Inclusion and Diversity Committee Report

April 11, 2022

Northeastern University Faculty Senate Inclusion and Diversity Committee (IDC)

Heather Hauck, Co-Chair

Phil He, Co-Chair

Tad Hirsch

Philip Larese-Casanova

Latika Menon

Karl Reid, Ex-Officio

Rebecca Shansky

Les Stein

Mofei Xu

Lydia Young

Table of Contents

INTRODUCTION

The Faculty Senate Inclusion and Diversity Committee (IDC) began as an ad hoc committee in September 2020 and then became a standing committee formed in September 2021. Charges for 2021-2022 are as follows:

Committee charges
1. Follow up on activities undertaken regarding previous charges: The committee shall review and analyze 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 there is need for improvement, (c) provide recommendations to improve inclusivity and (d) provide feedback on the data collection process in order to efficiently collect, organize and communicate data regarding diversity, equity and inclusion (DEI) strategies and initiatives going forward.
2. Identify a point of contact in each college and other university offices for DEI strategies/Initiatives.
3. (*Peer Institutions*) The committee shall work with Senior Vice Provost and Chief Inclusion Officer to review what businesses and competing institutions are doing to facilitate and improve inclusive climate, identify best practices, and report recommendations.
4. (*Northeastern Initiatives*) The committee shall collaborate with the Senior Vice Provost and Chief Inclusion Officer and liaise with the existing college DEI workgroups to identify, provide recommendations, and promote: (a) specific diversity and inclusion initiatives which are being undertaken within each college (b) mentoring and professional development opportunities for women and minority faculty (c) short-and long-term goals for improving inclusion and diversity among faculty
5. In collaboration with college-wide DEI workgroups, the Faculty Development Committee and the Senior Vice Provost and Chief Inclusion Officer, identify methods and best practices to recruit, retain and advance a faculty population that represents the University's overarching diversity goals and increasingly diverse student population.
6. In collaboration with the Faculty Development committee, evaluate mentorship structures and processes across colleges and make recommendations regarding best practices that could be adopted university wide, with specific reference to the identification of multiple mentors and the development of diverse mentoring networks

CHARGE #1

Follow up on activities undertaken regarding previous charges:

The committee shall review and analyze 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 there is need for improvement, (c) provide recommendations to improve inclusivity and (d) provide feedback on the data collection process in order to efficiently collect, organize and communicate data regarding diversity, equity and inclusion (DEI) strategies and initiatives going forward.

(a) gauge attitudes and perceptions of faculty

The committee reviewed data from three surveys to address this charge: 1) 2019 HERI survey (Appendix A) 2) 2021 DE&I Climate Survey (Appendix B) and 3) 2021 faculty senate survey (Appendix C).

Summary of general observations of attitudes and perceptions from the 2019-2020 HERI survey (data provided to the committee can be found in Appendix A):

Gender, race & ethnic diversity & stress due to discrimination: Over half of faculty surveyed perceive the university as committed to gender diversity (54.9%) and to promoting racial and ethnic diversity (56.6%) in the faculty and administration. Almost three-quarters of those surveyed (72.6%) perceive the university as having effective hiring practices and policies that increase faculty diversity; this is concerning as only 4.43% and 3.15% of faculty are Black or Latinx, respectively. Important to note, 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." 14.3% of all respondents perceived there is "a lot" of campus racial conflict; this is far lower than those at a comparison group of institutions surveyed (23.8%).

Regarding students, less than half of faculty surveyed (43.9%) feel the university is committed to recruiting more traditionally underrepresented students and over half (53.2%) of those surveyed feel they are not prepared to deal with conflict over diversity issues in the classroom. On a positive note, a majority (63.2%) perceive the university as taking responsibility for educating underprepared students.

Community/civic engagement: Faculty were asked of their perceptions on whether the university is committed to facilitating civic engagement among students and faculty. Engagement included whether the university facilitates student involvement in community

service, provides resources for faculty to engage in community-based teaching or research, or creates and sustains partnerships with surrounding communities. Half (49.9%) of all faculty surveyed believed the university has at least some commitment to civic engagement.

Whether increasing prestige is perceived as or should be an institutional priority was surveyed. A vast majority of respondents (86.4%) believed increasing or maintaining institutional prestige was important. Hiring faculty "stars" was similarly perceived (74.9%) as an important component of maintaining prestige.

The faculty response rate to the HERI survey was 51% (of full-time faculty); 77.7% of respondents identified as white.

Summary of general observations on attitudes and perceptions within the 2021 Climate survey (data provided to the committee can be found in Appendix B):

A summary of observations from the 2020-2021 DEI Climate Survey were made available to the committee in the form of a powerpoint presentation (dated 11/22/21) that was presented to the Presidential DEI Council. The summary of observations we received were aggregated and included faculty, staff/administration and students. The data we were provided did not break out faculty responses (or demographics) which makes it difficult to make meaningful observations specifically relating to faculty attitudes and perceptions at this time. Our understanding is that the University does intend to share the results of the climate survey with the broader Northeastern community at a future date this Spring.

The survey's overall response rate was only 14.7%; 34% of faculty completed the survey, significantly lower than the 51% response rate of the 2019 HERI survey.

The key takeaways summarized from all respondents are generally similar to the observations noted from faculty responses in the HERI report and in the Faculty Senate Survey. On the observations related to attitudes and perceptions of DEI issues, several positive and encouraging messages can be found. The majority of respondents described their perceptions as either having "satisfaction" (75%), believing Northeastern is "an inclusive community" (60%), safe from discrimination or harassment (72%), "comfortable" with interacting with diverse individuals (71%), and feeling "a sense of belonging or community" (67%). Overall, diversity was perceived as good for improving campus interactions.

The respondents who did not express the same level of satisfaction, and their roles or locations, were also identified within the report. The report identifies opportunities for improvement of the DEI climate and provides recommended avenues for achieving these improvements.

Summary of general observations on attitudes and perceptions within the Faculty Senate Committee survey (data provided to the committee can be found in Appendix C):

The Faculty Senate conducted a survey to all faculty in November and incorporated the following two questions asked by the IDC related to diversity and inclusion:

1) *(Question 7.2) Do you feel prepared to incorporate new topics, learning methods, case studies, or discussions on diversity, inclusion, equity, or justice within your courses, curriculum, or other supervisory relationships with students or student groups?*
2) *(Question 7.3) What is the desired future state for faculty diversity, equity and inclusion at Northeastern? Relatedly, what would it take to achieve it?*

510 faculty participated (at least started) the Faculty Senate survey. Of those 510, 354 faculty (69.4%) answered the IDC's first question - with 268 (75.71% of responses) indicating that they do feel prepared to incorporate new topics, learning methods, case studies, or discussions on diversity, inclusion, equity or justice within their courses, curriculum, or other supervisory relationships with students or student groups. However, nearly 25% of faculty who opted to answer the question do not feel prepared. Of the 510 faculty who started the survey, 242 (47.5%) either didn't answer the question at all or indicated they do not feel prepared to incorporate or discuss DEI or justice issues in their courses, curriculum or other co-curricular student interactions. It is unknown whether those who didn't answer the question only skipped that question or whether they only started the survey but didn't complete it in its entirety.

171 qualitative responses to the IDC's second question in the survey: *"What is the desired future state for faculty diversity, equity and inclusion at Northeastern? Relatedly, what would it take to achieve it?"*

Approximately 171 text responses to this question were recorded. To quantify perception expressed throughout these responses, this committee sorted all responses according to thematic categories and counted the population of each category. The following categories were used, and the percentages recorded in the table below indicate how frequent the category appeared among the responses.

Category	No. Responses	(%)*
More diversity in faculty & staff	56	32.7
Improved culture of respect	40	23.4
More resources/support to faculty & staff	20	11.7

More diversity in student body	13	7.6
Improved training	11	6.4
No further action	9	5.3
No suggestions	8	4.7
Pay equity	7	4.1
More diversity or culture change in senior leadership	5	2.9
More resources/support to students	4	2.3
More transparency	3	1.8
Curriculum improvements	2	1.2
TOTALS	**178**	**104.1**

*Note, percentages do not add up to 100% due to some responses fitting multiple categories.

The most abundant response, by a significant margin, was calling for a need for more diversity in faculty and staff (32.7%). The responses included several specific requests to continue to hire more faculty of color, to strive for the diversity in faculty to match the diversity in the student body, and to improve retention of staff who are people of color. To help achieve this desired state, some suggestions were made, including to target and recruit specific people in underrepresented groups, and to hire professors of practice from underrepresented groups (and not just recruiting faculty from the top universities). Some responses mentioned the positive work by programs such as ADVANCE, but call for more resources and attention to be devoted. Some responses acknowledged this problem is a nationwide problem, but with additional time and resources, Northeastern may make significant improvements.

A need for an improved culture of respect was the second most abundant response (23.4%). Some concerns about the current culture included: that applying the principles of equity, diversity, and inclusion are not being taken seriously enough in leadership decisions; that not all faculty feel valued; that training for DEI issues is not being taken seriously enough; greater respect for faculty in non-tenure track positions; that organic discussions and debates on how to proceed forward are not happening sufficiently; that leadership does not protect faculty well enough from harassment from students; that diverse research methodologies are not

recognized fairly, with some tenure-track faculty feel unfairly judged based on their research methodology during the tenure evaluation process; and that "productivity" is not fairly defined.

Another common response was the need for more resources for faculty and staff to better address DEI issues (11.7%). The stated resources in need included: more ideas from senior leadership on how to identify and implement changes, more guidance from senior leadership to identify immediate priorities, additional funds to make certain changes (e.g. information gathering, societal memberships, in-person training, additional staff), additional time to implement changes, more degree programs (and associated faculty hires), more education from Human Resources, and more opportunities for units to communicate concerns with senior leadership. The need for more training was also explicitly requested in 6.4% of responses. The call for curriculum improvements (and associated resources) was also expressed in 1.2% of responses.

More diversity in the student body was identified as a need in 7.6% of responses. Suggestions to improve student diversity included having specific target numbers for demographics, investing in scholarships or financial aid for students from underrepresented groups, recruiting from underrepresented geographic areas of the country, improving outreach to high schools locally, regionally, nationally, and improving the awareness of and marketing to high school students what Northeastern's degree programs are and how they connect to careers.

Other concerns shared (<~5% each) included better equity in pay, an improved diversity in senior leadership, more resources for students, and overall more transparency in DEI changes (including improved accountability) and in senior leadership overall.

(b) determine perceptions of where we are strongest and where there is need for improvement
Based on the HERI survey results, more than half of faculty and staff do see the University's commitment to gender, racial, and ethnic diversity. A majority also perceive the University's hiring practices are satisfactory for hiring more diverse faculty and staff. Therefore, one of the areas in which the NEU community is strongest is that the majority of the community agrees we are currently making progress in DEI issues with faculty and staff, and that a pathway exists for making continued improvements.

However, this observation cannot be separated from the most common concern expressed from faculty in the Faculty Senate Survey, which is that our faculty and staff are not diverse enough. Positive efforts by the University and senior leadership have been acknowledged, but It is recognized that more work is needed to reach any level of satisfaction with DEI issues among faculty and staff. Put plainly, our greatest weakness is insufficient diversity, and the NEU community must pursue diversity in future hires.

From the Faculty Senate Survey (Q7.2), about three-quarters of faculty feel prepared to instruct on DEI issues. This large percentage of faculty and staff feel ready, willing, and able to incorporate changes to course content, curriculum, and degree programs to better address DEIJ

topics within theory and practice. It can be considered a strength that our faculty and supervisors are committed to engaging students' needs, to making students feel valued, and to making continued adjustments to do so.

The results from the Faculty Senate Survey also indicated a common sentiment that improvements to the University-wide culture are needed. Several individuals and groups, including faculty of color, female faculty, non-tenure-track faculty, and satellite campus faculty, all expressed either a feeling of not being heard, an experience of micro-aggression or exclusivity, or insufficient support from leadership. It can be considered a weakness that a culture of respect and listening still does not sufficiently exist in some circles.

(c) provide recommendations to improve inclusivity
Based on the HERI, DEI Climate, and Faculty Senate Surveys, a majority of respondents expressed some satisfaction with the administration efforts to improve DEI climate but also identified several concerns, issues, and requirements in order to achieve a more satisfactory campus climate. These requirements are summarized in categories below and presented with further recommendations and potential units or offices best in position to address these recommendations.

Category: Increase diversity in faculty & staff.
Recommendations: Set strategic, university-wide objectives on the subject of gender and cultural diversity. Identify best practices to improve diversity in faculty hiring, retention, and promotion. Create more uniform criteria for considering DEI issues, diversity advocacy, and demographics in the hiring process. Provide more guidance on job description wording to find a better balance between specificity required by administration and broadness needed to attract the largest applicant pool. Consolidate pathways to posting job openings in diverse professional organizations. Improve recognition and rewards for faculty and staff productivity in DEI research or advancement. Invest in faculty research on DEIJ issues. Expand mentorship and support programs for new faculty and staff. Organize and promote pathways for staff job promotions and advancement throughout and across the Northeastern network (as opposed to only within departments or colleges). Further consideration of opportunity hires. Provide opportunities for community building and cross-cultural interactions.

Category: Increase diversity in the student body.
Recommendations: Improve outreach to more K-12 schools in diverse communities. Provide more awareness of degree programs and subsequent career paths offered at Northeastern. Increase diversity in staff for counseling, advising, and health services. Commit to and foster a more inclusive culture and campus experience. Invest in initiatives and resources that support students with underrepresented and marginalized identities - this includes FirstGen/Low-Income students.

Category: More diversity / culture change in senior leadership.
Recommendations: Provide more opportunities for faculty to convey perspectives to senior leadership. Evaluate current DEI considerations in all senior search committee processes.

Category: More resources / support to faculty & staff.
Recommendations: Provide additional training for faculty and staff to address DEI issues that arise in the classroom or student organizations, to help faculty and staff recognize and eliminate biases and discrimination, to help faculty instruct on DEI issues within curriculum and course material. Provide examples of successful improvements or best practices to units, faculty, and staff. Provide financial or material support to implement more significant changes. Provide seed grants for diversity and community engagement research and curriculum development.

Category: More resources / support to students.
Recommendations: Provide training for student leaders to better address DEI issues within student groups, explore increased financial aid and on-campus support to underrepresented groups, encourage the 5-year 3-coop model to low-income students to help finance their education.

Category: Increased transparency and communications.
Recommendations: Make information more readily available to units in need. Foster better communication and cooperation between committees at all levels with similar goals. Create and deploy communications artifacts for dissemination.

Category: Pay equity.
Recommendations: Explore means to ensure faculty and staff pay is fair and equitable within each department or unit. Create a means to identify pay imbalances that might be due to gender, race, or ethnicity and establish a means of appeal. One suggestion could be that the Provost Office conducts a periodic review/analysis of faculty compensation by gender, race and ethnicity to identify any potential disparities.

Category: Building trust.
Recommendations: Build more communication avenues (Community Conversations, Town Hall Meetings, etc.) at all levels between student body, faculty & staff, and senior leadership, with a focus on listening to concerns and identifying paths of action. Promote awareness of recent effective solutions to DEI issues. Develop and deploy a feedback mechanism that informs DEI action planning and future survey administration. Create a stronger sense of belonging across the university.

Category: Curriculum review and assessment.

Recommendations: Provide guidance on how individual faculty can assess their courses and how departments can assess their programs in relation to how DEI issues can be better addressed. Guidance could be in the form of helping faculty identify where DEI needs are lacking in courses and curriculum, and helping faculty find course materials to supplement their teaching of course-related DEI issues.

(d) provide feedback on the data collection process in order to efficiently collect, organize and communicate data regarding diversity, equity and inclusion (DEI) strategies and initiatives going forward.
The response rates to the HERI survey and the Climate survey were lower than anticipated. For the HERI survey, the participation rate was 51%, and 77.7% of the respondents identified as "white". For the Climate survey, the overall participation rate was only 14.7% (includes faculty, staff/administrators and students); 37% for faculty. It can be concluded that the responses were not fully representative of the NEU community.

The feedback from this committee described below centers on the challenge of improving the response rate to surveys and inquiries. It is possible the relatively modest participation and the demographic skew may indicate something about the data collection process. One sentiment expressed by some faculty and students is that there exists some lack of trust in unit leadership and senior leadership to listen to concerns and to take timely action. This sentiment is reflected in some survey responses to questions about unit and campus administration in the above surveys, and it is also expressed during informal conversations apart from these surveys. Lack of trust likely impacts the University's ability to collect survey data.

It is the committee's recommendation that effort is made to strengthen trust within student-faculty-senior leadership relationships as a first step toward ensuring greater participation from the NEU community in assessing campus climate and implementing DEI strategies and initiatives. Specific recommendations include:
1. Engaging faculty specifically around issues of trust. Current perceptions of how faculty and staff trust higher level administration should be determined, and conversations with faculty to address specific concerns should be initiated. Current perceptions of how students trust their immediate unit administrations should also be determined. Solutions for improving trust and, concomitantly, communication between students and unit administrations should be evaluated. For example, one solution that some departments found successful is creating undergraduate and graduate student councils who regularly meet with unit heads to address concerns.
2. Considering how the ways the administration collects, analyzes, communicates, and responds to these data might negatively impact trust between faculty and administration and between students and administration.
3. Identifying units on campus that might be more "trustworthy" and including these units within the collecting, analyzing, and presentation of these data. For example, previously mentioned student councils, or unit-led town hall style meetings, may be relevant and

11

valuable resources for improving response rates to surveys, as students may feel more comfortable expressing to other students or immediate department administration. Simultaneously voicing feedback to trustworthy units and taking anonymous surveys may be an effective dual-pronged approach to improve student engagement.

4. Augmenting how surveys are promoted. Promoting the need for surveys, and the survey links themselves, could be performed by additional means beyond email notices. A more vigorous public relations campaign should be considered. Additional ways to communicate awareness for these surveys and to highlight recent effective improvements to our campus climate may be helpful in encouraging participation, and should be explored.

5. Creating a series of charges by the Faculty Senate for a committee to investigate further how to assess these issues of trust, campus-wide, and to identify more specific solutions to improve trust.

CHARGE #2

Identify a point of contact in each college and other university offices for DEI strategies/initiatives.

The IDC has compiled a fairly comprehensive (albeit incomplete) directory of faculty and staff who have been actively engaged in a variety of DEI strategies and initiatives across the University community. Link to the Excel document can be found here.

