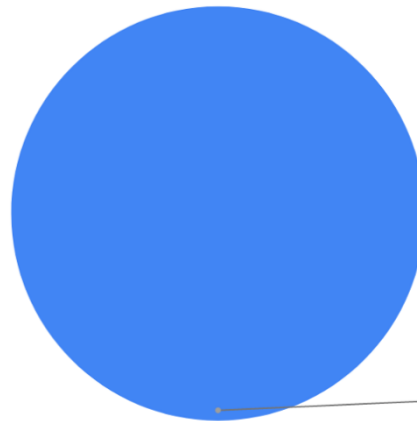
Training

Estimated proportion of students that has participated in cultural competence trainings and activities

- Some 20.0%
- All 40.0%
- Most 40.0%
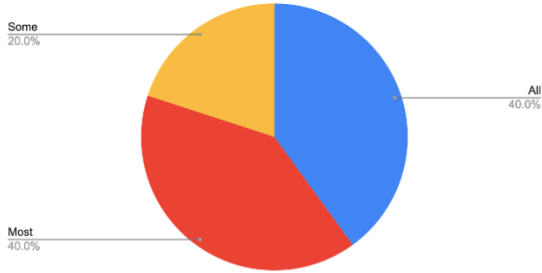
Estimated proportion of staff (including administrators) that has participated in cultural competence trainings and activities
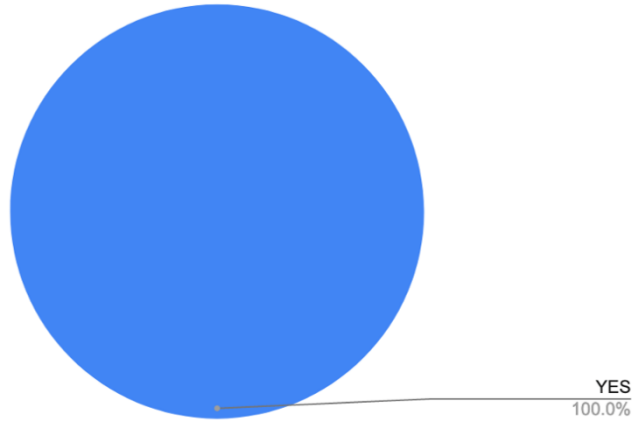
- Some 22.2%
- All 33.3%
- Most 44.4%
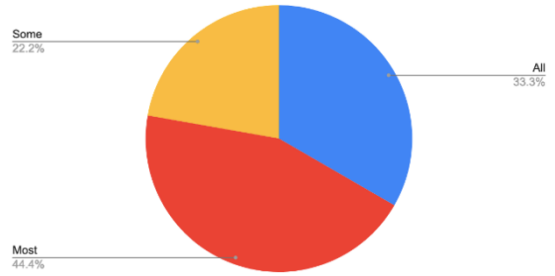
Estimated proportion of faculty that has participated in cultural competence trainings and activities

- All 30.0%
- Most 10.0%
- Some 60.0%
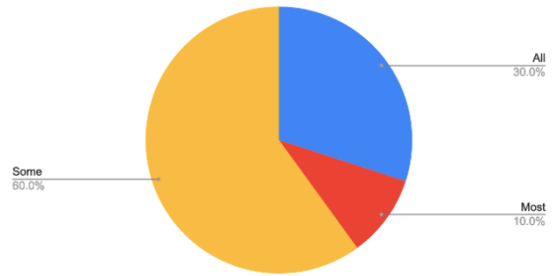
Assessment

Has the institution engaged in a structured assessment process during the previous three years to improve diversity, equity a…

- YES 100.0%

Assessment

Does the assessment process address student outcomes related to diversity, equity and success (e.g. graduation/succ…

10.0%

90.0%

Does the assessment process address campus climate by engaging stakeholders to assess the attitudes, perceptions a…

10.0%

90.0%
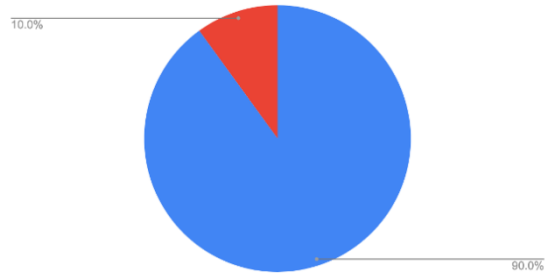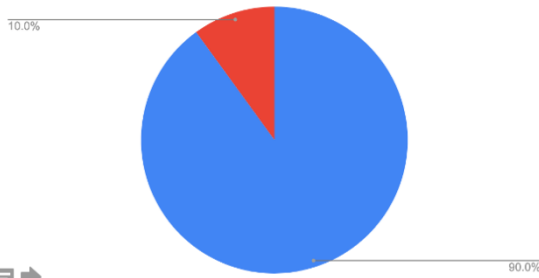
Does the assessment process address employee outcomes related to diversity and equity (e.g. pay and retention rates fo…

20.0%

80.0%
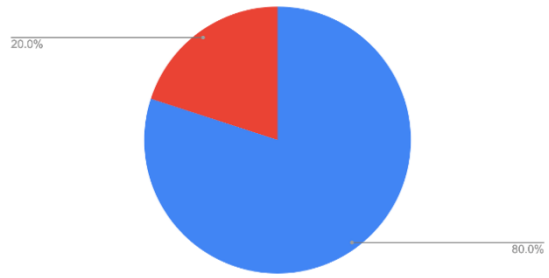
Accountability

Are the results of the most recent structured diversity and equity assessment shared with the campus community?