Northeastern DEI Network (as of 2/28/22)

Designated College DEI Lead

Name	Title	College/Dept
Regina Sullivan	Executive Sr. Assoc Athletics Director	Athletics Administration
Hing Potter	Asst. Director, Student Affairs	Bay Area Regional Campus
Jackie Li	Director, Student Services	Bay Area Regional Campus
Lorna Hayward	Associate Professor; Lecturer	Bouve
Valeria Ramdin	Associate Clinical Professor	Bouve
Andrew Orr-Skirvin	Clinical Professor & Chair	Bouve
Benita Bamgbade	Asst. Professor	Bouve
Margarita DiVall*	Assoc. Dean for Faculty Affairs, Diversity, Equity and Inclusion; Clinical Professor, Department of Pharmacy and Health Systems Science, School of Pharmacy and Pharmaceutical Sciences	Bouve
Carmen Sceppa	Dean	Bouve
Michael Gonyeau	Assistant Dean of Assessment and Curriculum and Clinical Professor, Department of Pharmacy and Health Systems; Senate Agenda Committee Chair	Bouve
Jenny Van Amburgh	Clinical Professor & Asst. Dean of Academic Affairs	Bouve
Cortney Alexander-Doyle	Asst. Dean, Student Services	Bouve
Melissa Hagerstrom	Director, Undergraduate Enrollment	Bouve
Catherine Hamilton	Senior Director Undergraduate Enrollment	Bouve
Tracy Robinson-Wood	Professor - Applied Psychology	Bouve
Patricia Davis	Associate Professor of Communication Studies	CAMD
Antonio Ocampo-Guzman	Chair and Associate Professor, Department of Theatre; Program Coordinator for the Master's in Creative Practice Leadership	CAMD
Tad Hirsch	Professor, Dept. of Art & Design	CAMD
Kate Terrado	Asst. Teaching Professor	CAMD
Andrea Raynor	Teaching Prof & Assoc. Dean	CAMD
Alex Cabal*	Director, Diversity Initiatives & Engagement	CAMD

Victoria Spies	Sr. Campus Planner	Campus Planning & Real Estate
Diane Ciarletta	Director, Career Development	Career Development
Erika Noda	NU PLACE Program Asst.	Career Development
Peg Bernhard	Assoc. Dean - Campus Administration	Charlotte Regional Campus
John Tobin	VP City & Community Engagement	City & Community Engagement
Richard Harris*	Asst. Dean, Academic Scholarship, Mentoring & Outreach; Director, Northeastern University Programs in Multicultural Engineering, Diversity Programs	COE
Phil Larese-Casanova	Assoc. Professor, Dept. of Civil & Environmental Engineering	COE
Mofei Xu	Asst. Coop Faculty	COE
Luis Frias	Asst. Director, Undergraduate Academic Programs	COE
Rachelle Reisberg	Asst. Dean, Enrollment & Retention	COE
Claire Duggan	Director, Programs & Operations STEM	COE
Amber Watson	Asst. Dean, Undergraduate Programs	COE
Gemaers Dorvil	Program Coordinator	COE
Jacqueline Isaacs	Vice Provost for Faculty Affairs and Professor, Dept. of Mechanical and Industrial Engineering, College of Engineering; Associate Director	COE & CSSH
Srinivas Sridhar	Director, Nanomedicine Innovation Center and Nanomedicine Academy; Distinguished University Professor of Physics	COS
Randall Hughes*	Associate Dean for Equity; Professor, Marine and Environmental Sciences	COS
Dawn Cisewski	Associate Teaching Professor	COS
Latika Menon	Associate Professor - Physics	COS
Rebecca Shansky	Associate Professor - Psychology	COS
Linda Ayrapetov	Asst. Director, Student Programs	COS
Patty Goodman	Associate Teaching Professor	CPS
Les Stein	Asst Teaching Professor, Faculty Lead Leadership Program	CPS
Lydia Young	Assoc. Teaching Professor, Director, NExT	CPS
Martha Luftus	Asst. Teaching Professor	CPS
Earlene Avalon	Assoc. Teaching Professor	CPS
Corliss Thompson	Associate Teaching Professor, Graduate School of Education	CPS (Charlotte)

Mai'a K. Davis Cross	Assoc. Dean of Faculty Affairs, Diversity and Inclusion; Edward W. Brooke Professor of Political Science and International Affairs	CSSH
Regine Jean-Charles	Director, African Studies; Dean's Professor of Culture and Social Justice; Professor of Africana Studies and Women's, Gender and Sexuality Studies	CSSH
Ted Landsmark	Distinguished Professor of Public Policy and Urban Affairs; Director, Kitty and Michael Dukakis Center for Urban and Regional Policy	CSSH
Lori Lefkovitz	Ruderman Professor of Jewish Studies; Director, Jewish Studies Program; Director, Humanities Center; Professor of English	CSSH
Philip Thai	Associate Professor of History and Asian Studies; Director of Asian Studies	CSSH
Uta Poiger	Dean and Professor of History	CSSH
Laura Green	Professor & Associate Dean	CSSH
Michaela Modica	Sr. Coordinator, Undergrad Recruitment	CSSH
Matt Lee	Teaching Professor	CSSH
Sally Solomon	Senior Coord. Of Student Support - Office of Student Academic Affairs	CSSH
Britain Grilli-Scott	Assoc. Director, Strategic Partnerships	CSSH
Ellen Cushman	Professor & Associate Dean	CSSH
Alexander Levering Kern	Executive Director, Center for Spirituality, Dialogue and Service	Cultural & Spiritual Life
Rachel Moo	Director, Asian American Center	Cultural & Spiritual Life
Ana Mary Rusch	Director, Latinx Student Cultural Center	Cultural & Spiritual Life
Kevin Vetiac	Director, LGBTQA Resource Center	Cultural & Spiritual Life
Robert Jose	Senior Advisor for Diversity and Inclusion; Dean for Cultural and Spiritual Life	Cultural & Spiritual Life
Naomi Boase	Assistant Director, Center for Intercultural Engagement	Cultural & Spiritual Life
Richard O'Bryant	Director, John D. O'Bryant African American Institute	Cultural & Spiritual Life
Sara Rivera	Asst. Director, Latinx Cultural Center	Cultural & Spiritual Life
Elizabeth Clark	Assoc. Director - Student Leadership, African American Institute	Cultural & Spiritual Life
Soo Laski	Asst Director - Spirituality, Dialogue, Service	Cultural & Spiritual Life
Misa Tran	Asst. Director - Asian American Center	Cultural & Spiritual Life
Yue Huang	Asst. Director - Asian American Center	Cultural & Spiritual Life
Michelle Wallace	Asst. Director, LGBTQA Resource Center	Cultural & Spiritual Life

Marla Baskerville*	Chief Diversity Officer and Associate Professor, Mgt and Org Dev	DMSB
Heather Hauck	Director, Student Engagement, Affinity & Inclusion; Senior Coop Faculty	DMSB
Martin Dias	Associate Teaching Professor	DMSB
Arshad Saiyed	Associate VP of Corporate Partnerships and Digital Learning	Edge
Michelle Bernazzani	Senior Asst. Director, Admissions Communication, Enrollment Management	Enrollment Management
Sundar Kumarasamy	VP of Enrollment Management	Enrolment Management
Lynn Dornink	Director, General Studies Program	General Studies
Jeff Sullivan	Assoc. Director - GEO Advising	Global Experience Office
Meisha Swaby	Assoc. Director - Program Development	Global Experience Office
Kylie Bemis	Asst. Teaching Professor	Khoury
Ben Hescott	Teaching Professor and Associate Dean of Students	Khoury
Laney Strange*	Director of Broadening Participation and Associate Teaching Professor	Khoury
Julie Van	Asst Director, First Year Programs & Student Engagement	Khoury
Jessica Biron	Dir., Undergraduate Programs	Khoury
Eric Woods	Assoc. Dean of Administration and Finance	Khoury
Dan Cohen	Dean of Libraries; Vice Provost for Information Collaboration; Professor of History	Library
Alissa Link Cifone	Head STEM & Entrepreneurship - Library Research & Instruction	Library
Aliza Lakhani	Regional CEO and Dean	Northeastern in Toronto
Laura Schumann	Assoc. Director - Planning	Office of the Chancellor
Andrew Ginger	Special Advisor to the Provost	Office of the Provost
Deb Franko	Senior Vice Provost for Academic Affairs	Office of the Provost
Karl Reid	Senior Vice Provost and Chief Inclusion Officer	Office of the Provost
Phil He	Vice Provost for Faculty Diversity; Professor of Criminal Justice	Office of the Provost
Rana Glasgal	Associate Vice Provost for Institutional Research and Decision Support	Office of the Provost
Kim Irmiter	Director, Explore Program	Office of the Provost
John Armendariz	Vice Provost for Institutional Diversity and Inclusion	OIDI
Jennifer Schoen	Director, Opportunity Scholarship and Outreach Programs	OSOP
Rach Pozerski	Sr. Asst. Director - Residential Life	Residential Life

Kellianne Murphy	Director, Experiential Learning	Roux Institute
Liz Kohler	Senior Director, Partnerships	Roux Institute
Margaret Burnham	University Distinguished Professor of Law; Director, Civil Rights and Restorative Justice Project	School of Law
James Hackney	Dean and Professor of Law	School of Law
Hemanth Gundavaram	Clinical Professor	School of Law
Victoria McCoy Dunkley	Asst. Teaching Professor	School of Law
Ebony Clinton Brown	Senior Director of Admission	Undergraduate Admissions
Betsy Ludwig	Executive Director, Women's Entrepreneurship, Lecturer	University Advancement
Steve Eccles	Regional Dean & CEO	Vancouver Regional Campus
Nadia Mallay	Assoc. Dean & Campus Admin	Vancouver Regional Campus

CHARGE #3 (Peer Institutions)
The committee shall work with the Senior Vice Provost and Chief Inclusion Officer to review what businesses and competing institutions are doing to facilitate and improve inclusive climate, identify best practices, and report recommendations.

The committee found that, in order to examine and compare, it needed a framework from which to examine "inclusive climates." The committee recognized, and discussed, the broadness of terminology like "inclusive climate," which might lead to missed nuances, unexamined biases, and echo chambers that resound with agreements and few questions or challenges. Using widely accepted definitions, the committee analyzed organizational and institutional action plans and initiatives as well as ongoing efforts to increase diversity and to create more equitable and inclusive learning and work contexts.

Given the variety of organizations and efforts reviewed, the committee sought definitions of inclusivity that offered an umbrella of broad understanding that allowed for contextually-bound interpretations.

> "…[M]embership on the faculty or in the student body should not be reserved, as it once was, to a single group, whether defined by gender, race or ethnicity, religion, economic means, those without disabilities, or other personal characteristics" (Stewart & Valian, 2018, p.9).

> "Inclusion: The act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people" (Seramount, 2022).

Using the above definitions, the committee reviewed organizations at the national and local levels that define inclusive climates in an effort to explore - what makes for an inclusive climate? How are businesses, universities, and organizations operationalizing the terminology and goals? Do definitions support robust efforts that demonstrate concrete outcomes? What might Northeastern University take on and make its own?

Facilitating and improving inclusive climates: A review of businesses' and peer institutions' efforts
The committee focused on corporations recognized for efforts that build inclusive climates, increase diversity, and seek to impact the future in more just and equitable ways. Moreover, the

committee reviewed insights from Seramount, an organization dedicated to increasing diversity, inclusion, equity, and access within corporate contexts. Further, to achieve this charge, the committee reviewed publicly available materials published on corporations' websites. The businesses reviewed for the purposes of this report included:

- JLL – ranked #1 on Forbes 2021 Best Employers for Diversity; 2022 Bloomberg Gender-Equality Index for transparency in reporting; scored 100 on the Disability Equality Index
- Booz Allen Hamilton – #1 Best Employer for Women 2021; #2 Best Employer for Diversity 2021; ranked #2 on Forbes 2021 Best Employers for Diversity; ¾ of BAH Board of Directors represent diverse populations; majority of leadership team are women and/or ethnically diverse
- Rocket Mortgage
- Fidelity Investments - scored 100 on the Disability Equality Index
- SAS
- Pfizer - scored 100 on the Disability Equality Index

Examining peer institutions with robust DEI efforts allowed the committee to gauge Northeastern's efforts against institutions that share similar contexts, student and faculty demographics, and academic standing. The institutions of higher education reviewed included those from the Colonial Group as well as other institutions known for their DEI efforts.

Our review and analysis depended on publicly available materials, and the following institutions of higher education included:

Boston College	Lehigh University	Southern Methodist University	University of Miami
Boston University	MIT	Syracuse University	University of Michigan
Brandeis University	New York University	Tufts University	University of Notre Dame
George Washington University	Northeastern University	Tulane University	Wake Forest University

Across organizations, corporations, and institutions of higher education, the committee determined that the following efforts **facilitate and improve inclusive climate efforts.** In the

following section, the committee outlines generalized efforts that support inclusivity. Following this section, the committee highlights bold and best practices.

In each organization, whether for profit or an institution of higher education, stakeholders can locate and access **visible institutional commitment** and **accountability reports on progress towards inclusivity goals**. The CEOs and Presidents of all organizations reviewed issued public statements and responses to racially traumatic events, institutional commitment to examining practices and protocols that limit under-represented populations, and renewing the institutions' commitments to increasing diversity, equity, and inclusion through formal DEI missions and visions. Moreover, publicly available websites reflected that commitment by developing and publishing Strategic Plans that outlined actionable goals and regularly updated progress towards those goals. At the college and department levels, leadership also developed, evaluated, and published Strategic Plan outcomes. Syracuse University, for example, released its draft 5 year [Diversity, Equity, Inclusion, and Accessibility Strategic Plan](#) for comment and responses. Like other organizations, this Strategic Plan outlined core values and a Syracuse framework, defined terminology, and developed objectives with implementation strategies and metrics to evaluate progress. Further, in Syracuse's plan, the university published a timeline and milestones to date.

Through annual reporting on progress, organizations demonstrated **transparency in communication**. For example, with the exception of Tulane University, all institutions of higher education published annual campus climate surveys. Further, universities evidenced how they use data from surveys, focus groups, and evaluation to develop Strategic Plans. Strategic Plans also outlined methods by which the organizations will **engage with the local community** on an annual and regularly scheduled ongoing basis. Moreover, both corporations and universities reviewed developed action-oriented and measurable objectives towards improving the lives of the communities surrounding their sites. These practices also support transparency and accountability.

At the center of large-scale efforts, across the universities and the corporations reviewed, 100% of organizations invested in **offices devoted to DEI work**. In corporations, these offices were generally found under Employee Resource Groups. Moreover, every organization's DEI efforts were led by a Chief Diversity Officer, a Chief Inclusion Officer (like Northeastern University), Directors of Inclusion, or Global Chiefs of inclusion. Investing in departments and roles dedicated to implementing diversity and equity action plans further evidences visible commitment to meeting goals and diminishing opportunity gaps. The DEI offices, in general, also offered workshops and professional development over an extended period of time as a method to increase impact and to support individual's evolving identities and experiences. Most workshops were offered as a series of learning opportunities focused on selected topics

connected to Strategic Plans - connecting commitment with accountability and transparent communication.

While the IDC addresses the role of mentors in other sections of this report, the committee found that, across institutions, **formalized mentor programs** operated as structural support to retain under-represented people within the workforce - whether at the university for faculty or as part of pathway programs, robust DEI efforts included mentoring. Moreover, affinity groups run by and for under-represented people also offered mentoring and supportive systems aimed at retention and expansion of perspectives within an organization. For example, Boston College's University Affiliates Program, housed within the AHANA office, connects BIPOC staff with professional development and BIPOC mentors. Similarly, Fidelity Investments offers a variety of professional development through their Belong Inclusion Programs. Across organizations, efforts aimed at retention are also connected to **recruiting and partnership strategies** to increase diversity across sectors, including leadership and Boards of Directors. The committee identified one local example in Boston University's Faculty of Color Recruitment Committee, which serves as a safe space for faculty applicants of color to ask hard questions about the experiences of being Black or Brown in Boston. Finally, across all organizations, retention and support systems, intentional hiring practices, evaluation and reflection, served as multi-pronged efforts to meet Strategic Plan goals.

During the committee's review of peer institutions and organizations with robust DEI strategies, **bold and promising practices** revealed systemic approaches aimed at improving inclusive climates. Below, the committee offers examples and links to organizational efforts.

Visible institutional commitment & accountability	University-level and corporate leadership statements and Strategic Action Plans carried throughout the organizations. At the college and departmental levels, the committee analyzed practices of publishing, evaluating, updating and reporting on Annual Strategic Plans. The plans and reporting made use of organizational metrics and were benchmarked against Strategic Plan of organization. For example, the University of Michigan's Campuswide & Unit Plans evidences the commitment of the whole by supporting the foundational work of each department and college. Moreover, this evidences the University's financial investment in their efforts towards inclusivity. This inclusive-oriented infrastructure can be found across organizations. Of the organizations reviewed, every unit of the organization was

	required, beyond offices devoted to DEI, to document actions demonstrating DEI commitment through policies and protocols. Tulane University's Building Naming Task Force illustrates one method of reflection and action. Similarly, universities and corporations committed to hiring diverse vendors, suppliers, and diverse service providers. One exemplar, JLL, holds an annual Supplier Diversity Executive Summit, and Fidelity Investments, a member of the Boston Chamber of Commerce's Pacesetters initiative, committed to Supplier Diversity through intentional, and increased, spending with minority-owned businesses.
Frameworks & Toolkits	Each organization developed and published unique, action-oriented **Frameworks** that align with metrics and evaluation tools. These frameworks included macro and micro levels of action, evaluation, and reflection. The committee found one illustration of context-specific frameworks in Wake Forest University's RIDE Framework, which offers guiding questions and action planning resources to support implementation of Strategic Plans. Further, organizations developed and published action-oriented **Toolkits** that operationalize the institutional frameworks. These toolkits also provided shared definitions of terminology in order to contextualize measurement as well as instruments to measure outcomes. The University of Michigan publishes their DEI 1.0 Evaluation Toolkit - offering domain-specific checklists, timelines, and working definitions.
Transparency in communication & power of position	Several of the reviewed universities acknowledge the role of higher education in sustaining and reproducing systemically racist and oppressive practices. To that end, the public-facing communication of Tulane University, A Plan for Now Update, describes the historic role of the institution and the impact it has had on its community and citizens. Further, Syracuse University publishes concerns across stakeholder groups. Moreover, Syracuse continues to update efforts and outcomes through their website - Student Concerns and Progress report on student concerns. In both instances, these institutions demonstrate listening to their constituents, valuing diverse perspectives, and taking action where action is needed. Organizations also recognize the power of their standing and the influence of its voice. In efforts to leverage that power

	and influence, organizations now produce [podcasts](#), [videos](#), [storytelling](#), [intercultural](#) and [identity-based dialogues](#).
Engagement with local communities	Across all institutions reviewed, universities and corporations engage with their local communities on a regularly scheduled and ongoing basis with short-term and long-term goals. Considering positionality and power are critical to these outreach efforts. Higher education exemplars include the methods that the University of Michigan uses to engage with their stakeholders through a [Conversations Series](#). Tufts University organizes opportunities for learning, enrichment, discussion, and professional development to community members. For example, during Black History Month, Tufts University is streaming [Black History, Black Freedom & Black Love (masterclass.com)](#) for public access. Finally, almost all organizations host or sponsor annual events aimed at DEI - Summits, Weeks, Conferences, and Festivals that include local stakeholders. The University of Notre Dame holds a [Social Concerns Fair](#) that connects community-based organizations with ND faculty, staff, and students.
Recruiting & retention	Each organization makes some sort of investment into the human capital part of DEI. The reviewed entities fund Fellowships, engage in corporate giving, and offer scholarships devoted to research, teaching, and development of DEI, for BIPOC, for LGBTQA+ peoples, and women across all demographics. Currently, Boston University invested in a new opportunity - [Designing Antiracism Curricula Fellowship Program](#), which works with faculty to intentionally deconstruct their courses and pedagogy with guidance and facilitation. Although common in corporate contexts, formalized sponsorship does not seem to exist in higher education. Fidelity's [sponsorship program](#) aims to increase visibility and develop advocates for under-represented populations with the goal of improving rates of promotions and job mobility. Finally, most organizations invest in developing a variety of pathways for under-represented peoples. At JLL, a variety of [talent networks](#) support and develop employees, future employees, and more diverse candidates. [Rocket Community Fund](#) also offers a variety of internships, camps, and

	access to resources to local young people - thereby creating a pathway towards opportunity.

Report recommendations
- Focus on human-centered strategies, research, actions, and reflection that account for the experiences, perspectives, and strengths of all stakeholders.
  - This includes intercultural and affinity groups that span differences as well as offering opportunities for identity-aligned conversations.
- Develop and publish a Northeastern DEIAJ Framework
  - Include:
    - Add Action and Justice to the Framework that is NU specific
    - Offer working definitions of terminology
    - Develop toolkits to support planning, action, evaluating, reflecting
    - Develop Strategic DEIAJ (Diversity, Equity, Inclusion, Action, and Justice) action plans at macro and micro levels
    - Hold leadership at all institutional levels accountable for outcomes and meeting goals
- Transparency in communication across domains
  - Publish data from climate surveys without fear. Be brave and bold - owning NU's impact on Boston.
  - Further - evidence our footprint in localities - Charlotte, Seattle, Toronto, Oakland, Silicon Valley. Evidence how Northeastern engages with the community & with regards to sustainability.
  - Much of our internal and external work is siloed. Share out what faculty, staff, students, centeres, and institutes do to positively impact their locations' communities. This includes owning and reflecting on how Northeastern has impacted, negatively and positively, our neighborhood in Boston.
  - Utilize the power of Northeastern for underserved, under-represented communities both globally and locally.
- Recruiting and retention
  - Given the affiliation and alignment with industry across Northeastern, formalize Sponsorship opportunities that lift and elevate folx who may not have opportunity otherwise.
  - Offer formalized mentoring programs that support both the mentor and the mentee in culturally sustaining methods.

Link to spreadsheet: https://docs

References

Bloomberg Professional Services. (2022). (publication). *Gender Reporting Framework*. Retrieved February 23, 2022, from https://www.bloomberg.com/gei/resources/

Booz Allen Hamilton. (n.d.). *Our commitment to advancing racial and social equity*. Retrieved February 23, 2022, from https://www.boozallen.com/about/social-impact/our-commitment-to-advancing-race-and-social-equity.html

Disability:IN and American Association of People with Disabilities. (2021, July 13). *Best places to work - 2021 - disability:in.* Disability:in.org. Retrieved February 23, 2022, from https://disabilityin.org/what-we-do/disability-equality-index/2021companies/

Fidelity Investments. (n.d.). (rep.). *Fidelity Diversity and Inclusion Report.* Retrieved February 23, 2022, from https://www.fidelity.com/about-fidelity/our-company/diversityandinclusion.

Glossary of diversity, equity, and inclusion terms. Seramount. (2022, January 6). Retrieved February 23, 2022, from https://seramount.com/research-insights/glossary-diversity-equity-and-inclusion/

Julianelle, M. (n.d.). *Aiming for equity: Assessing Pfizer's ongoing commitment to diversity and inclusion*. Pfizer. Retrieved February 23, 2022, from https://www.pfizer.com/news/articles/aiming_for_equity_assessing_pfizer_s_ongoing_commitment_to_diversity_and_inclusion

Kantro, G. (2021, February 4). *JLL named to Bloomberg Gender-Equality Index for second year in a row*. JLL.com. Retrieved February 23, 2022, from https://www.us.jll.com/en/newsroom/jll-named-to-bloomberg-gender-equality-index-for-second-year-in-a-row

SAS Institute Inc. (2021, December 3). *SAS recognized as a leader for women empowerment by Forbes*. SAS.com. Retrieved February 23, 2022, from https://www.sas.com/en_us/news/press-releases/2021/december/forbes-female-2021.html

Stewart, A. J. & Valian, V. (2018). *An Inclusive Academy: Achieving Diversity and Excellence.* MIT Press.

Stoller, K. (Ed.). (2021, April 20). *America's best employers for diversity 2021*. Forbes. Retrieved February 23, 2022, from https://www.forbes.com/best-employers-diversity/#688fb1eb9b9e

CHARGE #4 (Northeastern Initiatives)

The committee shall collaborate with the Senior Vice Provost and Chief Inclusion Officer and liaise with the existing college DEI workgroups to identify, provide recommendations, and promote:
(a) specific diversity and inclusion initiatives which are being undertaken within each college
(b) mentoring and professional development opportunities for women and minority faculty
(c) short-and long-term goals for improving inclusion and diversity among faculty

a) Data collected in 2020 and 2021 identified over 200 DEI-related initiatives across all nine colleges within the NU system (link to spreadsheet). Nearly one quarter of these activities fell under the "Recruitment" category, with an overarching goal of increasing URM populations on campus at both student and faculty levels. These efforts included outreach to HBCUs and Community Colleges, funded summer research experience programs, faculty searches explicitly targeting URM candidates, and re-evaluation of admissions rubrics and hiring criteria, among others. Approximately 30 initiatives fell under the category of "Engagement," and included the formation of mentoring programs for students, faculty, and staff, and providing resources for students to connect with campus organizations that focus on DEI efforts (e.g. Students Against Institutional Discrimination). Another 25 efforts were categorized as "Events," which included primarily one-time events such as webinars, invited speakers, roundtable discussions, and workshops on topics such as anti-racism, police brutality, the War on Drugs, decolonization of arts and media, and racial equity in health and medicine. One final well-represented initiative was the formation or designation of DEI committees (all colleges except CPS and SOL) and/or formal DEI administrators (Bouvé, CAMD, CSSH, COS, SOL).

b) Several colleges reported faculty mentoring activities either in place or that they had plans to implement faculty mentoring in the future. However, there were no reported mentoring activities that specifically addressed the unique needs of women and minority faculty.

c) We see three primary areas that are lacking and should be improved moving forward if diversity and inclusion efforts are to be effective in the long run:

    i) **Faculty mentoring:** Based on the report prepared by the Faculty Development committee (Appendix, see also charge #6), there is at least some effort to provide mentoring to pre-tenure faculty in all Colleges. However, neither this report nor the data collected by the Senior Vice Provost and Chief Inclusion Officer suggest that the colleges or departments recognize the unique challenges that women and URM faculty face in academia, and that successfully navigating these challenges requires more customized mentoring. We recommend that all female and URM faculty be provided with a diverse team of mentors who are selected

based on their ability to provide specific insight in this regard. Depending on the demographics of a given faculty member's department, this mentoring team may need to include mentors from outside the mentee's department, or even outside Northeastern altogether.

ii) **Funding:** Maintaining an academic environment that promotes inclusion and diversity requires long-term financial commitments to ensure that URM faculty are both professionally successful and feel valued by the institution. Beyond recruitment efforts, there is very little evidence in the report that the Colleges recognize the need for such substantial financial investments. Only SOL reported the creation of a dedicated fund to support DEI-related activities. All colleges should follow this example. Other examples of such financial commitments could include: 1) making the CAMD Grant Program for Research on Social Justice a yearly opportunity; 2) creation of grant funding in other colleges (e.g. COS, Bouvé) to support research in racial health disparities; 3) establishing permanent, recurring discussions and seminar series across the university that focus on DEI-related issues; 4) providing funds for URM faculty to attend off-campus professional development workshops, conferences, or DEI-focused events.

iii) **Benchmarks/Accountability:** Very few Colleges reported having a system in place to track and share their progress in ongoing or planned DEI activities. The only example of such an effort comes from COS, whose website has an EDIJ dashboard, containing fairly comprehensive charts of individual action items (starting mid-2020) and their proposed timelines. Transparency and accountability in DEI efforts is a key feature in demonstrating commitment to improving inclusion and diversity on campus, and we recommend that all colleges create similar dashboards to share progress in their individual initiatives.

CHARGE #5

In collaboration with college-wide DEI workgroups, the Faculty Development Committee and the Senior Vice Provost and Chief Inclusion Officer, identify methods and best practices to recruit, retain and advance a faculty population that represents the University's overarching diversity goals and increasingly diverse student population.

Background Information

The following table compares Northeastern University's figures for full-time faculty, by race/ethnicity, with numbers from the National Center for Educational Statistics, and the most recent national census:

Race/Ethnicity	National Colleges/University (2018 figures)	Northeastern University (2020 figures)	U.S. Population (2020 U.S. Census)
African American	5.5%	4.43%	14.2%
Asian	10.2%	7.25%	7.2%
Hispanic	5%	3.15%	18.7%
Native American	<1%	<1%	2.1%

Recommendations for Recruiting and Hiring Minority Faculty
The following are designed to support Northeastern University's efforts for improving minority faculty hiring practices and to directly support many of the findings in charge #1:
- Northeastern University will formally commit, in accordance with its "Blueprint for Inclusion," presented to the Faculty Senate by Dr. Karl Reid, to seek a full-time minority faculty population that more closely aligns with national demographic figures.
- Existing faculty within the university will be actively engaged in the process of recruiting minority faculty.
    o Each college's human resource unit will ask their respective faculty to provide names of qualified minority academics they know and collaborate with at other institutions.
    o HR units will ask existing faculty to identify minority candidates they meet at conferences that should be recruited.
- Prior to advertising for a faculty position, each college's HR department will provide the assigned search committees with:
    o An update on the demographic breakdown within their college; and
    o A reminder of the university's diversity goals.
- Faculty search committee members will be required to attend implicit bias training.

- Faculty search committee members will need to demonstrate their support for diversity and inclusion:
    - Nominees will be considered for assignment to the faculty search committee only if they can demonstrate a commitment to the university's fundamental DEI policies.
    - Faculty search committee members will be asked to express their thoughts about diversity, equity, and inclusion prior to the first meeting.
- Search committees will be required to attend training in diversity hiring practices.
- Diversity will be established, with guidance from HR, as a criterion for identifying candidates to be interviewed, i.e., no less than X% of formal interviews for faculty openings will include minorities.
- HR will craft inclusive job advertisements using specific language that encourages minorities to apply (refer to examples in EAB report as they apply to UCLA and Marcus College job advertisements).
- During the hiring process, place greater weight on candidates' diversity statements. Make this an integral part of the formal interview process as well.
- Deans will be asked to monitor the number of minority candidates offered interviews.
- Faculty search committees will re-evaluate their search process if the top three or four candidates do not include a minority candidate.
- The University will provide resources for outreach and recruitment at historically black colleges (HBCs) and other institutions that serve under-represented populations.

Recommendations for Retaining Minority Faculty

Consider the following steps for improving the retention of minority faculty members:
- HR will provide all promotion boards with updated information about their respective college's minority figures.
- Minority faculty members will be offered support that specifically addresses promotion and tenure opportunities.
- HR will provide the collective faculty of each college with an annual update/report on its progress toward meeting the college's minority hiring and retention goals.
- Each college will conduct mandatory annual faculty meetings to address issues of concern to minority faculty members.
- Minority faculty will be offered mentorship that helps them navigate the many challenges facing minority faculty in an academic institution.
- Each college will schedule annual focus group sessions, for minority faculty, to offer them an opportunity to discuss any concerns they may have.
- The university will conduct a thorough annual or biennial review of faculty salary and rank, focusing primarily on any imbalances that may be impacting minority and other under-represented groups. The results of this review will be provided to the faculty senate first, followed by distribution to the faculty in general.

Supporting Documents:

EAB report, titled *Instilling Equity and Inclusion in Departmental Practices: Guiding Faculty Recruitment and Retention* (2017)

Ten Ways To Retain Faculty of Color by Marybeth Gasman (Jun 21, 2010)

https://www.diverseeducation.com/opinion/article/15091919/tenways-to-retain-faculty-of-color

CHARGE #6

In collaboration with the Faculty Development committee, evaluate mentorship structures and processes across colleges and make recommendations regarding best practices that could be adopted university wide, with specific reference to the identification of multiple mentors and the development of diverse mentoring networks.

The Faculty Development committee collected information on mentoring practices across the Colleges (Appendix D). The Colleges varied widely with respect to formal mentoring strategies. While some (COE, COS) leave mentoring practices entirely up to the individual departments, others (Bouvé, CSSH) have comprehensive plans in place that address the mentoring needs of faculty at both pre- and post-tenure career stages. In particular, the Bouvé mentorship policy is especially well thought out and includes specific expectations for both mentors and mentees, links to outside resources on mentoring best practices, and plans for oversight by unit heads and Deans. We recommend that all Colleges implement the Bouvé policy and adapt as needed to ensure equitable, structured, accountable mentorship across the University.

That said, as we note in charge #4, no College's mentoring plans acknowledge the unique mentoring needs of women and URM faculty. Recognition of the additional challenges faculty in these groups may face is critical to supporting a diverse campus. Therefore, in addition to the nicely laid-out plan described in the Bouvé policy, we recommend that a mentoring team approach is taken with faculty that belong to these groups, with special care taken to ensure the mentoring team itself can provide diverse perspectives relevant to the experiences of women and URM faculty.

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
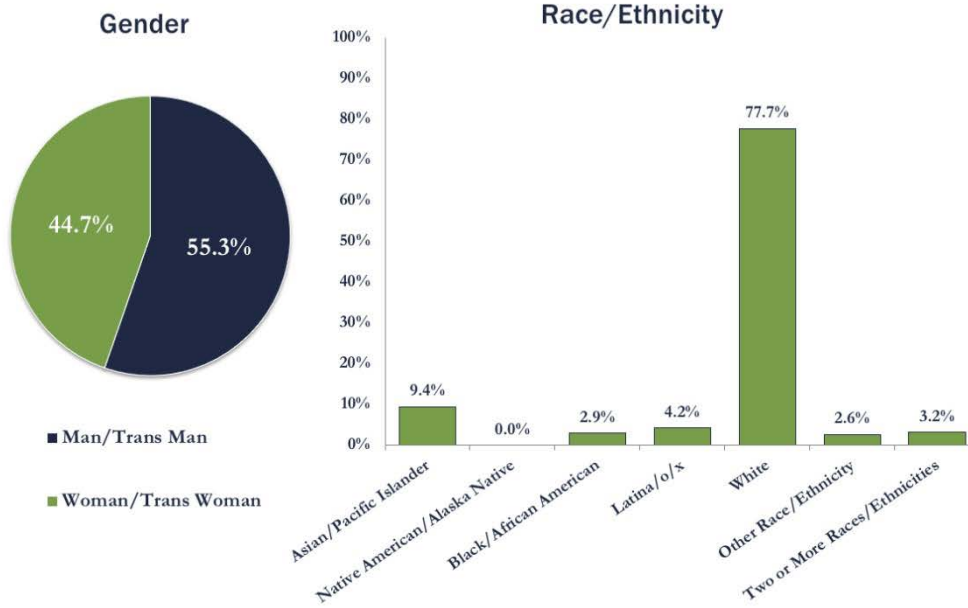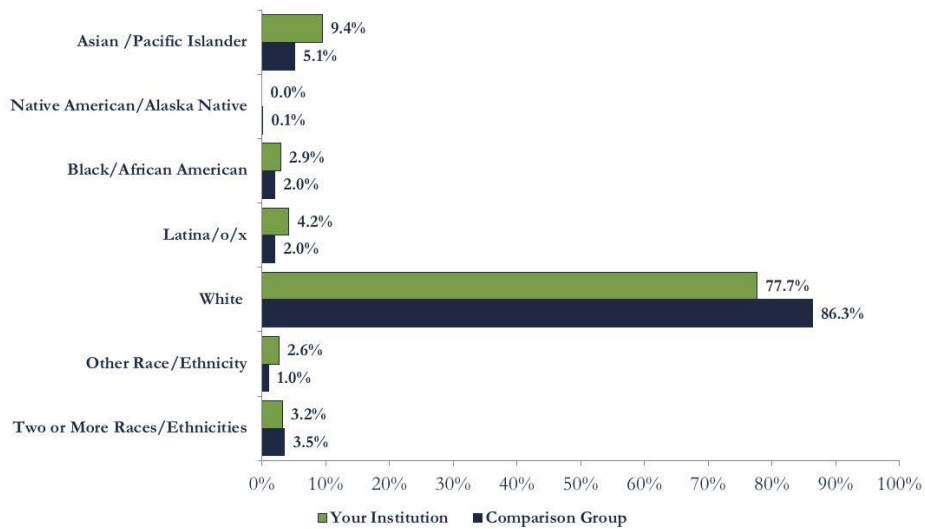
Demographics

Academic Department (Aggregated)

Department	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	Teaching load	Departmental leadership	Departmental support for work/life balance
Very Satisfied	48.9% / 54.2%	26.8% / 26.5%	34.7% / 43.8%	25.4% / 32.6%
Satisfied	39.1% / 35.3%	47.6% / 45.7%	36.5% / 37.0%	45.0% / 43.9%

Your Institution
- Very Satisfied
- Satisfied

Comparison Group
- Very Satisfied
- Satisfied
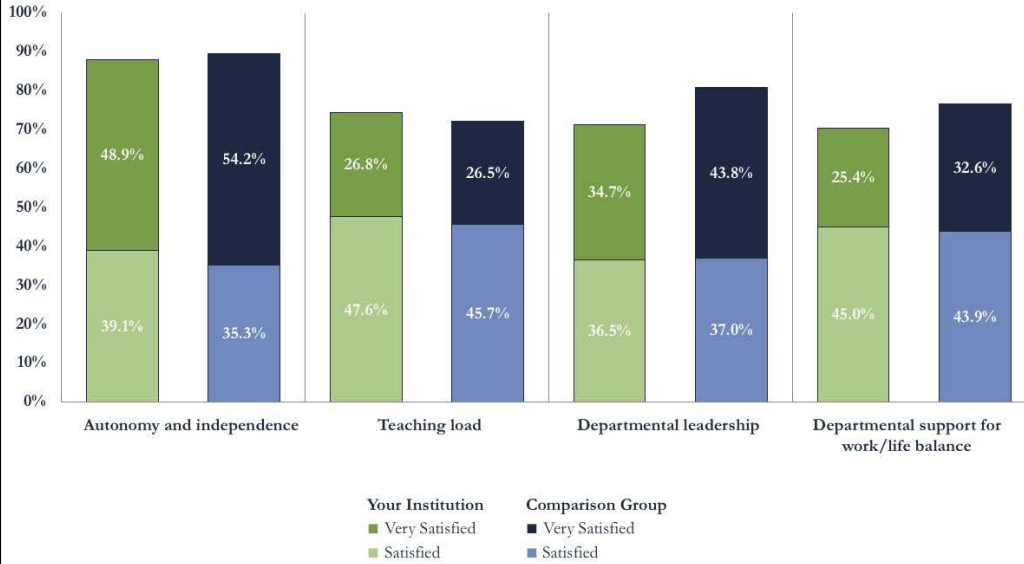
2019-2020 HERI Faculty Survey

7

Satisfaction with Compensation

	Salary	Retirement benefits	Opportunity for scholarly pursuits	Leave policies (e.g., paternity/maternity leave, caring for a family member, stopping the tenure clock)
Very Satisfied	18.8% / 25.2%	38.3% / 40.8%	28.1% / 34.2%	26.3% / 33.8%
Satisfied	49.7% / 46.0%	44.8% / 43.0%	42.0% / 42.7%	49.4% / 46.3%

Your Institution
- Very Satisfied
- Satisfied

Comparison Group
- Very Satisfied
- Satisfied
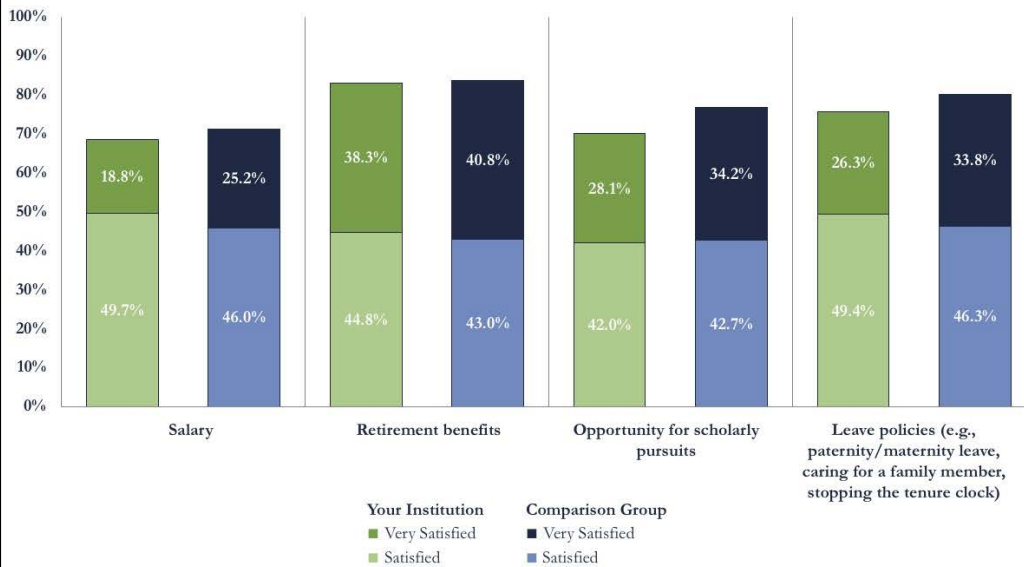
2019-2020 HERI Faculty Survey

8

Satisfaction with Pay Equity and Family Flexibility

	Relative equity of salary and job benefits	Flexibility in relation to family matters or emergencies	Overall job
Very Satisfied (upper)	14.4% / 20.7%	35.5% / 47.7%	30.2% / 41.2%
Satisfied (lower)	42.8% / 41.2%	46.0% / 39.3%	52.4% / 45.6%

Your Institution
- ■ Very Satisfied
- ■ Satisfied
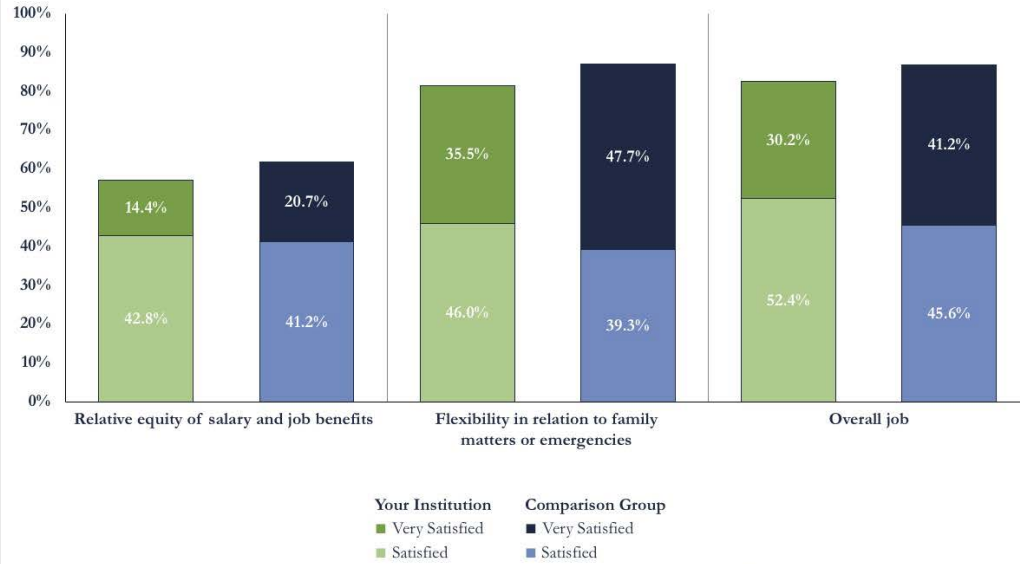
Comparison Group
- ■ Very Satisfied
- ■ Satisfied