100.0%
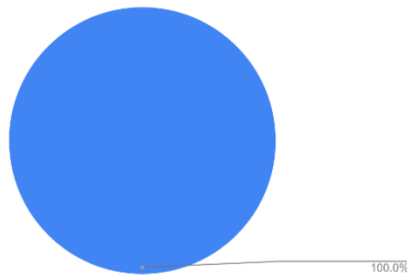
Are the results (or a summary of the results) of the most recent structured diversity and equity assessment publicly posted?

50.0%   50.0%

Non-discrimination

Does the institution have a publicly posted non-discrimination statement?

Does the institution have a discrimination response protocol or committee (sometimes called a bias response team) to respo…
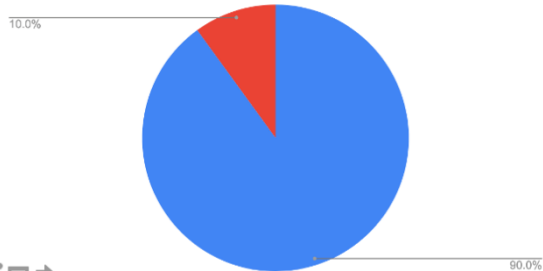
20.0%

80.0%
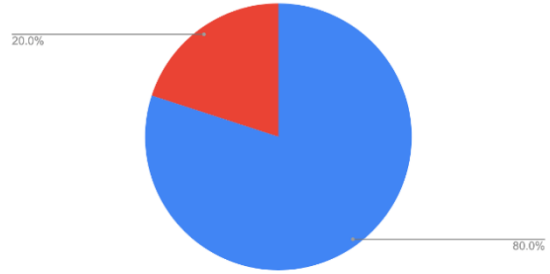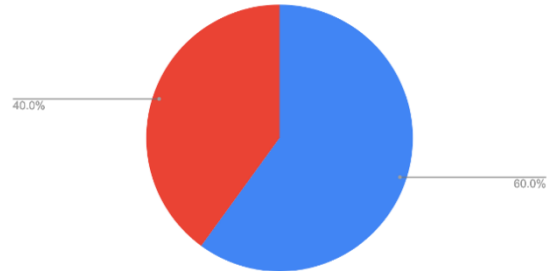
Recruiting

Does the institution have programs specifically designed to recruit staff from underrepresented groups?:

50.0%　50.0%

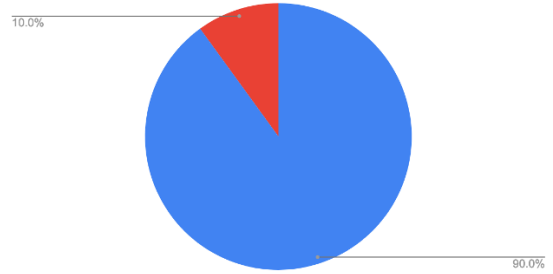Does the institution have programs specifically designed to recruit students from underrepresented groups?

10.0%

90.0%

Does the institution have programs specifically designed to recruit faculty from underrepresented groups?

40.0%

60.0%

Does the institution have mentoring, counseling, peer support, academic support, or other programs to support students fro…

Does the institution have mentoring, counseling, peer support or other programs to support faculty from underrepresented g…

10.0%

90.0%

Does the institution have mentoring, counseling, peer support or other programs to support staff from underrepresented gro…

20.0%

80.0%
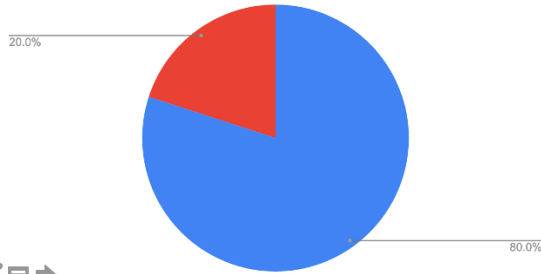
Does the institution have training and development programs, teaching fellowships and/or other programs that specifically a…
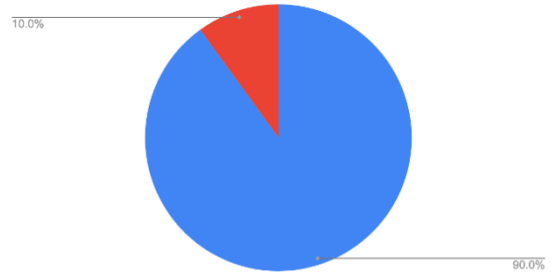
30.0%

70.0%
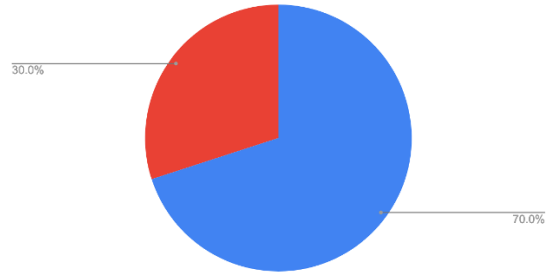
Transgender

Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?