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
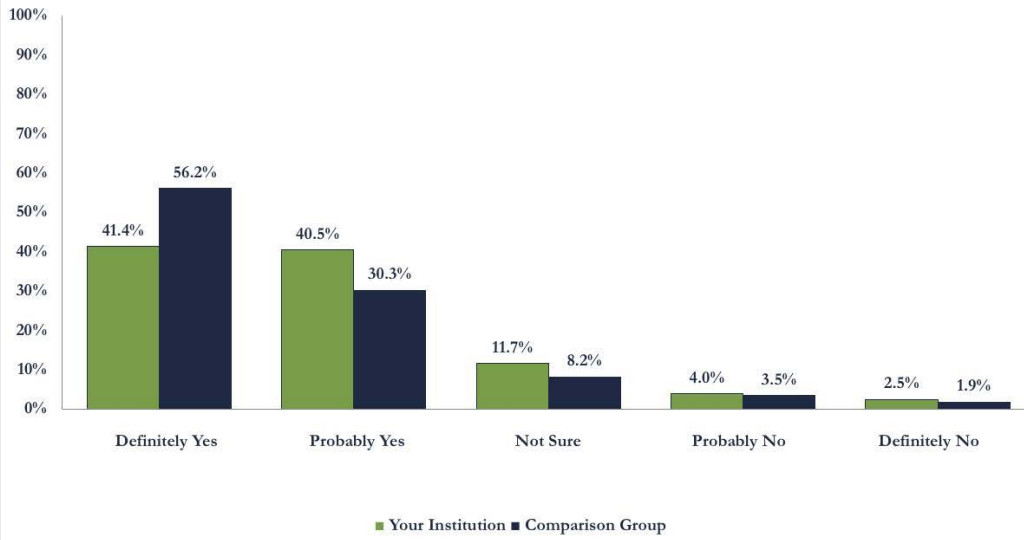
Sources of Faculty Stress

Career-Related Stress

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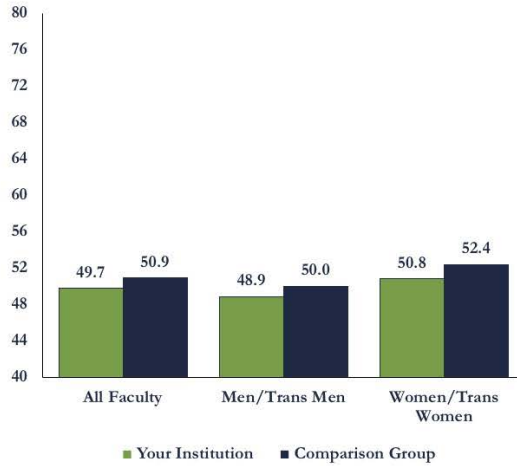
Construct Items

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

	Your Institution	Comparison Group
All Faculty	49.7	50.9
Men/Trans Men	48.9	50.0
Women/Trans Women	50.8	52.4

Stress Due to Discrimination, by Gender

	Your Institution Extensive	Your Institution Somewhat	Comparison Group Extensive	Comparison Group Somewhat
All Faculty	5.7%	22.0%	6.4%	22.1%
Men/Trans Men	3.4%	15.9%	4.2%	14.6%
Women/Trans Women	7.4%	26.2%	10.1%	34.7%

Your Institution — Extensive, Somewhat
Comparison Group — Extensive, Somewhat
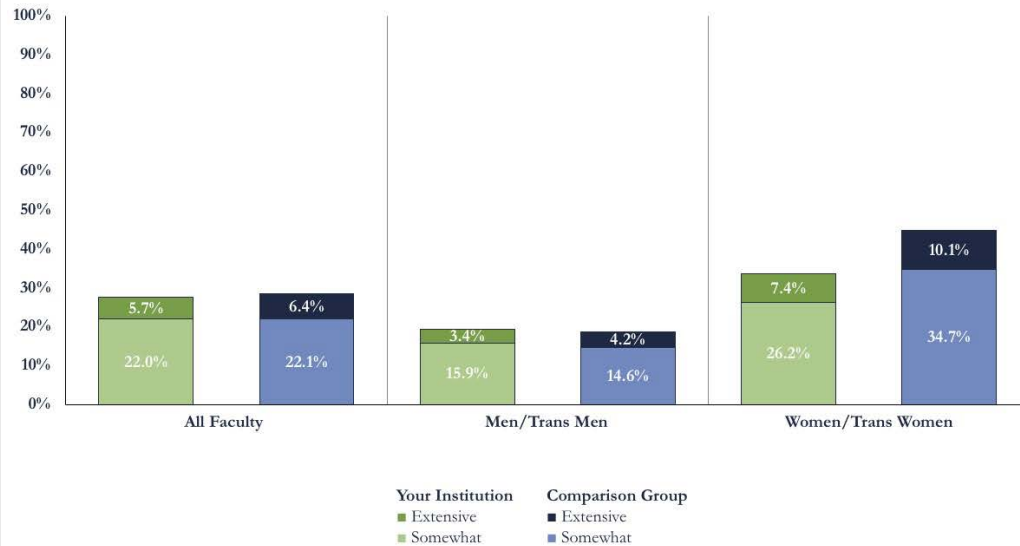
Stress Due to Discrimination, by Race/Ethnicity

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

	Research or publishing demands	Review/promotion process	Job security	Increased work responsibilities	Institutional budget cuts
Your Inst. Extensive	24.2%	24.7%	11.3%	23.6%	10.5%
Your Inst. Somewhat	46.3%	38.4%	27.3%	44.1%	31.5%
Comp Extensive	27.7%	21.4%	9.2%	22.3%	5.7%
Comp Somewhat	48.1%	38.0%	22.4%	46.3%	22.6%

40
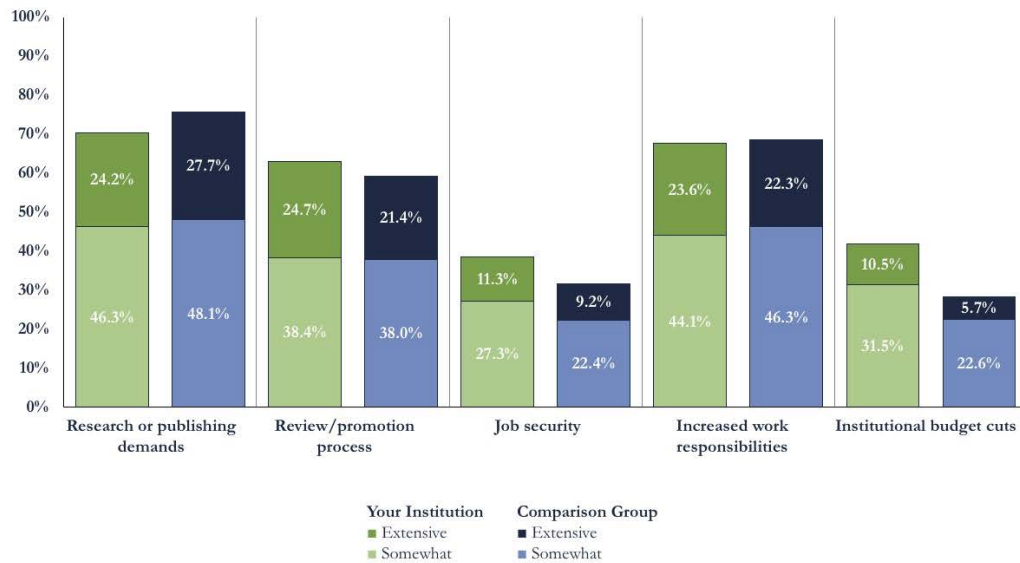
Personal Sources of Stress
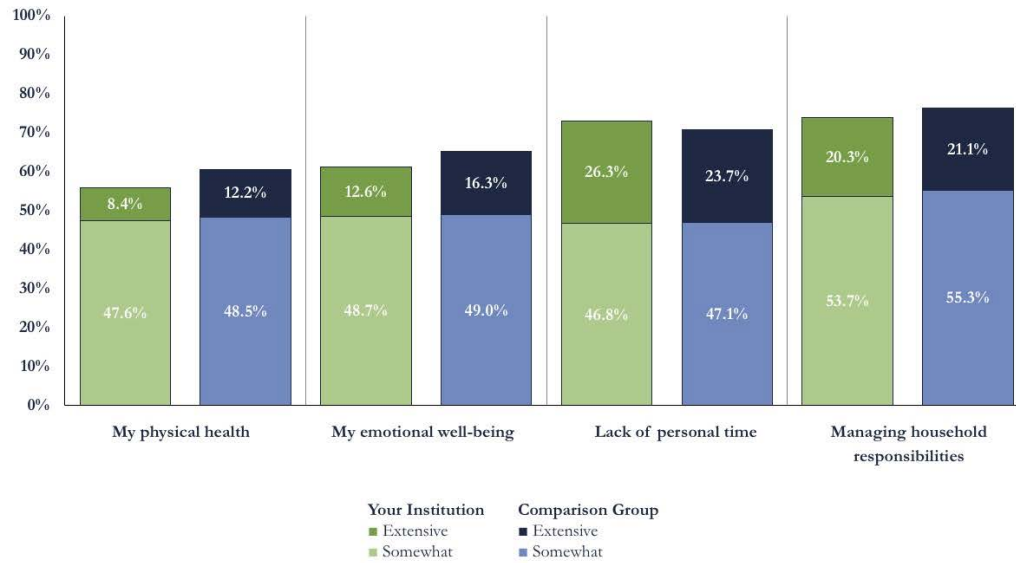
2019-2020 HERI Faculty Survey

17

Faculty Perspectives on Campus Climate

41

Institutional Priority: Commitment to Diversity
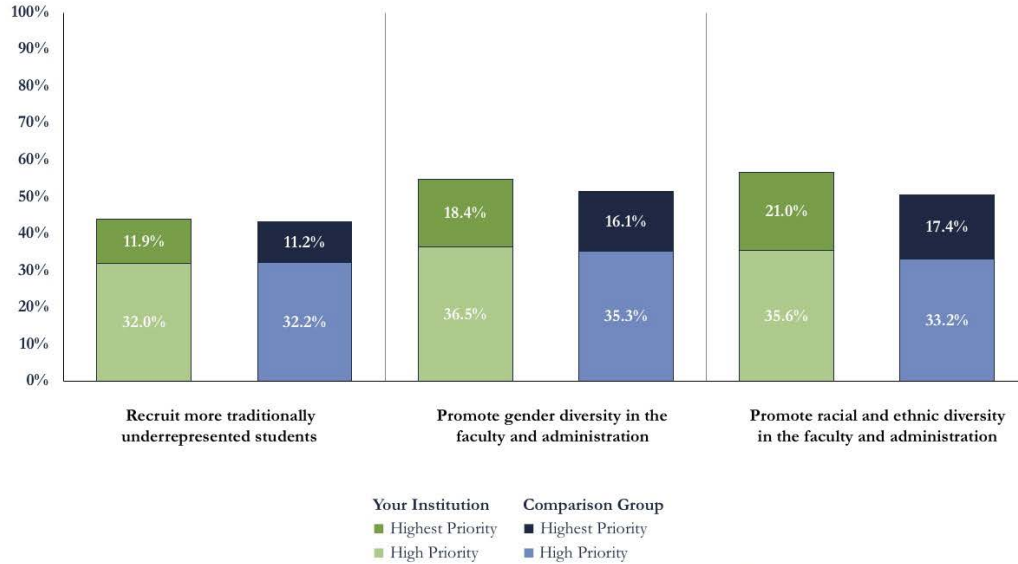
2019-2020 HERI Faculty Survey

19

Perspectives on Campus Climate for Diversity
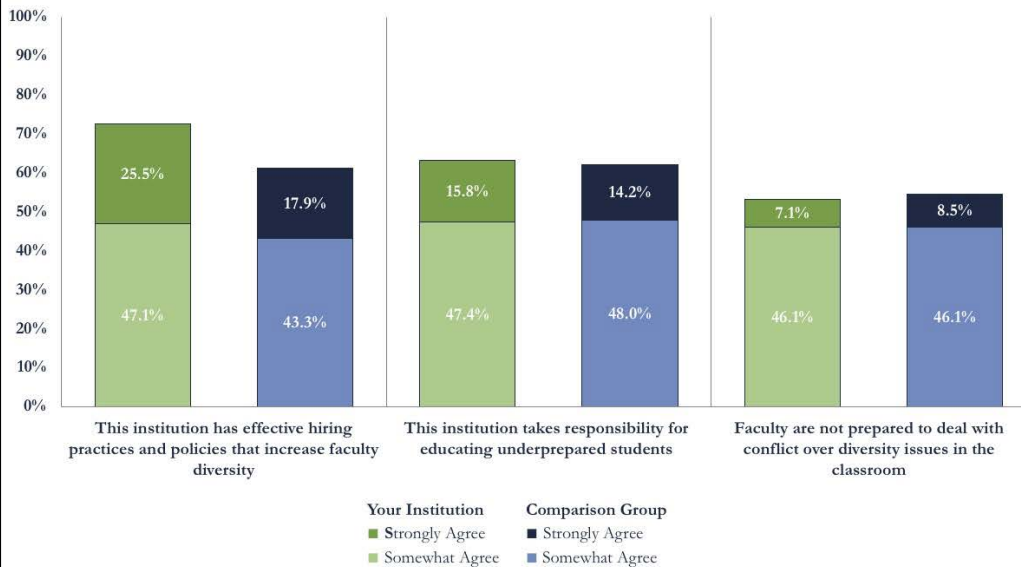
2019-2020 HERI Faculty Survey

20

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.
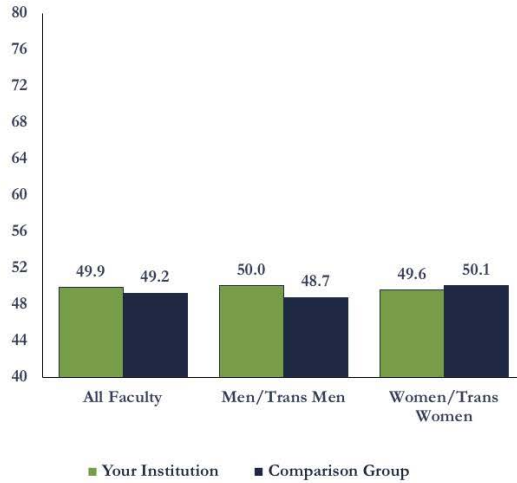
Construct Items

- 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
■ Highest Priority
■ High Priority

Comparison Group
■ Highest Priority
■ High Priority
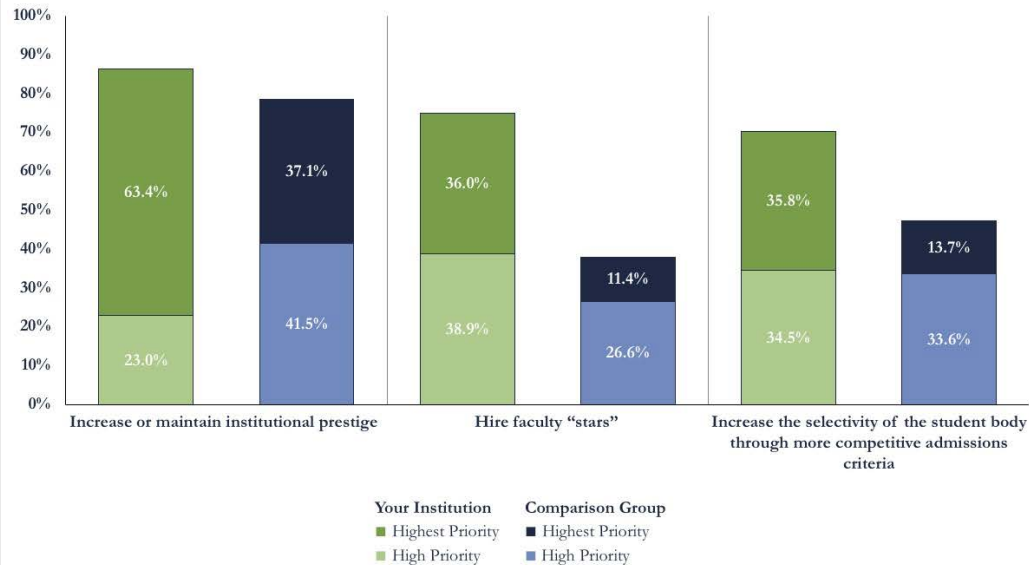
Perspectives on Campus and Departmental Climate

There is a lot of campus racial conflict here
- 2.1%
- 12.2%
- 4.2%
- 19.6%

My research is valued by faculty in my department
- 27.6%
- 47.1%
- 36.7%
- 42.0%

My teaching is valued by faculty in my department
- 52.2%
- 37.9%
- 58.1%
- 32.8%

My service is valued by faculty in my department
- 45.8%
- 37.7%
- 54.7%
- 33.1%

Your Institution
- Strongly Agree
- Somewhat Agree

Comparison Group
- Strongly Agree
- Somewhat Agree
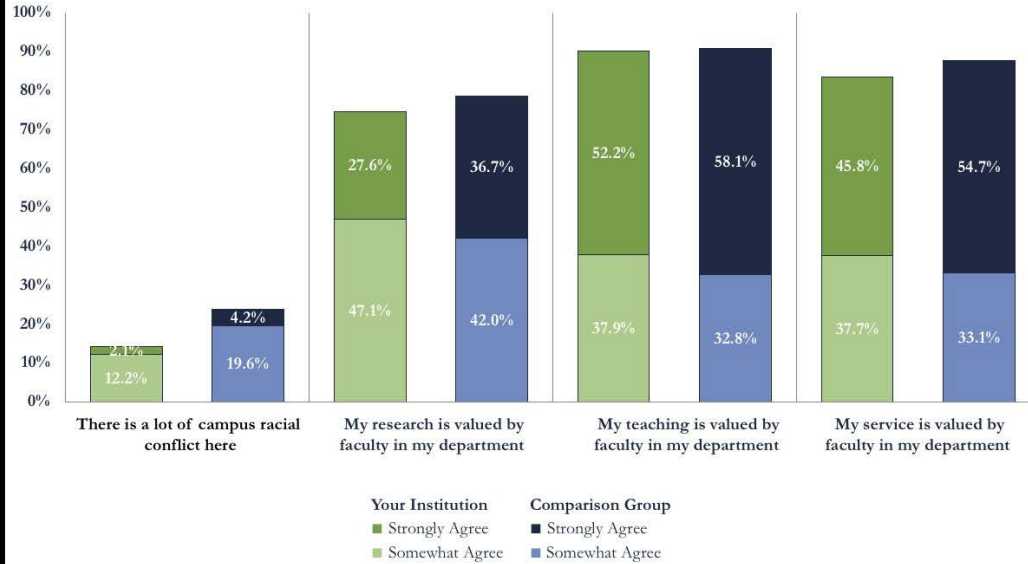
2019-2020 HERI Faculty Survey   Return to Table of Contents   23

Perspectives on Shared Governance

The faculty are typically at odds with campus administration
- 10.4%
- 43.0%
- 9.0%
- 35.6%

Administrators consider faculty concerns when making policy
- 12.4%
- 43.8%
- 16.1%
- 48.5%

Faculty are sufficiently involved in campus decision-making
- 13.5%
- 42.0%
- 11.4%
- 39.8%

Your Institution
- Strongly Agree
- Somewhat Agree

Comparison Group
- Strongly Agree
- Somewhat Agree
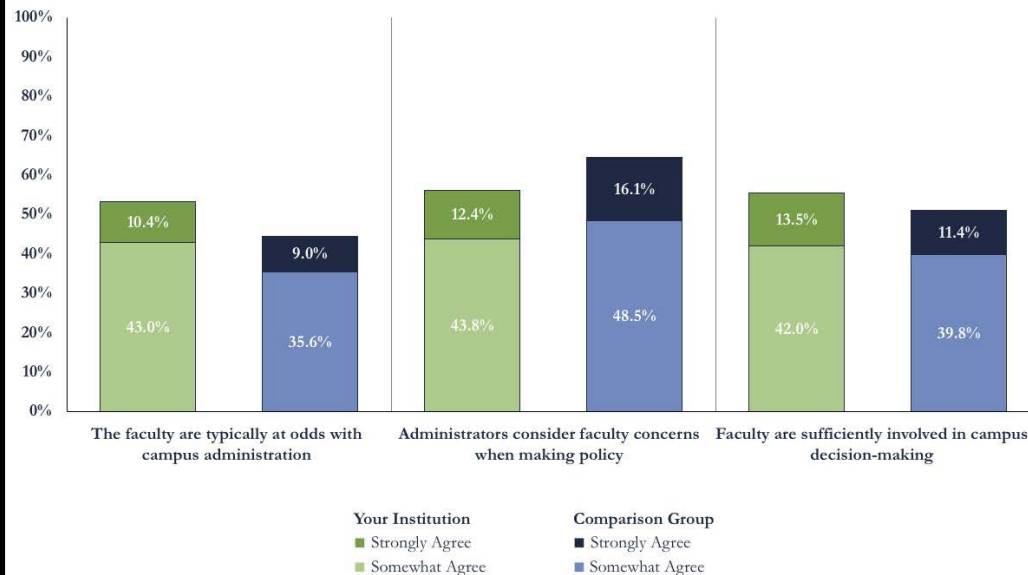
2019-2020 HERI Faculty Survey   Return to Table of Contents   24

44

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?
Your Institution	27.6%	40.3%	11.5%
Comparison Group	28.8%	34.4%	12.8%

■ Your Institution ■ Comparison Group
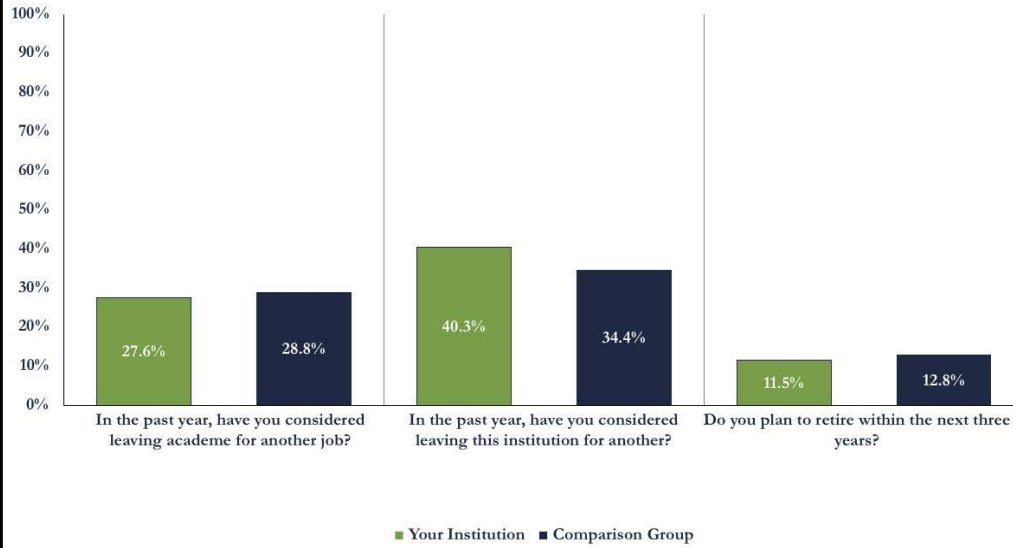
2020-2021 DEI Climate Survey Results, Takeaways, and Options for Next Steps

Karl W. Reid, Ed.D., CDP

Senior Vice Provost and Chief Inclusion Officer

Northeastern University

11.22.21

The HEDS Survey Administration Details

The HEDS Diversity and Equity Campus Climate survey was administered across the global network.

Administered March 23-April 30, 2021

The response rate was 14.7% (varied widely by role), over 6,100 respondents.

- 20 standard HEDS survey questions in 4 broad categories
  - Satisfaction with the Campus Climate for Diversity and Equity
  - Institutional Support for Diversity and Equity
  - Insensitive or Disparaging Remarks
  - Experiences with Discrimination or Harassment
- 20 demographic questions
- 20 supplemental questions provided by Northeastern.

Key Takeaways – A Favorable Climate for Diversity and Inclusion

Northeastern respondents overall **are more diverse** than those at other participating institutions, and consistently have equal or higher levels of **satisfaction on most measures of campus climate**.

The university **climate for diversity and inclusion** receives a high evaluation overall.

A vast majority of respondents believe Northeastern is **an inclusive community** that accepts and encourages those of different cultures and languages and that **diversity improves campus interactions.**

A majority of respondents personally **feel a sense of belonging or community.** Those who do seem to have a primary association with a campus group or experience.

A majority of respondents, including racial and ethnic minorities, **have never experienced discrimination or harassment or insensitive or disparaging remarks**.

Northeastern respondents are generally **comfortable interacting with people of different backgrounds and beliefs.**

Key Takeaways – Yet There Are Opportunities To Improve the Experiences for All Groups

Certain groups feel **less satisfied with the D&I climate, are less comfortable sharing their views and identities, have less sense of belonging, hear insensitive/disparaging remarks, or experience discrimination or harassment because of their identities or in their roles** at higher rates than their peers in the network.

Identities/ Beliefs

Racial and Ethnic Minorities	Female
Non-Binary or Transgender	LGBTQ+
Temporary or Long-term Disabled	Politically Conservative and Progressive

Roles/Locations

Undergraduate Students	Staff/Administrators
Boston-area Campuses	

Other Findings

- **Students** are the greatest source of insensitive and disparaging remarks, harassment and discrimination, followed by **faculty** and the **local community**.
- **Supervisors** receive the lowest marks for treating employees with dignity and respect.
- Respondents **in certain colleges/schools and administrative units** consistently rate their D&I experience higher or lower than university averages.

"Include diversity discussions/training in orientation or first year seminar (like with sexual violence). Otherwise, it's difficult to feel support without actively searching for it."

"Increase funding towards our cultural centers, hire more culturally competent and diverse faculty and staff, and provide more ethnic studies."

Key Takeaways

- Survey Response
  - **Low survey response rates** especially among students may be an indicator of the campus climate. Additional action is needed to understand why there was a low response rate, and to evaluate changes in participation rates over time.
- Campus Climate
  - The campus climate for diversity and inclusion receives **a high evaluation overall** and the vast majority of respondents believe **diversity improves campus interactions**
  - A majority of respondents personally **feel a sense of belonging or community.**
  - More information about the campus climate is needed from **non-binary and/or transgendered community**, as their assessment was less favorable than other groups.
  - More information about the **freedom to share views on diversity** is needed from **staff/administrators**, as these populations are much less comfortable speaking openly on this topic.
  - Lifting "stereotype threat" among those from different **socioeconomic** and **religious backgrounds** and **sexual orientations** should be a focus as these groups report being least comfortable disclosing these identities for fear of negative consequences.
  - Training is needed for supervisors to advise them on how to more consistently treat their employees with **dignity and respect**.
  - Creating opportunities for faculty, staff and students to interact with **people who have different backgrounds and political and religious beliefs** should be a critical focus.
- Institutional Support for Diversity and Equity
  - More effort is needed to **demonstrate institutional commitment** to diversity, inclusion, and recruitment and retention of historically marginalized students, faculty and staff.
  - We must work towards creating a community that **eliminates tension** related to individual or group differences.

Key Takeaways (cont'd)

- Insensitive and Disparaging Remarks
    - The volume of disparaging and insensitive remarks is low compared to other private institutions.
    - More work/education/training is needed within the student population, identified as the group most responsible for **disparaging remarks**.
    - More work is needed to understand and remedy the experiences of the Black/African American, Latinx, non-Binary, and long-term disabled members of our community, as they reported a **higher volume of insensitive/disparaging remarks**, compared to other groups.
- Discrimination and Harassment
    - Northeastern is similar to other private institutions in terms of **frequency of reported discrimination and harassment**.
    - More work/education/training is needed within the student, faculty, and staff/admin populations, which are all identified as **frequent sources of discrimination or harassment**.
    - More education and training for students is required to ensure that they know **whom to contact to report discrimination and harassment**.

Overall, creating a stronger sense of belonging within groups and across the university should be a critical focus area for the coming year.

N
LVX
VERITAS
VIRTVS

8

Potential Next Steps

品	Train/leverage supervisors to facilitate "dialogue circles" about the findings within colleges, departments, campuses to capture reactions and suggestions
👥	Host a series of Community Conversations to share findings university-wide (perhaps by roles/issues) and open feedback channels
☁	Develop and deploy a feedback mechanism that informs DEI action planning and future survey administration
📰	Create and deploy communications artifacts for dissemination — PowerPoint presentation(s); A detailed report for select audiences; An infographic for public consumption
📊	**Develop an action plan to address most salient issues from survey results** — Targeted outreach to marginalized groups (listening sessions, etc.); Customized training programs for students, faculty and staff; Leverage university assets (cultural centers, affinity groups, curriculum, experiential learning opportunities)

9

Appendix

Detailed tables

48

Response Rates by Role

Northeastern's survey response rates were lower than those of other 4-year private institutions that administered the survey over the past three years. Given the low overall response rates, particularly from students, it is possible that a **response bias** may exist; that is, those responding may not have the same opinions as those who chose not to respond. Thus, we use "respondent" to which we ascribe the results rather than generalizing our findings to the full Northeastern community.

Role	Total received email	Number of respondents	% of role	% of survey sample
Undergraduate Student	22,078	2,121	10%	34%
Graduate Student	13,306	1,443	11%	23%
Faculty	3,167	1,074	34%	17%
Staff/Administrators	3,237	1,476	46%	24%
Other	NA	40	NA	1%
Total	41,788	6,154	15%	100%

Findings – Our Strengths

Demographics	Northeastern respondents were **more diverse** than those from other institutions participating in HEDS survey.
Campus Climate	Respondents are **slightly more satisfied** with the overall campus climate at Northeastern (75%) compared with respondents from all other institutions (74%).
	A vast majority (92%) of students, faculty and staff respondents agree that **diversity improves experiences and interactions** and are **more comfortable** (71%) **sharing their views** on diversity and equity than respondents at other institutions (67%).
	Graduate students (68%), faculty (67%), and those on regional campuses outside of Boston (75%) and online (63%) feel the greatest **sense of belonging on campus.**
	Respondents generally feel that they are **treated with dignity and respect** (range: 68-86%).
	A vast majority (80%) of respondents agree or strongly agree that Northeastern is **an inclusive community** that accepts and encourages those of different cultures and languages, and a majority (60%) feel valued
Discrimination and Harassment	A majority (72%) of Northeastern respondents have **not experienced discrimination or harassment at Northeastern** (about equal to other institutions), though 52% of those who have experienced incidents of discrimination and harassment did so **in the last year.**
Insensitive or Disparaging Remarks	A majority (range: 52-77%) of respondents from all racial categories report **never or rarely hearing insensitive or disparaging remarks** about an aspect of their racial/ethnic identity. This is favorable compared to other private colleges and universities.

Findings – Our Opportunities

Campus Climate	Over half of NU respondents (63%) feel **a personal sense of belonging** to the community, though only half (50%) believe the campus is free from **tensions related to individual or group differences**.
	Just under half of all respondents (49%) feel satisfied that all community members feel **a sense of belonging** at the university.
	Undergraduate students (58%) and **staff/administrator** (63%) respondents are **satisfied with their sense of personal belonging in our community**. These are the roles with the lowest rate of satisfaction in this area.
	Respondents are least comfortable disclosing their **political perspectives** (21.9%) followed by their **socioeconomic** (13.9%) and **religious** (10.3%) backgrounds, and **sexual orientation** (10%) for fear of negative consequences.
Discrimination and Harassment; Insensitive or Disparaging Remarks	18% of respondents with **long-term disabilities** and 8% of respondents with **temporary disabilities** have experienced incidents of discrimination based on their disability status. Similarly, 35% of respondents with long-term disabilities and 22% of respondent with temporary disabilities have heard negative remarks about their disability status.
	Non-binary and/or transgender (58%), **people of color** (36%), **LGBTQ+**-identified (29%), and **female** (26%) students and employees hear insensitive or disparaging remarks focused on an aspect of their identity more often than those having different identities and beliefs. Similarly, **non-binary and/or transgender** (33%), **people of color** (17%), **female** (11%), and **LGBTQ+**-identified (9%) respondents experience discrimination or harassment focused on an aspect of their identity more often than those with different identities and beliefs.
	Politically conservative respondents experience incidents of discrimination or harassment more frequently (10%), while politically **liberal-identified** respondents hear insensitive or disparaging remarks (57%) about their views more frequently than their middle of the road (36%) or conservative (47%) counterparts.

Findings – Our Opportunities (cont'd)

Discrimination and Harassment; Insensitive or Disparaging Remarks	While NU respondents report hearing fewer insensitive or disparaging remarks than other institutions, **students** are the greatest source of disparaging remarks (44%) about an aspect of one's identity, with the **local community** being selected as the source 28% of the time.
	52% of respondents selected **students** as the source of discrimination and harassment, while **faculty** were selected as the source by 40% of respondents.
	Black/African American respondents are more likely (48%) to hear insensitive/disparaging remarks followed by **Hispanic/Latinx** respondents (33%) compared with those from other races/ethnicities.
	Non-Binary respondents are much more likely (25%) to hear insensitive/ disparaging remarks followed by **cisgender female** (7%) than cisgender male (4%) members of the community.
	Though the majority of respondents (69%) hadn't considered leaving Northeastern in the past year, more than 1 in 10 respondents **considered leaving** because of a general lack of a sense of belonging.
Global and Online Respondents	Similar to the Boston-area campuses, the discrimination and harassment among respondents in regional and online programs happened mostly due to **racial/ethnic identity, socio-economic and religious backgrounds, political affiliations/view, age, disability, immigration status, and physical appearance**.
	The most common forms of discrimination among all respondent groups in online programs was **racial profiling, bullying, derogatory written comments, and deliberate ignoring/isolation/exclusion**. The last two forms were also prevalent on global campuses.

14

Voices from the Community on Campus Climate

"I feel a strong sense of community at Northeastern, mostly due to the organizations and on-campus jobs I have held."

"We have a very diverse student body, but there isn't a comradery or common interest of the school. Very individualistic"

"I have a sense of community within my classmate[s] and instructors, but overall, the lack of diversity, inclusion and minimal efforts made by the university to combat the systemic racism that is rampant within the university and outside of the university is saddening."

"Include diversity discussions/training in orientation or first year seminar (like with sexual violence). Otherwise, it's difficult to feel support without actively searching for it."

"I love the diversity at Northeastern. I come from a predominantly white town, so meeting people from diverse backgrounds has been really cool and eye-opening."

"I have a strong sense of community among extracurricular groups I have self-selected into; due to co-op and traveling, I don't feel a strong sense of overall community with other undergraduates beyond our shared career ambition."

"Increase funding towards our cultural centers, hire more culturally competent and diverse faculty and staff, and provide more ethnic studies."

Voices from the Community on the Institutional Support for Diversity and Equity

"I have a sense of community within my classmate[s] and instructors, but overall, the lack of diversity, inclusion and minimal efforts made by the university to combat the systemic racism that is rampant within the university and outside of the university is saddening."

"Increase educational programming relating to diversity in the classroom setting (specifically regarding racial and socioeconomic issues)."

"Add more transparency and communication about how decisions are made and how the university is going about achieving its strategic vision. What does the roadmap for the next 5-10 years actually look like from an actionable perspective?"

"I would ask senior leadership to work more directly with the student population; it often feels that what my students want, and need is not reflected in the policies that are put forth by the institution."

"Nurture talent and promote from within to increase visibility and power of people of color at all ranks across the university. Does the representation of people of color in our faculty and senior leadership mirror that of the population? It should."

Faculty Senate Survey Fall 2021
December 7th 2021, 10:58 am EST

Q1.2 - Select your faculty status:
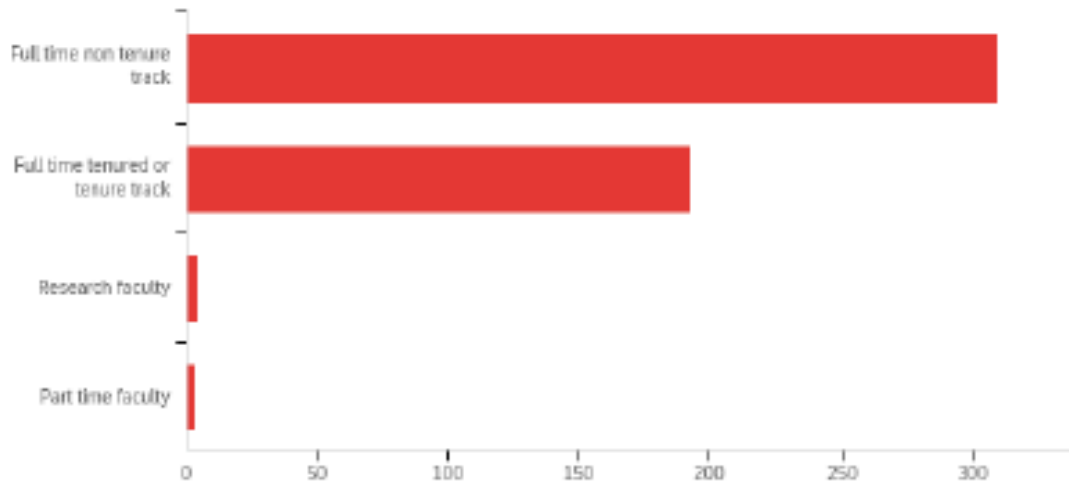
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Select your faculty status:	1.00	5.00	1.42	0.57	0.33	510

#	Answer	%	Count
1	Full time non tenure track	60.78%	310
2	Full time tenured or tenure track	37.84%	193
3	Research faculty	0.78%	4
5	Part time faculty	0.59%	3
	Total	100%	510

Q1.3 - What college/school is your primary faculty appointment?
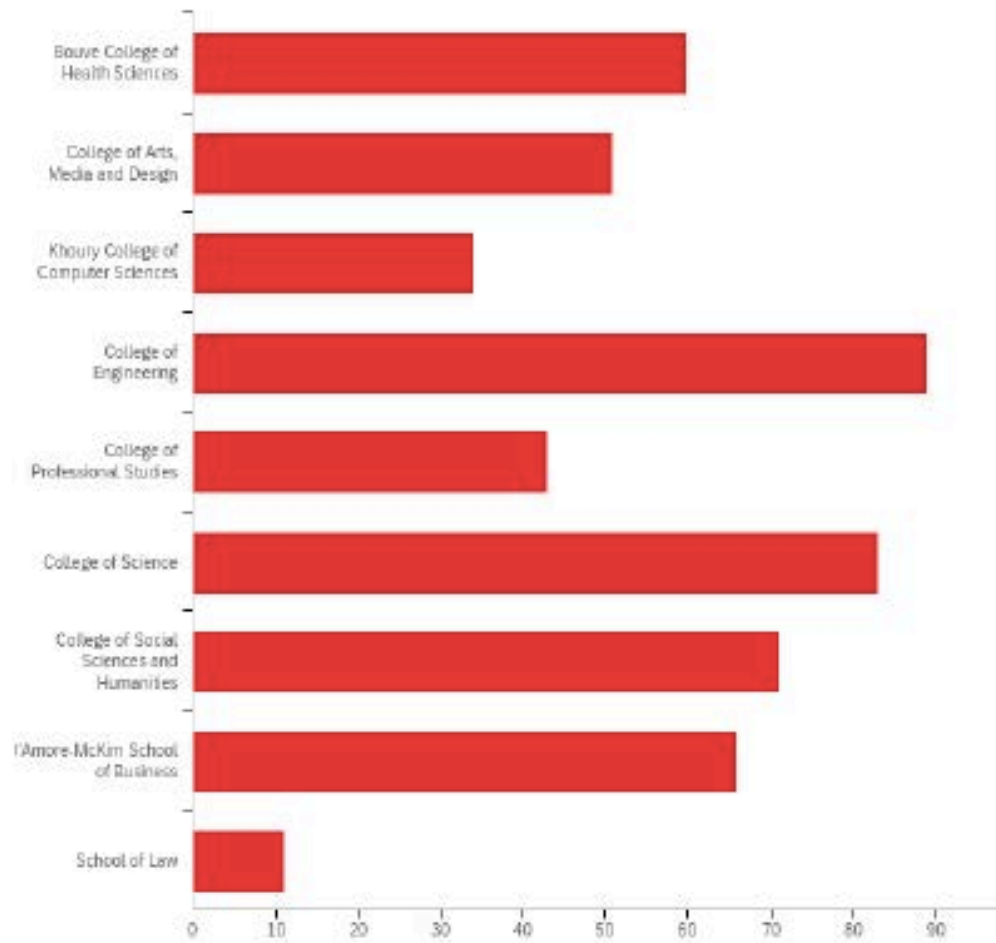
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What college/school is your primary faculty appointment?	1.00	9.00	4.84	2.33	5.45	508