20.0%

80.0%
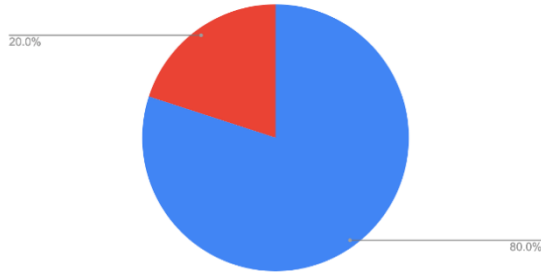
Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?

10.0%

90.0%

Summary of College Initiatives

Bouve College of Health Sciences
1. Faculty, Staff, Administration, and Research Development:
a. Incorporated D&I objectives into strategic planning.
b. Convening a Diversity Committee
c. Creating plans to address current activities, statements of need, standard operating procedures, and department task forces.
d. Developing D&I guidance for faculty and staff hiring.

2. Student Services and Development:
(Being addressed as part of 1c above).

College of Arts, Media, and Design
CAMD has established a Social and Racial Justice Advisory Board that is working to coordinate and communicate inclusion and diversity activities at the College and Department levels.
1. Faculty, Staff, Administration, and Research Development:
Unknown at time of writing.
2. Student Services and Development:
Course Offering: JRNL3305 - Race, Class & Ethnicity (Spring 2021)

College of Engineering
1. Faculty, Staff, Administration, and Research Development:
a. Diversity, Equity, and Inclusion Committee: New committee goals which involve developing a diverse, equitable, and inclusive environment; addressing faculty, staff, and student recruitment and retention; addressing equal access to university resources and opportunities; supporting broader impacts of research grant funded opportunities; and addressing needs for best practices in diversity. COE bylaws now ensure each department has its own representative on the committee.
b. Research Affairs Committee: New committee goals which involve exploring how to ensure laboratories are equitable.
c. Faculty Council: New committee goals exploring how to help faculty create diversity statements for hiring and tenure & promotion.

2. Student Services and Development:
a. Undergraduate Curriculum Committee: New committee goals which involve Changing courses and course descriptions to enhance diversity. Making it easier for students to search the course catalog for courses involving diversity and justice.

b. Diversity, Equity, and Inclusion Committee: Committee is exploring more ways for departmental selection/recruitment committees for PhD students to increase minority applicants. Committee is visiting conferences for multicultural engineering students to promote NEU.
c. Louis Stokes Alliance for Minority Participation Programs
d. Summer Bridge Program
e. STARS Bridge to the Doctorate Program
f. GEM Fellowship Program

College of Professional Studies
1. Faculty, Staff, Administration, and Research Development:
a. An action plan to develop a systematic process for recruitment, hiring, promotion, and retention through an equity framework. This involves improving outreach opportunities, creating a recruitment/hiring and interview guides, create active employee development plans, highlight employees' achievements.
b. An action plan to seek partnership with underrepresented-owned businesses. This involves identifying opportunities to contract with minority owned businesses.
c. An action plan to build race equity culture within CPS. This involves establishing formal training for staff to support students, engaging staff and faculty to advance race equity, and creating metrics to assess the work of staff, faculty, and students.
d. An action plan to collaborate with community-based organizations to build precollege and undergraduate pathways to CPS. This involves more promotions and interactions with first year students, collaborations on proposals.
e. An action plan to build partnerships and development. This involves collaborations to develop more diverse faculty pool, to develop external workforce pathway partnerships, pursue grants and externally funded research projects related to racial equity, and establishing evaluation metrics.

Established a CPS Diversity Council, goals as follows:
- First and foremost, listen to and learn from the CPS community
- To advise the dean and her leadership team on ways of improving the recruitment, retention and advancement of CPS students, faculty and staff of diverse backgrounds and experiences
- To help develop, within CPS, a shared language and awareness of diversity that is global and multi-directional. One that is fully informed by, and does justice to, the extraordinary diversity of backgrounds, perspectives and experiences of our student body, faculty and staff.
- To identify, promote and offer events and activities that contribute to making CPS a welcoming and inclusive community. There is so much wonderful work occurring in the domains and in various departments, so we want to make sure that we bring those efforts to the forefront.

2. Student Services and Development:

a. An action plan to improve the student experience by updating or improving services and support including SAIL descriptions, Opportunities offerings, virtual resources, cultural event promotion, orientation materials, and experiential learning.

b. An action plan to enhance alumni resources and support, with a focus on expanding communication media and frequency.

c. An action plan to improve employer partners and projects.

d. An action plan to improve curriculum at the college, program, and course levels.

College of Science

1. Faculty, Staff, Administration, and Research Development:

1. Created the position of Associate Dean for Equity

2. Addressed diversity in the appointment of four new Associate Deans, three of whom are women.

3. Created and conducted a college-specific climate survey.

4. Created an action plan to improve communication and transparency. Specific action items from the Dean's office include writing weekly newsletters, hosting weekly office hours for students, creating new policies for equity in hiring, and making plans for a mentoring system.