#	Answer	%	Count
1	Bouve College of Health Sciences	11.81%	60

2	College of Arts, Media and Design	10.04%	51
3	Khoury College of Computer Sciences	6.69%	34
4	College of Engineering	17.52%	89
5	College of Professional Studies	8.46%	43
6	College of Science	16.34%	83
7	College of Social Sciences and Humanities	13.98%	71
8	D'Amore-McKim School of Business	12.99%	66
9	School of Law	2.17%	11
	Total	100%	508

INCLUSION AND DIVERSITY COMMITTEE

Q7.2 - Do you feel prepared to incorporate new topics, learning methods, case studies, or discussions on diversity, inclusion, equity, or justice within your courses, curriculum, or other supervisory relationships with students or student groups?
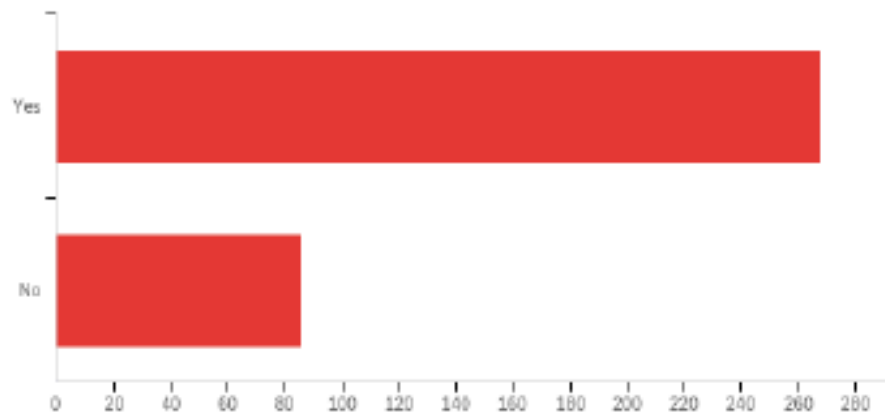
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you feel prepared to incorporate new topics, learning methods, case studies, or discussions on diversity, inclusion, equity, or justice within your courses, curriculum, or other supervisory relationships with students or student groups?	1.00	2.00	1.24	0.43	0.18	354

#	Answer	%	Count
1	Yes	75.71%	268
2	No	24.29%	86
	Total	100%	354

Q7.3 - In your opinion, what is the desired future state for faculty diversity, equity and inclusion at Northeastern? Relatedly, what would it take to achieve it?

In your opinion, what is the desired future state for faculty diversity, equity and inclusion at Northeastern? Relatedly, what would it take to achieve it?

DEI training is a start (I've started the new faculty training and I like what I have experienced so far). I don't feel prepared to incorporate DEI into my courses or in our program and makerspace even though I have completed a bunch of training and workshops at ASEE and Olin college of Engineering.

The senior leadership does not apply/demonstrate the principles of the DEI work that is being promoted for the rest of us. Until we see cultural change at the top nothing will change.

More women and URMs in positions of actual power; more pay equity between genders. Create a dashboard accessible by all faculty that breaks down the salary amounts and positions by demographics. This sort of transparency would clarify the issues -- as they say, defining the problem clearly is at least half the solution!

The university needs to support existing underrepresented faculty as well as to hire new one. It would also be helpful to have a way to detect toxic administrators that do not help with equity and inclusion. There should be a way for faculty to safely talk to someone about these issues.

Faculty from underrepresented minorities would feel welcome and supported in teaching and research. More needs to be done at the unit level to allow chairs and unit heads to deploy resources to help URM faculty. Too many unit heads fail to provide support and resources for URM faculty either because they don't have the resources or (more worrisome) they have a dysfunctional notion of fairness and equality, and seem to believe that providing additional support to URM faculty would in some way disadvantage people who have lived with and reaped the benefits of race and class privilege. In this context, any initiatives by the provost/chancellor are empty and performative. The last ombudsman report to the Senate outlined that many people see a huge gap between Northeastern's stated values on DEI and actual practice, and this is why. Unit heads need to be empowered to bestow resources and they need to be admonished if they fail to provide them.

Online modules seem like a knee-jerk response. In-person training and collaboration is necessary. Each group/department seems to be trying to do their own thing.

we're second class citizens in satellite campuses

Action and less talk...... start with equity, some people interview and apply for a job while other get promoted, or even better some people have a position created for them that they then don't interview for.

Increased numbers of faculty of color. Ensuring an environment conducive to faculty of color wanting to join our faculty or stay here.

I think DIE initiatives should strive to increase diversity along multiple axes, not just the ones that appear as checkboxes on typical demographic surveys (i.e. race/gender confined to typical categories). This should be done with the goal of diversifying the world views and backgrounds of our community in the spirit of reflecting our pluralistic society.

In the spirit of reparations, NU should offer undergrad degrees tuition-free of African-American, and Indigenous students.

In alignment with NU's commitment to become a more equitable and inclusive environment and in support of the One-Northeastern Model: It would be great if CPS faculty had the ability to apply for tenure/tenure-track positions within the CPS college/University system. While not all current CPS faculty would want to take advantage of this opportunity - it would be a tremendous incentive to attract and retain faculty to NU and specifically at CPS.

Explicit expectations... Greater support to implement and assist with difficult conversations/ situations that may arise with discussing certain DEI topics

Diversity should include everyone - and not just be based on gender, sexual orientation, religion, and race. For those who are not extremely liberal/progressive - the university is an unwelcome place. It also often feels very

anti-American and anti-capitalism. The fact that the school has a 'snitch' line is certainly not making the university feel welcoming or inclusive.

NU should have a faculty and student body that reflects the diversity of society. Efforts should be maintained to recruit and foster a diverse faculty.

A long way to go.

All teachers should feel comfortable answering "yes" to the statement above. That will require ongoing training, events, and workshops. I think university-wide training like what we're doing this semester is a baseline, but there needs to be more room for dialog, development of best practices, etc especially at the department level as it pertains to different roles on campus.

I see NU making significant efforts to increase diversity both in our faculty and our students. As a minority myself I feel that we are heading in the right direction.

This is a complicated issue that is difficult to capture in a survey answer, but here goes the short version of my answer: Addressing diversity, equity, and inclusion in an effective manner requires a process with a solid grounding in the philosophy and approach outlined by Arturo Escobar in his book Designs for the Pluriverse.

0) the question above this, the yes / no question about incorporating materials, is vague. are we being given something or expected to do this on our own? 1) ideal state: replace one faculty meeting a year with a live training facilitated by someone. salary transparency. efforts to specifically fund and support grad students, post-docs and junior faculty from under represented groups with more money and resources. 2) probably more money, time, and commitment from the university. pay the under represented faculty extra for their time doing this work!

More inclusive criteria for search and hiring seems to be underway But need to revaluate the criteria for mentorship, successful yearly progress review, and T+P if we are going to really be inclusive of diverse research and creative work and practices

The desired future state for faculty should be "color blind!" If we have earned a Ph.D., we should have achieved certain level of competence. Treating some groups differently will only create reverse discrimination. I hope everyone will be treated equally based on the same set of criteria

Frankly, we need less trainings and more open, difficult and scholarly debate of the issues surrounding diversity, equity and inclusion at all levels. I am a faculty of color and I feel like the path of requiring training is a bit of an easy way out for the university, and that training alone will not change the behaviors of those that failed to recognize their own bias before and that will continue to have power and act on old entrenched cultural systems within different fields and/or within society. I also think hiring more women and people of color will only be meaningful if there are better systems of support and of T&P review that can compensate for the barriers that will likely remain for those faculty members to succeed.

Diversity, equity and inclusion are very important. The desired future state for faculty DEI is to have a community in which different convictions about what DEI is and also different, e.g. religious, secular and political, views about how faculty members want to get there are encouraged. How to do that: Define a few principles that represent DEI and encourage faculty to adopt different practices that would be consistent with such principles.

I think we need to put more emphasis on recruiting diverse faculty and staff. I think students like seeing themselves represented across the university in various roles. I also find it odd that some groups count for diversity and some groups do not (Middle Eastern for example).

the desired future state for faculty DE&I is dependent upon the Diversity of Phds being produced across the country that apply for jobs. I suppose NU can do more to add to that pool by enhancing DE&I in its own graduate programs.

It would be great if students and faculty from historically marginalized groups felt like they belonged and had a voice at Northeastern. Sadly, we are far from there. I think that it would take a real hard look at all of our processes, supports, and departments to determine where all of the hidden barriers are that are keeping people out and down. The first step, though, would be to honestly listen to these employees and students who are having bad experiences and leaving.

DEI must be present and visible at all levels of the institution from the top to the bottom. It should be reflected in university leadership rather than mostly being focused on at the student and faculty levels.

Honestly, this is too large a question. I think the goal of having the student and faculty populations reflect the (domestic) diversity of the country is a useful proxy. I think it would take significant resources directed toward financial aid *and* student support. I also think a desired future state would involve not having differential costs for housing, e.g., some dorms that are more expensive than others.

More programs - add DEI to all evaluation processes.

Continue to hire individuals who will make the faculty diverse, equitable, and inclusive.

We need a representative faculty. Deliberate hiring with due consideration of department and program needs. This process needs to be led by faculty at the local level and not imposed from on high.

This question is difficult, because on the one hand we want to have merit in scholarship and teaching, but on the other hand, we know that those who are not cis-male heterosexual whites do suffer from systemic biases that downplay their strengths. I think improving this situation would require all appointments committees to understand that dynamic. It also requires us to focus on hiring, mentoring, and promoting people from different backgrounds in our school. Unfortunately, there is no magic bullet, and it is a difficult balancing test. But we need to make sure that we incorporate these competing concepts in our hiring and promotion practices.

I think our faculty in COE could be much more diverse. I would like to see more women and more people of color, especially at higher ranks.

These are not topic usually handled in my courses

I'd like to see Northeastern become a place where everyone can thrive, and that will mean re-envisioning current structures privileging white supremacist, patriarchal, and capitalist ways of knowing. Online asynchronous trainings don't teach the kind of self-awareness needed to undo deeply embedded biases-- that requires sustained, relational teaching and learning. Those might include structural incentives (valued similarly to sponsored research production) to participate in anti-racist, activist, and community-based action; facilitated ongoing training at departmental levels embedded in routine faculty meetings.

To have diverse views, which is well overdue. What would it take? Hiring faculty who could bring those different views from their life and intellectual experiences rather than asking existing faculty feign those things.

The top priority is increased representation on the faculty of currently underrepresented groups. This means so much to the students and will ease the burden of representation of our current faculty from underrepresented groups.

Greater representation of non-white males in faculty, especially in STEM areas, and especially including Professors of Practice who are not white males (as they can serve as visions of the future to our students, but only if they represent our students)

Expressing a desire. It would take hiring more underrepresented groups. It would take concerted efforts for retention of underrepresented student groups in specific disciplines.

Better pay for non tenure faculty.

more faculty appointments

Both curriculum and pedagogy must reflect DEI efforts; that's not simply sprinkling a few authors of color in our reading lists, but fundamentally rethinking our practices from assignments to lectures to assessment.

Ideally, all faculty would be actively engaged in events on campus that celebrate diversity. There is a tendency for only people whose identity pertains to the event to attend the event, and few others. In effect, there is little diversity at events designed to encourage diversity. Also, it should not be assumed that hiring more diverse faculty is the same as advertising job openings for various ethnic and racial studies. Diverse faculty should be encouraged in all fields and specialities so that there isn't an assumption that people of color are only involved in researching/teaching about people of color.

Diversity should also respect different teaching methods, include more empirical teaching, incorporate more practitioners and level their standing with doctrinal faculty.

To have demographic categories that more-closely mirror society at large. To identify the range of demographic categories which we seek to reflect, to understand means by which we can reach those communities, to market our searches to those communities and to prioritize hiring across those categories. It is a very long term process.

More action to follow-up on discussions that have been ongoing. Resources and bandwidth/time given to faculty/staff to engage in opportunities related to this topic

hire more diverse faculty and staff

More faculty and students of color. More scholarships/eliminating loans.

(1) At NU, percentages of faculty and students (and perhaps staff) should be closer to population percentages (2) It is a disgrace that research $ go predominantly to fund white male faculty, knowing that most of them don't face the difficulties that people of color, immigrants and other underrepresented groups in science have to overcome on a daily basis. Changes might eventually come, but I am 100% sure it will be too late for me.

A better way to teach it to students and different types of students.

The University should train faculty members who are interested and show talents to take leadership roles but not only hire outsiders. Non-TT faculty, particularly minority, should be encouraged and included to promote the true inclusion and diversity.

I would like to see NU's mission more fundamentally change in an anti-racist direction. More than improving the representation of people from diverse backgrounds (thought that is important!), this would mean overcoming endemic white supremacy culture, including fetishization of growth/expansionism, productivity, individualism, and quantity over quality. I see little evidence that this will take place.

I selected Northeastern back in 1983 because of diversity and openness to give anyone a chance. Current direction is good. Wish there was a way to encourage 1st generation permanent residents and US citizen high school students to think Northeastern, without concern about the price tag. In the 50's and 60's a segment of our alumni trace back to the Italian and Greek neighborhoods of Boston. This should be extended to the current immigrants relocating to Boston and US in general.

Although it seems like it might be very difficult to achieve with our current faculty demographics, our faculty should be much more diverse. More women would be a great place to start. More BIPOC faculty.

Well for starters, maybe add a semblance of diversity to the higher levels of the administration? The faculty hiring diversity requirements need revision as well- though well-intentioned, I was on a hiring committee this summer and it was clear that our diversity efforts are wholly inadequate. Automatically including anyone "with lived experience as a minority" is a very nebulous guideline that forces us to make judgments about people's lives with very little information to go on (and because demographic data is withheld, we end up biased and making decisions based on people's names). Our search this summer was held up because we were instructed to interview more POC candidates- again, this is well-intentioned because bias against POC people in academia is a huge problem, but the end result here was that we had to pick someone from our discard list (our pool of qualified applicants was very small for this particular position). This meant we had to inconvenience a POC person, give them false hope, take them through the interview process, and then immediately reject them so we could hire a person who was substantially better-suited to the role. It felt like a gross tokenization of diversity for the school's sake, and not something that in any way contributed to solving Northeastern's faculty diversity problem. In addition, it was (somewhat) clear from the requirements that the hiring process wants to focus on racial diversity, but I think more emphasis needs to be placed on other avenues of diversity as well, including LGBT status, neurodiversity, disability, etc etc. We have a very long way to go.

increased diversity in faculty and students; having students from underrepresented groups report consistently report they feel safe, valued, and supported in our programs, and having all students graduate feeling prepared to work with clients from diverse backgrounds.

everyone feel valued and supported everyone is treated fairly nobody feels unsafe the faculty, staff, and student body are diverse and reflect society as a whole, which includes not just race, ethnicity, and gender but also differential ability, SES, first generation college status, religious affiliation, etc.

I would like disability to be better represented in conversations about diversity on campus. This would take reaching out to and incorporating faculty who identify as disabled into broader conversations about what accessibility means on campus.

a faculty and student body that reflects the diversity of local community and U.S. population. In order to achieve this, we need a sustained effort to nurture students from diverse backgrounds towards academic careers.

hopeful that our efforts to widen the undergraduate pipeline, along with similar efforts nationwide, will similarly widen our faculty applicant pools so that inclusion can happen more organically without having to lower standards for new faculty (and even grad students). existing programs like the ADVANCE program and office definitely play a positive role in broadening applicant pools -- again this needs to be done nationwide, not just here, in order for everyone to feel the benefits across locales and disciplines. retention is also a major consideration. recruiting is only half the battle.

More resources are needed at the university-level. All faculty, staff and students should undergo annual training including case studies. All faculty and staff hiring committees need direct assistance from HR to increase the diversity of candidates in the hiring pool; the university should expand their advertising for positions beyond the current sites.

widening of the tenure requirements to focus on tenure for retention of excellence not for research productivity large advances in scholarships graduate services equal to undergraduates

It will take more recruiting of younger faculty for development

Less talk; more action. Recruit from institutions other than the top 10/elite institutions. There are brilliant graduate students/post docs in many other places.

A diverse, fair, nurturing and supportive faculty environment. Governance changes are sorely needed, e.g., applying the principles of equity, diversity and inclusion in leadership decisions.

more admission opportunities, tuition-and-other-needs funding, and on-campus supports for underrepresented minorities.

More training for faculty and more rewards for diversity work in terms of course releases and the tenure and promotion process. The new required training was good for raising awareness, but by no means did it offer actionable feedback for improving teaching practices.

I'm just not sure how to incorporate these topics into my courses.

Northeastern needs to make a concerted effort to address the deepening inequity in the area of faculty salaries, most notably the issue of salary compression and inversion. This is critical for retention and for promoting the kind of university that understands the real constraints of structural inequality at the societal level and takes reponsibility for its part at the university level.

N/A

One where the admitted student population reflects the diversity of the high school population in the US. There are many barriers to this future state. What Northeastern could do is to improve outreach to high schools (locally, regionally, nationally) and to help high school students be aware of what professionals who graduate with our majors even do for careers. I think there is a huge disconnect between what my department teaches in courses and what incoming students even know about the major.

Good

It is another disenfranchising effort to make sure that the faculty are all lock-step with the progressive philosophy that will not allow debate/discourse over topics or positions with which progressives do not agree. It's time to recognize that faculty should allow faculty colleagues and students to voice opinions and positions which may be diametrically opposed to their own. Faculty need to listen respectfully and debate issues rather than close down discussion by calling opposing views "racist," "sexist," etc.

More education and hiring a more diverse faculty.

Diversity at the faculty level must improve. Opportunity hires are the way to go. It is too difficult to achieve this intentionally through the usual search process.

We (like everyone) have a lot of work to do to create an inclusive atmosphere for students and faculty of color, students/faculty with disabilities and trans students/faculty.

Every new initiative (diversity, inclusion, equity, or justice) is being pushed down to faculty to implement without faculty input or providing resources for implementation. Such topics are difficult to include in chemistry or physics course.

Great

NU needs to train, recruit and hire more people of color in full-time faculty positions.

It would be great if it reflects the diversity that exists in this country. It will require efforts at all levels given the biases in hiring, training, etc and challenges inherent in the system

A more diverse workplace and a culture of respect. The Title IX training is excellent and it would be great if there were follow-up discussions/training based on that curriculum. The Academic Impressions training is fine. However, the University should have ensured that we would not all be added to their mailing list to be spammed literally every day. The first ~week of emails didn't include any way to unsubscribe. This is not the way to build buy-in and could engender ill will.

Wish we could continue discussion in department and not have to do ineffective HR imposed trainings on it that just are to unhelpful

I believe the desired state is the university living up to its stated goals in every training and presentation we've been to -- that the faculty be a fully diverse body where everyone feels valued for their unique identities and perspectives but also a sense of belonging within the faculty group. I would really like to see some analysis (and follow-on efforts) focused 'beneath' the department level - particularly for the larger, multi-disciplinary departments. For example, the Civil department may look diverse when it comes to gender identity, but a closer examination reveals that certain sub-disciplines, like Environmental Eng, skew heavily female-identifying while others, like Structural Eng, skew heavily male. That means our students and our faculty in those sub-groups are experiencing less diversity than the university metrics would lead us to believe.

More efforts in recruitment and cultivating a work environment that values diversity.

Individuals from minoritized groups would rather be at Northeastern than anywhere else in or outside of academia. And they are represented at least in proportion to the wider population.

I believe Northeastern needs to do more mandatory training, as well as make the environment more responsive to diversity/inclusion issues.

Hire more faculty of color, and pay them enough so that they continue to work at the university. Let faculty organize a union so that we can be included in negotiations instead of grasping for table scraps.