5. Making improvements in department seminar series to increase diversity of invited speakers.

2. Student Services and Development:

1. Graduate students are discussing eliminating GREs as criteria for admissions.

2. Graduate students are discussing creating a mentoring program.

3. The COS is creating scholarships for diversity.

4. The COS is creating an undergraduate summer research program that targets underrepresented groups. Students from liberal arts colleges can attend an 8-10 week program to develop skills in scholarship and industry.

College of Social Sciences and Humanities

1. Faculty, Staff, Administration, and Research Development:

School of Public Policy and Urban Affairs (SPPUA) Racial Justice Working Group (inclusive of students, faculty and staff) plan, design, strategize and advance collective efforts and check-in on racial justice work across the university.

Curriculum Development**:** Faculty workshop on Integrating Racial Justice into the Curriculum – Professors Matt Lee and Gavin Shatkin organized and ran a summer workshop to guide faculty on rethinking how to leverage their identity in the classroom, to facilitate challenging conversations, and expand their syllabus and curriculum to be more inclusive in terms of content, evaluation and teaching strategies. The school is planning another racial justice workshop with an external facilitator for all faculty and staff in Spring 2021.

Research Centers:

A. *The Kitty and Michael Dukakis Center for Urban & Regional Policy:* housed in the School of Public Policy and Urban Affairs at Northeastern University, is equally committed to producing state-of-the-art applied research and implementing effective policies and practices based on that research. Within recent years the Center has focused on housing policies, youth employment training and evaluation, school and higher education planning, place-making and open spaces in urban communities, neighborhood economic development in communities of color, and planning and development policies in Greater Boston. The Center's collaborative research and problem-solving model uses powerful data analysis, multidisciplinary research and evaluation techniques, and a policy-driven perspective to address critical challenges facing urban areas. Our goal is to integrate thought and action to achieve social justice through collaborative data-driven analysis and practice. We prepare emerging practitioners and academicians to transcend the mysteries and frustrations of successful urban policy-making.

B. *The Social Impact Lab:* prepares students for lives of ethical and effective social change-making and civic engagement. Its ethos is grounded in Ways of Thinking about complex and dynamic social problems; Ways of Being grounded in the values of racial and social justice; and Ways of Doing that encompass the entirety of the social change toolkit, from direct service to systems change. Its flagship program, Northeastern Students4Giving, challenge students to grapple with the practical and ethical implications of inserting oneself into someone else's life or community with the intention to effect change as they engage in authentic grant making. SIL also emphasizes systems thinking and mapping to help students visualize their emerging understanding of complex and dynamic social problems. Other programs housed in SIL include the Northeastern cohort of the Millennium Fellows Program, which awards the only UN-authorized student leadership development certificate grounded in the UN Sustainable Development Goals (SDGs), and intensive Social Impact-athons in which students learn about and make grants to address urgent local needs.

C. *Institute on Race & Justice (IRJ):* IRJ's mission will continue to reflect how our role as scholars dedicated to the issues of race and justice can contribute to meaningful change. But beyond reflection, there must also be a commitment to continued action. There is a need to recognize that our goal of creating a more equitable criminal justice system begins with holding our Institute accountable. Research is a vital tool for engaging with ideas for change and providing evidence so that changemakers can build ethical and responsible next steps. We cannot succeed in our goal without our students, staff, and colleagues, the communities we strive to serve, nor the policy makers who can use this research to effect change. As IRJ continues to evolve in this commitment, they have outlined action steps in three areas: academics, community and practice.

Academics

Racial inequities are ingrained in academic institutions. The costs of attending universities has made a college degree a less straightforward option for many low-income communities. Racism is also structurally ingrained in our hiring, training, promoting, and publishing practices. IRJ has to hold itself accountable for identifying institutional inequities and implementing practices that advance social justice inside and outside of academia. At the IRJ, we are committed to investing in ways that foster an inclusive environment and structurally address racial and ethnic disparities within our academic community.

Take Action:
• Unpacking structural racism within academic institutions, through sharing research that exposes and addresses the causes of systemic inequities at academic institutions.
• Hosting and promoting biannual training on racial injustice and collaborating with the School of Criminology and Criminal Justice (SCCJ) and academic departments outside of SCCJ to create an environment that is inclusive of Black scholars and other scholars of color and improves representation in student cohorts, faculty and staff hires. The IRJ will work with students and faculty to share research about disparities in hiring, training, and promoting of Black scholars and scholars of color in academia.
• Intentionally assigning, distributing, and referencing the work of Black scholars and other scholars of color. For example, students and faculty at the IRJ can dedicate peer-supervision groups every other month to discuss this work, hold team members accountable for citing and teaching practices, and organize open forums and seminars.
• Supporting the inclusion of discussions on race and justice in all courses, especially within criminology, to promote critical and anti-racist thinking among students and faculty. To reach this aim, the IRJ will engage in efforts to construct a database with references to work of Black scholars and scholars of color, in addition to research unpacking racism and materials to restructure syllabi, courses, and trainings.
• Providing opportunities for undergraduate and graduate students of color to engage in research within the IRJ or through IRJ's network with other academic departments, communities, and practitioners, including efforts to secure scholarships for students within communities of color, which will be advertised through the website and through IRJ's network.
• Creating an environment that encourages the use of anonymous report systems, such as the Office of Institutional Diversity & Inclusion at Northeastern University, where students, staff, and faculty can report racist incidents on campus.

Community

To our community, we cannot do our work without the support and engagement of community members and agencies. It is because of community participation that

meaningful scholarship can be produced from the IRJ that addresses the issues plaguing our criminal justice system. To make sure we are contributing to this mission within our Boston, and national communities, we will continue to engage with the Community Advisory Board and ensure that community activists, leaders, organizations, and policy makers are given the opportunity to engage with the development of research agendas and the entire research process.

Take Action:
• Internally address the shortcomings of previous inaction and dedicate time and space to ensure the IRJ remains a resource for information and support for the community.
• Utilize IRJ's Community Advisory Board to create and initiate opportunities across the Northeastern community and communities of color, particularly Black communities, for meaningful collaboration and partnerships to address racial inequity in the criminal justice system.
• Create a database on our website for materials, papers, seminars, books, and other social media resources, to assist community members in obtaining current research on race and criminal justice issues in accessible and digestible formats.
• Enact policies that require accessible materials be created regarding on-going and completed research to be shared with the community.
• Dedicate bi-monthly meetings to assess and discuss community issues, and what can the IRJ do to meaningfully address those issues.
• Engage with the IRJ Community Advisory Board across all levels of the IRJ, not just faculty and staff.

Practitioners
The research conducted in the Institute on Race and Justice allows us to better understand the world in which we live. However, any work produced can only go so far, so we must have collaboration with practitioners, workers, and lawmakers within the criminal justice system to make widespread tangible change. With the position of institutional power and responsibility, coupled with resources and data found in the IRJ we must actively work in collaboration to address and combat unjust policies and practice in the criminal justice system. Additionally, we are able to use this research in supporting progressive policy makers aiming for reform within their organization. Working in tandem with criminal justice practitioners, professionals, and lawmakers, we are collectively able to connect criminal justice practitioners with researchers and the community. Doing so will allow us to aid in informing policies and practices in the criminal justice system through the research and expertise found in the institute.

Take Action:
• Use our research to suggest policies and practices that aim at addressing issues within the criminal justice system surrounding systemic inequalities.

• Require that all research coming out of the lab be paired with a deliverable to organizations and criminal justice practitioners to inform them of the results of the study and be intentional of how the research is relevant to increasing justice.

• Collaborate with agencies to create co-op opportunities for students to work and be involved in racial justice issues in the criminal justice system. Although co-op is separate from IRJ, our work can cultivate relationships with practitioners in the space of racial and social justice that may open doors for the development of co-op opportunities in these spaces.

• Ensure the practitioners maintain a connection to both the lab and the community members with whom we work to enable communication about suggested actions.

• Maintain an ongoing dialogue between practitioners and the lab to communicate the research and work at addressing potential policy and practice change.

• Continue to monitor the extent to which research informed changes were implemented within the criminal justice system.

2. Student Services and Development:

a. Course Offerings:

- University-wide Racial Literacy Course (Fall 2020)
- PPUA 5390 "Seminar in Black Leadership" (Spring 2021)
- HUSV 2355 "Race, Identity, Social Change and Empowerment" (Spring 2021)
- "Post-Pandemic Design: Creating Equitable, Healthy and Resilient Places" Open Classroom (Spring 2021)
- PPUA 5390 ST "Race, Energy Policy and Energy Justice" (Fall 2021)

b. 21-Day Racial Justice Challenge: three-week event that challenged Human Services students and alumni to develop habits of integrating racial consciousness into their everyday lives.

c. Student Activist Open Classroom Session: Myra Kraft Open Classroom featured six student activists who shared their experiences on the front lines of the converging crises looming over their generation in a panel facilitated by Professor Rebecca Riccio.

d. Northeastern University Student-Athletes for Equity Coalition: The Social Impact Lab is advising this newly launched effort among student-athletes to promote racial equity in athletics and make grants to support local nonprofit organizations.

e. Northeastern Students4Giving: Social Impact Lab program awarded its fall 2020 grant of $5,000 to Sociedad Latina for its efforts to address the disproportionate impact of Covid on communities of color in Boston.

D'Amore-McKim School of Business

1. Faculty, Staff, Administration, and Research Development:

a. Diversity, Inclusion & Belonging Council launched November 2020

- Provides governance and oversight of diversity, inclusion, and belonging efforts
- Identifying strategies to enhance, and provide immersive opportunities for diversity, inclusion, and belonging across D'Amore-McKim

- Identifying and recommending opportunities to embed diversity, inclusion, and belonging into curriculum
- Identifying and recommending specific diversity, inclusion, and belonging content for faculty and staff training and professional development
- Identifying strategies to increase diversity among faculty, staff, and students (recruiting and retention)
- Creating champions for diversity, inclusion, and belonging efforts across the College

b. Faculty & staff trainings (2020):
- "Let's Talk About Race: A Conversation with Dr. Jamie Ladge, Prof. Marla Baskervile-Watkins and Prof. Amir Grinstein"
- Implicit Bias training facilitated by OIDI
- Community conversation series "Amplifying Black Voices: The Black Student Experience in D'Amore-McKim"

c. Community Engagement Committee: The mission is to engage our faculty, staff, and students with the communities that surround Northeastern. Our mission is two-fold in that we work to connect our faculty, staff, and students with volunteer opportunities in the local community, as well as work to form partnerships with community organizations to share access to existing programs and resources.