The desired future should be a collective understanding that we live in a multicultural and interdisciplinary world wherer everyone should be treated fairly, with dignity and respect. Northeastern University is well on its way to achieving this goal and we should be very careful not to assume that just because a minority faculty member is not promoted - or if we don't have a specific number of minorities on the faculty or staff - it has something to do with a failure to support the fundamental tenets of diversity, equity, and inclusion. In other words, let's assume that the glass is half full, rather than half empty.

A strong eye toward whether faculty research projects directly impact social justice topics, broadly construed. If not, dock them a 10% fee for 'being part of the problem' to support other initiatives that actually try to address systemic racism, sexism, and heteronormative hegemony as baked into their epistemologies, fields, and organizations.

We should strive to increase the diversity of our faculty to better reflect our student population. This will take proactive planning, financial resources, time, and thoughtful evidence based strategies to effectively advertise Northeastern University as a great place to work. Colleges should be sending representatives to national conferences, actively recruiting diverse and talented individuals. Departments need to be able to hire TT and NTT individuals when they express interest, there will always be a place for them to teach at NU.

Inclusion should be at the forefront to create a welcoming environment for all. Instead, diversity is the driver and it is creating a perception of divisiveness in the quiet majority.

It seems like a very important topic, but I still have no idea how to include in very technical engineering courses, e.g. those that are focused on physical phenomena and mathematics.

Clearly we need to increase the percentage of the faculty who are Black and Latino/a 1) actively recruit graduate students from historically Black colleges (who will then increase the pool of Black candidates.... otherwise colleges are competing for the same pool of PhDs.) Similar efforts should be made with Latino/a college students. (I use Latino/a - rather than Latinx intentionally as some of the older Latino/a people I know, see the "x" as a white expression, and Native American I see our efforts to increase the diversity of our undergraduates as ultimately contributing to increasing diversity on the faculty level. For this reason I think we should bring back the old version of UJIMA program, increase the number of BIPOC counselors at the health center (if possible) and provide a way for first generation/black/latino undergraduates to get Learning Disability testing done at NU (the middle and upper class white students were much more likely to have this opportunity prior to attending NU (this is an equity issue).

Diversity should be embedded in all we do, not a separate process

I would very much like to incorporate topics, case studies, and discussion related to DEI and social justice, or at the very least ensure that my teaching materials are sensitive to these issues. I feel somewhat prepared in this regard, but would appreciate any University resources related to best practices that could be disseminated to ensure I handle these sensitive topics in an effective way.

Faculty driven approaches -- not top down compliance measures

Some systemic overhaul? Big thinking about structures and how to alter them. Business as usual with small tweaks has not gotten us very far.

As is

Things seem okay as they are.

The core and essential purpose of a university is to create and disseminate knowledge: that is our responsibility and privilege as faculty. A climate of intellectual diversity is an essential precondition of HOW we carry out our work, and contribute to the broader impacts OF our work, but should never be mistaken for the purpose itself. Similarly, we must remain fiercely opposed to any sort of ideological conformity. Simply because a university is a powerful social institution does not follow that a university is the right institution to address social issues. It is through our scholarship and teaching that we affect (hopefully for the better) the world, and we would do well to remember that unique role.

I feel that the University is striving for DEI but I do not believe much changes will take place. From experience on the hiring committees, people state that they want diversity but when the hiring decision is made, there is no diversity. In fact, excuses are made such as the person will not fit the culture, or given that English is not the first language, it may be difficult to understand the person. Also, places to look for diverse candidates are too expensive to use or the department wants to hire quickly to fill the role and therefore does not have time to find or wait for diverse candidates.

All faculty value DEI, take training seriously, and work towards change.

While representation matters, DEI should not turn into a numbers game. What matters is that people of different backgrounds should all feel welcome and accepted, instead of simply changing who is welcome and who is not. Substance should matter more than "optics". And even if somebody is the only person with a certain trait in a room, they should not feel as an outcast. This should include people with conservative views on a university campus.... BTW trying to fix the problem at the university level is a bit late. We as a university should explore how to help fix the public school system and the social safety net, so that everybody gets a fair chance. The biggest long-term problem is not race or gender, but poverty and lack of opportunities—and that of course is currently correlated with race and gender. To get there, we first of all need more kindness, more listening, and true free speech. Treat others like you want to be treated. It is particularly ironic that a lot of the DEI discussion focuses on blaming certain groups for whatever other people looking like them have done in the past or are doing now. Instead of adding more bureaucratic nonsense like "diversity statements" for faculty hiring or forcing everybody to go through diversity training of questionable merit, the university should create opportunities for people of

different backgrounds to frequently interact with each other. How about providing funds for faculty events where the goal is not to be lectured by someone on DEI, but where instead different people can mingle in small groups and directly talk to each other about their experience?

Action in hiring. All the training in the world doesn't matter unless there are concrete actions to go with it.

Hire the best faculty possible regardless of their demographic profile or other wants/needs. Treat all faculty equally (as much as that is possible). Maintain true transparency in everything that is done (actions, not words). Respect everyone, and expect the same in return. We work for our university, our students, each other, and ourselves. Some people emphasize the last part too much. There should be fairer treatment of all faculty (especially PT and NTT since they carry the majority of the teaching here). Administration has to make decisions WITH faculty, not in spite of them. I think there is too much emphasis on trying to make numbers look good and being overly proactive on pretending to address these topics. Throwing money at these issues and creating high-level positions will not achieve it. Smart faculty and staff hires and common sense will.

We need to pay better across the board.

Faculty should be more diverse. I don't know how to achieve that.

Better help for search committees would be a good start. What I would really like to see is an appreciation for the diversity we already have, particularly between TT and NTT faculty. I don't know right now if I would recommend that someone else apply for an NTT job. The constant microaggressions from the TT folks wears you down year after year. Our educational research is ignored or scoffed at, we get talked down to, our ideas get pushed aside until a TT person says the same thing, at which point it is the greatest idea every. We work incredibly hard for less pay, which I know is part of the deal. But when a TT person whines about having to teach a huge 31 person class when I have 300+ students every single semester, it really gets on my last nerve. Hiring diverse folks and then treating them like garbage is worse than not hiring them at all.

Faculty diversity should reflect the diversity of our student body.

I think NU is making strong efforts in diversity and will achieve its goals.

No change

I feel mildly to moderately comfortable, but not on an expert level Collaborators on campus to work with; protected time to engage in diversity and equity education

A more diverse student body, but I am not sure how to achieve it.

A state where we faculty are diverse in many ways, from race to nationality to gender and even financial upbringing and all of those differences are not only seen but contribute to the university's policies. Looking for faculty outside of the top and known universities but looking for instructors both in industry as well as not well known schools.

I have seen foreign and/or female faculty members who left Northeastern University in 2 semester after being harassed by students. The administration sided with the students and the students in turn, would harass more staff and faculty members who were not able to fend themselves. Unless the administration cares about doing the right thing, in this case protecting their employees from harassments conducted by students, I see no point in even talking about diversity, equity and inclusion. One should look into how Harvard handles this.

DEI needs to be come much more important. Khoury does not include DEI in anyway in tenure. Why? It is long overdue that DEI be a requirement and important component of tenure and merit review.

1. Provide ample time for new hires. We should not learn in April, that enrollment for the fall has skyrocketed, and we absolutely need to hire new faculty in order to meet the demand. 2. Get the ball rolling on new hires as soon as they are approved. We had positions improved for our department by the dean in April. Do you know when the advertisement was finally posted? Beginning of July! Absolutely unacceptable! It cost tremendous stress for the search committee and all faculty who were concerned they may be asked to pick up on extra classes after all we have been through in the past year. When a position is posted so close to the start of the fall semester, good luck with diversity hires. 3. Promoting NU at job fairs, conferences, etc. which are more likely to be

attended by potential diverse candidates. Planning, communication, coordination - among all involved offices from the very beginning. It starts with the decision making process.

I marked yes to the above, but it is an ongoing process. Workshops, continued conversations, events, workshops and trainings are necessary.

hire hire promote promote

The current status is pretty ineffective. Most do not buy into the importance of DEI. It is definitely better than a few years ago, but we are still behind. Not sure what it would take to achieve a better push to diversification.

Since I'm white - I don't feel like I can talk about diversity - not to students, staff, or faculty. So I'm not going to say.

Many more resources offered to faculty for teaching in this area. Professional guidance on how to run faculty and staff searches that embrace diversity, equity, and inclusion.

Need personal accountability as well as institutional mandates; Outside of creating committees and mandating training, is the university expecting that the syllabi will reflect more social justice themes in course work, resources used by students, assignments that reflect more inclusive pedagogy? What if instructors don't agree that white supremacy, racism, and privilege are concerns -- how will this be addressed? Is "One Northeastern" an extension of a color-blind view of our university where everyone is a blend of the same?

If this is a question about hiring, then the university needs to continue to hire more diverse faculty into tenured and tenure-track positions.

Better recruiting for faculty from URM to build a more diverse faculty body would be helpful. Diversity suffers when search committees prioritize research productivity too heavily, so more weight should be given to other things applicants bring to the table.

Expanding strict admissions requirements for students enrolling in the fall to have a diverse representation of students (forget the rankings). Offering more financial support to these students will broaden the experiences of students and allow all to learn in a diverse environment.

Need resources allocated to decentralized processes.

Increase faculty diversity via additional hiring

Northeastern needs to get much more serious about DEI. So much needs to be done. It would take major investments in scholarships for BIPOC students.

Northeastern's leadership responds to inconvenient or uncomfortable issues-- defined as any issue not deemed important to them and their success-- only when absolutely necessary. We see this at every turn: BLM, Asian-PI issues, Women's Issues, BIPOC, DE&I... Northeastern will do the least needed and pay for the least expensive in order to go through the motions. We see it. We know it. Several of us appreciate the obvious support we are now receiving, but do you know what it took to get there? It took too long, and still feels disingenuous and forced while the prevailing culture continues. What would it take to achieve a desired state? A change in leadership to look like, feel like, understand, and place importance on the majority of the people of Northeastern's future.

This question is unclear.

I'm always willing to learn new things. I'd be careful of some DEI topics since equity at the expense of equality is problematic.

more targeted searches with quick timetables - I served on a recent diversity search that was poorly handled

There are obvious and glaring structural issues with the lack of diverse representation in a lot of departments, including mine (mathematics). Many of the programs and initiatives that seem to be intended to address the issues don't really seem to be achieving very much, despite the best efforts of the committee members involved in them. In my department, our D+I committee is working to try to improve diversity in the undergrad and grad populations, but essentially all of the activities we perform are effectively volunteer work, and it is hard to get the other responsible committees to respond to us. It would take better leadership and coordination on the administrative level to fix the lack of representation. Our department is still very supportive of the efforts being

made, but with all of the administrative restrictions on what hires can be made and in what areas, it's not at all clear how the department can solve these issues by itself.

I would like more inclusion of issues related to disability in conversations about diversity and inclusion. As an individual with a disability, I don't feel at all met or welcomed by the existing (still incredibly valuable) conversations that focus on racial diversity.

when it is integrated and immersed vs. fragmented for specific purpose (yes, needed for training and initial implementation and as a periodic "control" mechanism, but not necessarily the best to instill the "lived example")

Focus on it for real instead of doing training modules that check off a box for the university and make leaders feel good. Stop demonizing faculty as if we are the problem.

More resources.

I've been to several STRIDE and ADVANCE meetings over the years, both as chair and afterwords. At the last one, the presenter put up a really damning slide: the percentage of Faculty of Color was basically unchanged over a decade despite all the genuine efforts I think people have made. Outreach is not turning out to be enough; I think if we really want FOC, we're going to have to start disproportionately allocating hiring and resources (compensation, support) to them. At least in my field, there are very few FOC who can meet our tenure bar, so the fight for the ones that do is fierce. We either up our competitive game or relax our standards for these candidates.

It should be a major institutional priority. I would like to see us doing more than other universities and becoming "thought leaders" that model best practices in DEI. To achieve that requires an institutional commitment at the highest level of leadership (not just lip service), a resource commitment (hiring lines created for faculty with expertise in relevant topics, buying out faculty time so they can do service or research on these issues, etc), and a personal commitment on the part of individual members of the faculty and administration to examine their own practices, biases, and work environments.

Not white man over 60 as president/provost/chancellor. More diversity and inclusion in this chart. https://www.northeastern.edu/about/university-administration/

More hiring--AND RETENTION--of BIPOC staff and faculty, but also a more inclusive environment for students. People leave because they see institutions around us having greater support, greater programs, etc. I see all these initiatives and committees popping up, and I don't know what they will actually do, and what difference we will see beyond having more diversity-minded committees. I want the university to actually understand what an inclusive university looks like---and maybe that involves less formal committees and more listening tours of how diverse students experience the university. Are you responding because of political pressure, or are you responding to actual students who have expressed actual needs? Do you know your diverse students?

Branch out from what has traditionally been viewed as "important" or "relevant." What is important and relevant to one is entirely circumstantial and may be wholly different than what someone else deems as such. In the arts, we are navigating away from what has historically been considered "masterful" as this category excludes centuries of works by cultures other than those of colonizers and imperialists. These works are still important, but they are not MORE important.

Wow — this is a huge huge huge question for this context. We should have a faculty that reflects the diversity of our world and our student body. We do not yet have that. We need very targeted hiring and active support from Deans' Offices in hiring processes. Also, we need much expedited hiring permission. We didn't get hiring permission and complete our searches until just 2 weeks before the semester began!!!!!!! How can we attract and keep good candidates that way?

I don't know.

Though I have continued to seek courses, readings and other learning resources for myself, my students do not seem to engage at a level I would hope to foster. We continue to discuss opportunities to integrate across our curriculum and program activities.

I think there needs to be a supportive, open, and honest culture. I think uncertainties in the DMSB about the tenure process as Northeastern, coupled with increasing standards for tenure and some recent tenure decisions have significantly undermined trust among junior faculty. It seems like experimental researchers are being

weeded out and all the school is interested in is UT-Dallas publications, many of which in specific disciplines do not even (or hardly) publish experimental work. In short, it feels like the deck is stacked against some faculty depending on their research methodology. This undermines inclusion. I think Northeastern does a pretty good job with diversity!

Larger impact at the administrative and university culture level versus small initiatives

DEI should not be forced on faculty. There is no room for dissent on the topic.

admit more students west of the Appalachians and east of the Sierra Nevadas

This is a very difficult question to answer. Ultimately we will have achieved an acceptable state of diversity equity inclusion when we don't have to break people into groups by identities or interests. I think recognizing the challenges of different identities is tremendously important and the current forums that try to do that are helpful but until we have a culture That does not act upon inappropriate behaviors whether in meetings, email communication We will never achieve it's a divverse equitable inclusive community. It sounds really simple but people need to practice kindness and respect and there needs to be and acknowledgment when this isn't happening. It doesn't need to be punitive. There just needs to be a forum were these issues can be Addressed and people move forward

Better representation and comfort speaking to it from all faculty and staff.

I'd like to see NU be more supportive of the 5 year 3 Co-op model to give students from low income families time to finance their education. There's something about the old slogan "earn to learn" that made us less elitist.

It would be great to match the local population. Top-to-bottom pipeline development is required to achieve this.

Bringing in more diverse faculty has been consistently taking place. However the socio political climate at large, though not directly part of the classroom, influences all parties. I don't know how well we are all preparing new diverse faculty for the potential of difficult conversations they may have in classrooms around the diversity. Training in redirecting conversations to the course content seems like it might be pertinent.

Diversity and inclusion training should take advantage of Northeastern's experts in these areas. It should also be facilitated by an organization that has concrete experience with Diversity/inclusion issues, not just testing/training. Senior Administrators, the President, and the Board of Trustees--not just those hired to do D&I--should explicitly support diversity and inclusion through concrete action, not just words and statements. The fact that Northeastern, which continues to expand into Roxbury, has effectively evicted both EMK and AAMARP, and reduced the impact of NUCrossing, makes it very hard to believe that the institution is truly interested in diversity and inclusion.

to have it be an established component of merit review and tenure/promotion; to have our faculty more conversant and active in these issues

NU needs to be more strongly committed to faculty diversity. The administration in recent years has been fixated on faculty searches in very narrow areas. This hurts our ability to bring in diverse applicant pools. The best way to get a diverse applicant pool is to make the searches open to a broad range of specialties within a unit.

Start talking about disability diversity and inclusion and putting real resources forward toward making this a reality. Disabled faculty, staff, and students are too often left out of these conversations.

respect for all faculty

more faculty and students from diverse communities

Actual demonstration of DEI statements

There are so many aspects it is difficult to list them all here.

APPENDIX D
Mentoring Practices Across Colleges

Mentoring Efforts by College
8 Feb 2022
Faculty Senate Faculty Development Committee

College/Assoc Dean	Description
Bouve (Margarita DiVall)	Unit heads are expected to establish mentoring teams within one month of the faculty member's appointment and report these to the Associate Dean for Faculty Affairs. Mentors should be provided to all new full-time faculty including those hired at higher ranks, whether they are clinical, teaching, tenure-track, or research professors. Faculty who have gone through tenure and promotion at NU can also request a mentor, and this can be handled on a case-by-case basis. (see attached guidelines for details) In addition to this guidance the college has a faculty development and recognition committee which provides input in faculty development needs and programming. Gene Tunik (our Associate Dean for Research and Innovation) and I also run a monthly group mentorship program focused on research for our TT faculty but we also incorporate sessions of interest for all faculty.
CAMD (Matthew McDonald)	In CAMD, all tenure-track faculty are assigned a mentor through the tenure process. The Associate Dean of Faculty works with unit heads each year to assure that new faculty are assigned mentors and existing assignments are working. Each unit has workload documents that recognize faculty mentoring as a form of service. We are currently looking at developing more formal mentor structures for our NTT faculty, who increasingly are seeking promotion, and our associate professors, who have expressed a need for mentorship as they navigate the pathway to full professorship. I think additional programs for these two groups would be welcome.
COE (Sandra Shefelbine)	Every department does it differently: **MIE** uses a mentor committee (Career Development Committee) of 3 tenured faculty assigned to each assistant professor. The committee meets every semester with the assistant prof (or as needed). The chair of the committee writes the annual tenure letter in collaboration with the rest of the committee. This results in regular, formal feedback. The letter is approved by the tenure committee each year (all tenured faculty). **BioE** assigns each assistant prof a single faculty mentor. Most assistant profs do not know who their mentor is and have not met with them. Most tenured faculty don't know who their mentees are. For the tenure letter, the assistant prof picks 3 tenured people and presents their case. Typically different people each year. One of those 3 people writes the annual tenure letter and it is approved by the others. Because it is a

	very young department, there is a lot of informal mentoring going on as well. **CEE** – formal assigned two mentors meet 2x per year **ChemE** – assigned a research mentor and a teaching mentor. Meet 1-2x per year. **ECE** – assigned mentors and mentees meet monthly.
COS (Oyinda Oyelaran)	For now, the College does not have college-wide structure, guidelines, or policies on faculty mentoring, and policies and practices vary across departments.
CPS (Joe Griffin)	• CPS Faculty participate in the ADVANCE Mentoring circles • GSE (Grad School of Education) Joe McNabb has extensive mentoring circles in EdD for advising, each DIP faculty member has a small cohort of advisors who meet regularly on their work • The FDSC (Faculty Development and Support Committee) Promotions sub-committee is hosting sessions to support faculty re. pursuing promotions, but not formal ongoing mentorship • The FDSC Faculty Development Models and Opportunities sub-committee is hosting a series of support sessions on various topics but, again, not formal ongoing mentorship.
CSSH (Mai'a Cross)	Each new faculty mentor has a mentoring team. This includes more than one mentor in the person's home department as well as at least one mentor from each department in which there is a joint appointment. (see attached guidelines)
DMSB (Olubunmi Faleye)	Each Group in the DMSB has a formal mentoring committee. The relevant portion of our Faculty Handbook is reproduced below: **Group Mentoring Committee** **Charter:** The Mentoring Committee in each group will designate one or more members to act as a link to each tenure-track faculty member in the group. Committee members will communicate regularly with their designated tenure-track faculty member(s) to measure their progress, circumstances, and needs. The committee will meet formally at least one time per academic year, although they may meet more frequently as needed. At these meetings they will assess progress and formulate and convey recommendations for potential actions or changes in the tenure-track faculty member's program. These recommendations, along with strengths and weaknesses of the faculty member, will be conveyed to the faculty member and to the Group Chair. The committee should provide guidance to Group Chairs as they evaluate the committee's support, resource, and teaching or service load recommendations. When differences arise, the Senior Associate Dean will be contacted for guidance. Tenure-track faculty may approach and talk with any member of the committee, or any other member of the faculty if desired.