2. Student Services and Development:

a. Office of Student Engagement Affinity & Inclusion (OSEAI) leads the following initiatives to cultivate a culture of belonging where every student feels respected, valued and heard:
- Building Belonging Fellowship program that engages and empowers students who share a passion for mission
    - Proposed affinity-based mentorship program for first-year students that resulted in the launch of the PAC Program; serve as peer mentors in the program
    - Established "Gratitude Awards" to recognize faculty for inclusive teaching
    - Led "Amplifying Black Voices: The Black Student Experience in D'Amore-McKim" community conversation series that was offered to faculty, staff, student leaders & senior leadership in Summer 2020.
    - Launched and led informal faculty coffee chat series to amplify diversity, equity & inclusion research
    - Facilitate small group discussions & reflections as part of five-part Building Inclusive Communities Series for student leaders
    - Developed & maintain database of diversity internships, leadership programs & conferences
    - Assess current programs; drive new program ideation and innovation
    - Serve as student advisers to D'Amore-McKim's Diversity, Inclusion & Belonging Council

- o Future initiative: develop affinity-based mentorship and community building programs to support students with underrepresented and marginalized identities (including low-income & first-generation college students)
  - o Future initiative: establish gallery of student artwork that celebrates diversity and belonging
- Affinity-based peer mentorship program for first-year students "PAC Program: Belong from the Beginning"
- Hosted a 5-part seminar/reflection series for student leaders: "Building Inclusive Communities: Social Justice, Implicit Bias, Microaggressions and Allyship"
- Provides guidance and support for identity-based student organizations, including BBOSS (Black Business Oriented Student Society), Out in Business, Women in Business, Women in Finance and WISE (Women's Interdisciplinary Society of Entrepreneurship)

b. Commitment to participate in the University-wide Summer Bridge Program.

Khoury College of Computer Sciences
1. Faculty, Staff, Administration, and Research Development:
a. ALIGN Program: provides a pathway to a master's without computer science experience
b. Center for Inclusive Computing: supports universities across the US in implementing evidence-based practices to bring more women into computing – meeting a significant need while improving social equity and inclusion.
c. MS Pathways to Computing Consortium: Khoury coordinates a networked community of colleges and universities working to expand pathways into computer science for students across the U.S. and Canada—especially women, people of color, and first-generation students.
d. Identity Speaker Series
e. K-12 Initiatives:
- SMASH Academy: a residential prep program that offers Boston high school students the opportunity to study computer science at Khoury during the summer and prepare for STEM degrees and careers.
- High School Visit Days: students come to campus for hands-on workshops that include detecting bias and investigating the ethics of Natural Language Processing algorithms

2. Student Services and Development:
Commitment to participate in Summer Bridge Program.

School of Law
1. Faculty, Staff, Administration, and Research Development:
Unknown at time of writing.
2. Student Services and Development:
Unknown at time of writing.

Appendix G

Recommended By-laws for proposed Diversity, Equity & Inclusion Standing Committee.

Article I: Name

I.A. The Committee shall be known as the Diversity Equity Inclusion (DEI) Standing Committee of the Faculty Senate here in after referred to as the Committee.

Article II: Authorization and Purpose

II.A. The Committee will make recommendations to the Faculty Senate on matters related to the Committee's purpose and function, including policies and procedures related to the following guiding principles. In this role, the Committee recognizes the need to support tenure and non-tenure track faculty.

II.B. Guiding Principles are as follows:

(1) Transparency – sharing public facing activities that is being asked, coordinated, and executed

(2) Communications -open lines and finding the information

(3) Accountability - Capture reports from the Colleges as a joint process, to share University data and see how we compare to our competitors / external review or 3rd party review – aim to obtain the highest certification

(4) Proactive engagements - professional development for recruitment / retainment

(5) Actively promoting equity / diversity / inclusion [workload discrepancy falls on the shoulders of the faculty, gender / race; policies / procedures for recruitment – retention]

Article III: Committee Membership

III.A. The Committee membership shall consist of two Faculty representatives from each college and school (see listing below), one member of the college's related diversity, inclusion, equity committee/council or related ongoing initiative and other member either tenure or non-tenure full-time faculty. A total of 18 members, who will represent all Northeastern University locations: Boston, Burlington, Charlotte, London, Nahant, Portland, San Francisco, Seattle, Silicon Valley, Toronto, Vancouver.

- Bouvé College of Health Sciences
- College of Arts, Media and Design
- Khoury College of Computer Sciences
- College of Engineering
- College of Professional Studies
- College of Science
- College of Social Science and Humanities
- D'Amore-McKim School of Business
- School of Law

III.B. Each college shall have a voluntary nomination process for the member from the college's related diversity, inclusion, equity committee/council or related ongoing initiative. The Faculty Senate shall communicate across the University the opportunity for tenure or non-tenure full-

time faculty volunteers to submit interest in participating in this Committee. Selection of Committee members shall be by appointment by the Agenda Committee of the Faculty Senate.

III.C. A faculty member's term on the Committee shall commence in September of the year of his or her selection and shall be for the duration of two years.

III.D. A faculty member who has served on the Committee for two consecutive two-year terms (four years) may not seek reappointment to this Committee and must step down for a minimum of two years. In the event of a mid-term appointment to fill a vacancy, the four-year term limit "clock" shall begin in September of the year of the date of appointment.

Article IV: Officers

IV.A. The Committee shall have two officers: A Committee Chair or Co-Chairs; and a Secretary. Secretary shall be elected by the Committee at its first meeting of the academic year and shall be determined by a majority vote of the members present.

IV.B. The Committee Chair shall preside over all meetings, and at each of the meetings shall report on the condition and progress of the Committee. The Secretary shall preside over the meeting in the Chair's absence.

IV.C. The Secretary shall record the minutes of the meetings including attendance, agenda and any discussions or actions on agenda items. The Chair shall handle Committee correspondence including notice of meetings. The Secretary will be responsible for the dissemination of Committee-approved minutes.

Article V: Meetings

V.A. The Committee shall meet once per month from September through June. The time, place, and date of Committee meetings shall be determined by the Chair. Notice stating the time, place and date of meetings shall be delivered by the Chair to each member of the Committee by e-mail, not less than seven (7) days before the date of the meeting. Meeting notices shall be published for all members of the Northeastern University, aka the community. At the discretion of the Chair, special meetings may be convened. All Committee meetings are open to all members of the community.

V.B. The Committee may also invite specific members of the community to participate in meetings on a non-voting basis as deemed appropriate to conduct Committee business.

V.C. Committee meetings will be conducted according to Robert's Rules of Order.

V.D. The Committee shall maintain minutes for every meeting. The minutes shall include a record of all committee members present and absent, items discussed, and votes taken. The Committee shall distribute an electronic copy of the minutes to all members of the Faculty Senate as soon as possible following each meeting and, in any event, no later than the next Committee meeting.

Article VI: Voting

VI.A. A simple majority (50%) of the total membership of the Committee shall constitute a quorum at each meeting. The total membership of the Committee is seven (7) voting members. At the discretion of the Chair, the Committee members may vote by conference call or e-mail. E-mail votes must be sent to the Chair. If a committee member cannot attend meetings for one year

due to their schedule, a new member will be appointed to take their place. The Chair will also evaluate whether the meeting should proceed, depending on the number of Committee members present.

VI.B. Every member of the Committee can vote on matters brought before the Committee. Members who are directly impacted by any direct actions of the Committee may absent themselves when the Committee votes and deliberates on such actions.

VI.C. Members shall observe confidentiality regarding matters requested to be maintained as confidential by the speaker as brought before the Committee.

Article VII: Subcommittees

VII.A. The Committee shall form ad hoc subcommittees from its overall membership as the situation arises. The subcommittees shall report to the full Committee on its activities and progress at each meeting.

Article VIII: Reporting

VIII.A. The Committee shall produce a regular report of activities to be presented at the periodic meetings of the Faculty Academic Council.

Article IX: Committee By-Laws Amendment

IX.A. The Committee by-laws may be amended by a 2/3 vote of the membership of the Faculty Senate. The Committee may bring a motion to amend the Committee by-laws to the Council following the terms for presentation of amendments as presented in the By-Laws of the Faculty Senate.

Closing of Diversity Equity Inclusion (DEI) Standing Committee By-laws.

<u>**Appendix H**</u>

*These recommendations are taken from Center for Faculty Excellence at UNC:

1. Every college should complete a climate survey following the initiative of the College of Science. Research has found that mentoring alone is not sufficient to improve retention, professional development and promotion of women and faculty of color. The climate of the department and college needs to support and promote faculty diversity and inclusion. In order to do so, colleges should conduct a survey, similar to the College of Science, to explore how faculty and staff report their experiences pertaining to diversity and inclusion. Research has shown that Department Chairs are crucial in establishing departmental climates. The College of Science specifically examined the following categories:
   a. College Climate and Culture
   b. Respect and Sense of Belonging
   c. Discrimination and Harassment
   d. Demographic Characteristics of the Respondents
   e. Feedback on Current and Future College Initiatives
2. Research has shown that women in academia have disproportionately more challenges of balancing a career and family life. This undoubtedly contributes to slower career advancement and/or poor retention of such faculty. Given this, career flexibility is necessary for success of such faculty.

UNC recommends the following, verbatim:
- Dispel myths that associate family caregiving with a lack of seriousness and flexibility policies as special privileges.
- Promote a culture of inclusion and equity. For example, schedule meetings to accommodate competing needs of work and family; implement teleconferencing as an acceptable means of participating in meetings.
- Actively support and advertise flexible career policies for all faculty. Flexible career policies are increasingly important strategic tools in the recruitment and retention of top talent, both male and female.
   o The most frequently cited reasons for why faculty members do not use these policies is:
      - lack of awareness and;
      - fear of retribution for using them (e.g., being perceived as not serious about one's career; concerns it will negatively impact promotion review).
   o Chairs should be aware that the language used to describe flexible career pathways can have a major impact on the way such choices are perceived within the Department.
- Chairs must make every effort to see that policy users are not penalized. For faculty utilizing tenure clock extensions, non-tenure promotions, or family medical leave, both

internal and external reviewers should focus on scholarship achieved in the accepted probationary period, not the time since hire.

- Develop a dual-career academic couple hiring protocol. Forty percent of women in academic health sciences and medicine have academic partners, yet men comprise the majority of "first hires" (the first partner hired in a couple recruitment). Thus, the "two-body problem" is a gendered one that can disadvantage women in obtaining tenure and non-tenure track positions.

3. Women and faculty of color have fewer opportunities for informal mentoring, have fewer role models, and less sponsorship. This can lead to increased feelings of isolation. As such, colleges need to create specific initiatives to promote mentoring and professional development. The following are recommendations UNC provided, verbatim.

A. Peer Mentoring or Facilitated Peer Mentoring to Supplement Traditional Mentoring
Peer mentoring for women needs to align with women's higher value placed on social capital. This is developed from a network of peers/mentors to from whom they can seek advice, emotional support, and professional relationships. Research indicates that women are more likely to be motivated by encouragement, rather than challenge. Women tend to prefer to engage collaboratively as opposed to competitively. UNC recommended Facilitated Peer Mentoring Model, which has a senior mentor facilitate a small group of junior women faculty, who then later serve as peer mentors (Mayo Clinic Model; see Files et al., 2008; Spector et al., 2010). Research found that this model resulted in higher career satisfaction, greater confidence in getting promoted, and improved research and writing skills (Mayer et al., 2014).

- Each group should have shared academic interests
- Individuals in the group provide support for each other in regard to achievement and career goals.
- It is recommended that members of the group commit to the group for one year.

B. Facilitate the Identification of Multiple Mentors and the Development of Mentoring Networks
Since women and faculty of color have fewer informal networks, it is important to facilitate the development of multiple mentors and mentoring networks.

C. Provide Professional Development and Networking Opportunities
- Department and College leaders should offer panel discussions on relevant topics (e.g., career-life balance, negotiation tactics, promotion policies).
- Institute networking lunches to facilitate junior faculty to meet and interact with senior faculty.
- Provide funds for women or faculty of color to attend national professional developmental conferences
- Invite experts on mentoring women and faculty of color to conduct workshops on campus.

- Create office space for junior faculty in locations that facilitates interaction with senior faculty members.

D. Encourage Women and Faculty of Color to Participate in Professional Organizations across the university campus and Nationally

As noted earlier, women and faculty of color feel more isolated, and less integrated within one's department. These experiences result in such faculty leaving academia. As such, we should encourage women and faculty of color to participate in professional organizations nationally and across Northeastern University's campus. There are Northeastern University organizations that seek to support the career development of women faculty through mentoring, career development opportunities, information sharing, and psychosocial support. Some of these programs are listed below:

- Advance: Advancing Women in Interdisciplinary and International Networks
- Women of Color in the Academy
- New England Future Faculty Workshop

For faculty of color, developing a community of scholars may be limited. As such, faculty of color should be encouraged to explore relevant organizations outside of the university. Additionally, the university should provide financial support to join such organizations. Some relevant organizations include:

- Sisters of the Academy (SOTA) Institute (http://www.sistersoftheacademy.org) addresses the needs of women of color for accessible information centered on the black woman's experience. It provides formal networking and professional development opportunities on a national level and includes writing and research clinics and retreats and intensive grant writing workshops.
- The Nation Center for Faculty Development and Diversity (http://www.facultydiversity.org) supports all faculty in increasing writing productivity, managing work-life balance, create broad networks of collegial support and also has a core curriculum dedicated exclusively for faculty of color.

E. Meeting the Challenges of Intersectionality

Intersectionality is the way in which our social identities (e.g., gender, race, class, sexual orientation, age, religion) overlap and intersect, magnifying differences. Leaders in the university need to understand that these cannot be separated and efforts should be made to understand their challenges. Such leaders need to be aware of their own implicit biases in regard to understanding these challenges.

UNC focus group research involving majority and minority women assistant professors as well as senior mentors of these women identified the following needs and mentoring strategies.

Women Assistant Professors at UNC Identified the Following Mentoring Needs, verbatim

- A mentor willing to talk about stress.
- A mentor who acknowledges race and protects them from too much service (the "brown tax").

- Female mentors for negotiating politics and validation of priorities (e.g. family).
- Peer mentoring and multiple mentors, including a career mentor distinct from the primary research mentor.
- Male mentors because they continue to be more influential sponsors than female mentors
- Help with negotiating, advocacy, relationship building.

Senior Mentors Identified the Following Effective Mentoring Strategies for Early Career Women Faculty at UNC, verbatim:
- Flexibility is critical – if there is trust in the relationship you can be flexible with the mentee.
- Work-life balance aligns with values. Therefore, it looks different for everyone.
- Lay out expectations but not priorities. It is not appropriate for a mentor to tell the mentee what her priorities should be.
- Peer mentoring and multiple mentors are valuable.
- You should provide a safe enough space that the mentee should be able to express her emotions in your meetings.
- Women of color tend to have more caregiving demands. Therefore, do not try to mentor women of color to achieve 'balance', but mentor them in addressing the 'guilt' they feel and in issues of excessive service (the 'brown tax').
- Recommend that early career women of color not serve on committees because they would be vulnerable trying to make their voice heard.
- Mentor faculty of color in how to collaborate. Often, they have gotten to academia on their own 'steam' and don't even recognize that they need a mentor.