	Structure: Each group will have a mentoring committee consisting of two tenured faculty from the group plus a Group Chair from a different group. The Group Chair will chair the committee.
Khoury	**Tenure-Track Mentoring** Every tenure-track faculty member at the Assistant Professor and Associate Professor levels has a mentor of higher rank. The mentor assignment is made by the Associate Dean of Faculty Affairs when the faculty member joins Khoury, and revised as needed (e.g., when the candidate is promoted, or the mentor goes on sabbatical). Each mentor is expected to meet with their mentee one or two times each term to discuss their progress and help address their challenges, especially in research and teaching. -- Tenure Committee Reviews: The mentor leads the annual review, third-year review, and the reading group for the tenure review for the candidate. (Occassionally, for example when the mentor is on sabbatical, this responsibility is undertaken by another faculty member of the tenure committee.) Per our bylaws, the annual review is a combined effort of the candidate, the mentor, and an additional reader selected by the Tenure Committee. -- Faculty Mentor-Mentee Lunch: Khoury provides support for one mentor-mentee lunch each term. (Since the pandemic, this has not been used; we hope to revive it soon.) **FTNTT Mentoring** -- In their first year, new faculty are mentored by their supervisor (i.e., Assistant Dean for Teaching Faculty in Boston/online; network directors on other campuses). -- In Boston, the DEI subcommittee is also trialing a "buddy" system, which pairs new faculty with someone that is not their "boss" for answering questions, chats, etc. -- Faculty with teaching concerns in annual evaluation typically receive a formal teaching mentor (typically a senior faculty member). -- Individual faculty members are encouraged to take advantage of multiple other opportunities (e.g., CATLR inquiry fellows, professional mentoring/networking). -- Pre-Covid, we had have a regular "Teaching Seminar" which involved talks & discussions regarding pedagogical advances & tools, but that somewhat got integrated into teaching-related mentoring circles (and related events) during Covid times (see below). **All-Faculty Programs**

	-- Faculty Mentoring Circles: Faculty Mentoring Circles provide an opportunity for all faculty (regardless of research area, rank, title, or tenure status) to pursue advice from senior faculty on a variety of topics. These topics are typically selected by the group ahead of time or in real-time. The faculty mentoring circles was designed to help faculty at a younger academic age (junior faculty) to form connections with faculty at an older academic age (senior faculty). This group was also formed as a place where all faculty can go to in the event they need additional resources or need help acclimating to the College. -- Faculty Socials: Faculty socials provide an open forum for all faculty members of Khoury College to connect with one another in a much less formal setting. The purpose of faculty socials is for our faculty to have an opportunity to get to know one another on a variety of levels and were established to assist with faculty in forming organic professional relationships that would be minimal otherwise. As the College has grown, the opportunities for informal gatherings diminished over the years, but we have brought them back over the past several years. Khoury College offers two types of faculty socials. We have held these formerly in-person for faculty on the Boston campus (pre-COVID era) and virtually. In addition, we have also offered these virtually and across campuses..
Law (Kristin Madison)	Our tenure and promotion rules call for the appointment of a tenured faculty member as a mentor to a junior faculty member at some point during that candidate's first year. Tenure mentors play a prominent and important role in advising and supporting the faculty member throughout the tenure track, including by acting as a liaison if necessary between the candidate and the Dean or other tenured faculty. The mentor works with the tenure & promotion chair and the candidate to assist the candidate in preparing a plan for the progression of teaching, scholarship, and service to the level required to support tenure. This plan, which may be modified over time, is reviewed by the full tenured faculty, so becomes an important part of the mentoring process. Full-time non-tenure track faculty are all assigned a full professor (tenured or FTNTT) as a mentor. As with tenure-track faculty, this person is selected during the professor's first year. The expectations of mentors for FTNTT faculty parallel those for tenure-track faculty, although there is no tenure plan. Our rules also allow for individuals hired as full professors not on the tenure track to request a mentor.
University-wide via ADANCE	Full-time Non-Tenure-Track Faculty Mentoring Circles Mutual Mentoring Advancement Program (M2AP) Mentoring SOS –We send automated email messages out to faculty mentor pairs each year

	Mentor Training – Each year, we host mentor training for those who supervise research training based on the Center for the Improvement of Mentored Experiences in Research curriculum. We currently have three trained facilitators but are looking to do more.

Mentorship Policy Bouve College of Health Sciences
Approved BCHS Faculty September 24, 2019

The Bouvé College of Health Sciences is committed to ensuring that our faculty members are in the best possible position to succeed professionally. The success of faculty is fundamental to achieving the mission of Bouvé, and NU2025. Early career faculty members as well as new faculty members deserve access to high quality mentorship to ensure their success. The Bouvé College of Health Sciences' Mentoring Program is a structured approach that provides guidelines for selecting mentors and formalizes the responsibilities and goals of the mentee and mentor. This program capitalizes on the strengths of Bouvé College and will better position all faculty, and especially early career faculty, to navigate increasingly complex demands of their careers, to thrive professionally, and to be active members of the Bouvé Health Sciences' community. Informal mentoring relationships continue to be highly valued as a complement to this program.

Faculty mentoring is a proactive process designed to facilitate the success of junior faculty members. Research has shown that faculty in mentoring relationships tend to be more productive, more visible, and are more prepared for tenure and promotion reviews than those who are left on their own to "sink or swim." Below are the guidelines and expectations for mentoring for both mentors and mentees. Please see accompanying best practices for mentoring document for additional information and resources.

Unit heads are expected to establish mentoring teams **within one month of the faculty member's appointment** and report these to the Associate Dean for Faculty Affairs. Mentors should be provided to all **new** full-time faculty including those hired at higher ranks, whether they are clinical, teaching, tenure-track, or research professors. Faculty who have gone through tenure and promotion at NU can also request a mentor, and this can be handled on a case-by-case basis.

1. **NU Mentorship Teams**
    A. **Early-career tenure track faculty**
        - For each new early-career faculty member, chairs should appoint a mentor who is a tenured faculty member. It is best if the mentor is within the unit; however, for a specialized skill set or for small departments with few tenured faculty, it is appropriate to identify mentors within the college, or if appropriate, from another college at NU. The Associate Dean for Research and Associate Dean for Faculty Affairs can serve as resources to help identify mentors.
        - An additional mentor can be identified to provide mentorship focused on teaching excellence. These mentors should be mid-level or senior faculty in or outside of the department and do not have to be on the tenure track.
        - **In the case of cross-college joint appointments, both units should be represented on the mentoring team.**
    B. **Early career non-tenure track faculty (including Co-op)**
        - For each new junior faculty member, chairs should appoint a mentor who is typically a non-tenure faculty member within the department. If such faculty are not available within the department, consult with the Associate Dean for Faculty Affairs to identify an appropriate mentor from the college. For Co-op Education faculty, the Director of Cooperative Education will identify a Co-op Education faculty mentor.
        - An additional mentor in or outside of the department can be identified to provide mentorship in a very specific focus area for specialized roles that faculty may play (e.g. program director, experiential/ clinical placement director, etc).
    C. **Mid-career faculty**
        - Mid-career faculty often require mentorship to further their development in teaching, advance their scholarship / research, and establish themselves as national and international experts in their disciplines. While chairs and external mentors can often provide mentorship to mid-career faculty, whenever possible, chairs should consider establishing mentoring teams to continue to ensure mid-career faculty success.

2. **Expectations for mentors and mentees**

Responsibilities of Mentee:

In general, your mentors are busy people and you should take the initiative to schedule meetings, set agendas, and ensure that meetings with your mentors are regularly scheduled and productive.

- Schedule meetings: recommended frequency is once per month initially, with adjustments to at least quarterly meetings. Make your scheduled meetings with your mentor a priority and keep in touch informally on a regular basis.
- Set short term and long term goals for research, teaching, and service.
- Set and share meeting agendas.
- Provide deliverables, such as drafts, with sufficient time for your mentor to provide feedback.
- Consult with your mentor about specific issues such as appropriate publication and conference venues; professional networking; the place of edited volumes; external institutional affiliations and research collaborations; potential for securing external funding; and balancing scholarship, teaching, and service.
- Find out about, and take advantage of, opportunities for learning about how the university and your field operate.
- Be willing to ask for help.
- Become familiar with the resources available to support and strengthen your teaching and scholarship/research at Northeastern and beyond.
- Attend Provost's and College's mentoring events and workshops.
- Meet with your department chair at least annually to discuss goals, performance, and department expectations for tenure and/or promotion.
- Prioritize your time to focus on working toward the goals set by you and your mentor. Self-evaluate yourself regularly.

Responsibilities of Mentors:
- Make yourself available for meetings with your mentee: recommended frequency is once per month initially with adjustments to at least quarterly meetings. Make your scheduled meetings with your mentee a priority and keep in touch informally.
- Help set measurable / attainable short terms and long term goals.
- Assist mentees with setting meeting agendas.
- Provide feedback in a timely manner on presentations / written work / teaching materials, etc. as requested.
- Ask about and encourage accomplishments. Provide constructive criticism and impromptu feedback.
- Use your knowledge and experience to help a junior faculty member identify and build on his or her own strengths.
- Consult with your mentee about specific issues such as appropriate publication and conference venues; professional networking; the place of edited volumes; external institutional affiliations and internal/external research collaborations; potential for securing internal and external funding; and balancing scholarship, teaching, and service.
- Assist with networking with undergraduate and graduate students who can assist your mentee with scholarly efforts.
- Attend at least one of the University's/ College's mentoring events and workshops per year
- Discuss annual performance reviews with the junior faculty member: how to prepare, what to expect, how to address different outcomes.
- Aid the junior faculty member in exploring the institutional and department culture. What is valued? What is rewarded? Share knowledge about important university and professional events that should be attended by the junior faculty member.

These are only a few of the responsibilities of mentors and mentees. Please refer to the accompanying document BCHS Best Practices for Mentorship for additional information

3. **Monitoring and evaluation**
   - It is expected that the mentee and mentoring team will review and adapt the mentorship goals at least annually and more often if needed.
   - Ideally, each party should provide feedback to each other if hurdles or problems arise, before bringing their concerns to the department chair.
   - Unit heads should support and recognize mentorship as an important service that senior faculty provide.
   - Unit heads should track mentoring team assignments and make re-assignments as needed. Annually, unit heads should discuss effectiveness of mentoring in their units with the Associate Dean of Faculty Affairs, and Associate Dean of Research as needed.
   - Associate Dean for Faculty Affairs will periodically conduct evaluations of mentoring across the college. Other metrics such as faculty retention, success in tenure and/or promotion, and overall satisfaction with mentoring by mentors and mentees will be monitored.

Bouvé College of Health Sciences Best Mentoring Practices

This document accompanies BCHS Mentoring Policy

Approved BCHS Faculty September 24, 2019

Definition: A deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed-upon goal of having the less experienced person grow and develop specific competencies. (M Murray and M Owen, Beyond the Myths of Mentoring: How to Facilitate an Effective Mentoring Program, Jossey-Bass, San Francisco, 1991, p xiv)

Principles of Mentoring	Skills
Mentoring is defined as a structured, collaborative, and sustained process for supporting professional learners through the many phases of career transition (novice to expert/seasoned)	Model expertise in practice and through conversation
An Interactive and ongoing conversation that is based on evidence from the mentee's evidence-based professional beliefs and practices	Use open questions as a way of raising awareness, explore beliefs, develop plans, understand consequences and explore and commit to solutions
Develop an authentic relationship that is based on mutual respect, trust and sensitivity to the mentee's and mentor's past experiences	Listen actively and concentrate on what is actually being said
Develop a collaborative learning agreement that includes establishing confidence about the boundaries of the relationship by agreeing and upholding the collaborative ground rules that have addressed the imbalance of power and accountability	
Develop and maintain a collaborative and supportive relationship that ensures a commitment to learning and uncovering new approaches to everyday practices and seeks out specialist expertise to extend skills and knowledge essential to a quality and evidence based practice	Relate guidance to evidence from practice and recent literature and research. Provide information and feedback that has the potential to enable learning from mistakes and success
Develop a fluid and open self-directive enhancement plan	Take an active role in constructing your own learning program that includes identifying your areas of weakness and strengths

Introduction:

Beginning a new job can be stressful whether it's your first job post- graduation or a career transfer to a new position at Northeastern University. As you begin this new phase of your academic career, several questions might surface, such as:

1. How are you to become an academic scholar who can balance research, teaching and service while becoming an outstanding educator and meeting your personal needs and family obligations?
2. How do you create a career plan to continue your professional development, while understanding the political issues of your new department, college and the university?
3. How do you find a willing ear to listen to your issues and provide confidential feedback?

All these issues may seem like daunting tasks which is why we developed a Faculty Mentorship Program. The mentorship program's goal is to facilitate the development of a mentor-mentee relationship that provides you with an opportunity to be mentored by another faculty who will help you to create a support network, navigate the processes of rank advancement and tenure, and assist you in making connections with others in your chosen field. Virtually all academicians can look back on their career and identify one or more mentors who were crucial to their success.

Do You Need a Mentor?

As a new faculty member, you can benefit from both coaching and mentoring. **Coaching** assists in the development of new skills or knowledge, is typically task oriented, and of limited duration. Examples include providing reviews of your grant writing, preparing a manuscript, learning a new clinical or research skill, or how to schedule clinical hours. In each case, someone with the necessary and specific knowledge provides needed information to you. The coach may even be your Department Chair or a designated other to whom you report.

On the other hand, mentoring is an intentional process that utilizes a supportive relationship that develops between a mentor and the mentee. This process focuses on the professional development and achievement of the mentee, including building your confidence as an academician with the guidance of a mentor serving as an advisor and role model to help you, the mentee,. As a rule of thumb, the mentor should not be your direct supervisor or department chair. Mentoring does not have to be one-on-one and can even take place with a group of faculty members or peers who work on the common needs of its members.

Lack of mentorship has been identified as a barrier to career development and satisfaction within academia, while effective mentorship has been associated with enhanced career development, career progression, and enhanced scholarly productivity.

Why You Need a Mentor

The relationship that develops with a mentor can help you explore your personal goals and needs, assist with discussions regarding options and potential solutions to academic and personal issues, and provide counseling regarding career development, work-life balance, and promotion and rank advancement.

Mentoring also can help you learn the culture of new organization, develop confidence in teaching, research, service, and orientating you to what's available at Northeastern University, generally and more specifically, within your discipline area. When appropriate and in consultation with you, a mentor can speak up on your behalf within your department and recommend you for external committee and leadership positions to assist

you in regional and national recognition. Simply stated, you need a mentor because it will help you in achieving academic success in your chosen discipline.

Choosing your Mentors

When you arrive to Northeastern your mentor(s) will be identified by the department chairs to ensure that you have the support you need as soon as possible. Each mentorship relationship is unique and you may need to seek additional mentorship to ensure you continue to grow in all aspects of your responsibilities: teaching, scholarship, service, and disciplinary expertise. As you become acclimated to your department, college and the university you should take advantage of seeking out mentorship in formal and informal ways. External mentors can also bring significant value to your career growth and satisfaction.

So how do you go about finding a mentor on your own, if necessary? Get to know faculty members in your department, college and the university. Attend department and university faculty presentations to identify people with interests similar to yours. Ask other faculty for advice and recommendations regarding potential mentors within and outside university community. Once you have a potential mentor in mind, ask for a meeting with them. Start small with your request. Don't just say outright "Will you be my mentor?" Start by simply asking them to meet with you or have lunch together. Ask them about their mentoring experiences, tell them about your needs, and explain why you think mentoring would be beneficial to you. Then you can make the request for them to be your mentor. Mentoring outcomes are often better when in-common factors such as clinical, educational, or research interests, gender, ethnicity, personal characteristics, and departmental relationships are considered. But your ideal mentor may be someone of a different gender or ethnic group or someone from a different department or College. Don't let such factors deter you.

How to be a Mentee

Make developing the mentoring relationship one of your academic priorities. Begin by understanding and identifying your needs and establishing your personal goals. Goals should be SMART goals - specific, measurable, actionable, realistic, and timely. The goals you establish can include both professional and personal goals. Do you want to be ready for rank advancement within 6 years? Do you want to achieve consistent federal research funding? Is there a goal to receive outstanding teaching evaluations from students? Receive a top teaching award? Do you want to become a program director or department chair? Are you interested in an administrative position in your college? Do you want to be involved in your regional or national professional organization? Do you hope to be its leader one day? Do you want to be involved in one of the local charities? Is a leadership position in your religious organization something you aspire to? Are you seeking that successful balance between work and outside pursuits and family? These goals can form the basis of your early conversations with your mentor.

Characteristics of effective mentees include:
- Coming prepared with personal goals for initial discussion
- Preparing and circulating agendas in advance of each meeting
- Being on time
- Being prepared
- Being an active listener
- Maintaining confidentiality
- Recognizing the importance of the mentor's time
- A willingness to request and act on feedback
- Following through with recommendations

Many benefits will accrue to you during this relationship to help you meet your goals and needs, increase your personal satisfaction, understand your new organization, and prepare for rank advancement and leadership development. In addition, you will have gained an available confidant. And as you progress through your career, remember to be generous with your time when a future junior faculty member asks you to be their mentor.

Establishing a Relationship with Your Mentor
You should take charge of the mentoring process. Remember, this is for your benefit. Establish clear expectations and boundaries during initial discussions with your mentor. Identify your needs and make them known. Bring your personal goals to the mentor for discussion and possible enhancement. The more your mentor knows about your desires and needs, the more effective they can be in sponsoring you for activities in your department or professional organizations.

Mentorship relationship is often defined for set period of time, typically for at least several years, but these can often last much longer. It should entail a commitment for regular meetings and can cease or transform to a new relationship once your goals have been met. It is helpful to have an agreement of confidentiality for the relationship. This will permit you to seek counsel and discuss sensitive issues that might have developed with other faculty members or Department leadership. You should confirm with your mentor that there will be no direct feedback of your discussions to your Department chair or other leadership. Having a written mentoring agreement for your interaction between you and your mentor can be helpful to avoid future conflicts. Responsibilities of the mentor and mentee include:
- Development of trust
- A commitment to regular meetings
- A commitment to preparation
- Development of a mentoring agreement
- Establishment of the mentee's goals
- Establishment of boundaries
- A willingness of both to receive feedback
- Open communication
- Confidentiality
- Accountability to the process

You may benefit from having more than one mentor at a time. And some new faculty will benefit from mentoring that utilizes a group of peers (peer group mentoring) to work on common issues.

Making the Most of Your Mentor's Time
You should come prepared for each meeting with your mentor. Starting off well at your first meeting with your mentor may set the stage for the effectiveness of each future session. Have a plan for the relationship. You should already have established your goals and needs to discuss with your mentor. Plan to convey personal values and other characteristics about yourself including your background and work-style. Be prepared to explain what you are looking for in a mentoring relationship regarding your goals, skills acquisition, academic guidance, rank advancement, and work-life balance. Be accountable for each meeting. You should not expect the mentor to simply tell you what to do. If you disagree with comments or recommendations of the mentor, ask questions or seek clarification. Set each meeting's agenda and deliver the agenda to your mentor in advance of each meeting. Be on time for meetings and show interest.

What to Do If Things Don't Work Out?

Establishing ground rules and boundaries including the development of a mentoring agreement that you and your mentor both sign can often prevent problems. Throughout the relationship, it's important that you and your mentor are willing to bring forth concerns for discussion before they get out of hand.

If you have concerns about how well the relationship with your mentor in going, start by reviewing what you have gained from your mentor, assess what you think may be missing from the relationship, and evaluate how your needs correlate with the skill set of your mentor. You might find that the mentor has the needed background and that you should just speak up more strongly regarding your needs and what you require from the relationship to keep it moving forward.

But if the mentoring relationship isn't working, you should address your issues or concerns with the mentoring relationship face-to-face or at the least by a telephone or video interaction. Be gracious while being honest with your mentor about why you think it is time for you to move on. A final discussion of the positive aspects of the relationship may offset any lingering discomfort for both of you. And it is likely best to try to keep the connection for future interactions. Since the mentorship process is something established by your department, you should inform your department chair so they can help with your transition to a new mentor.

Coming to Closure with Your Mentor

When you and your mentor feel like you've done as much together as you can and all of your goals and needs have been initially met, it may be time to close out the formal mentoring relationship. You may find it useful to sit down and go over your goals and needs one last time and discuss the positive aspects of your relationship. Don't forget to say thank you. In fact, don't forget to send a handwritten message of thanks to your mentor. Of course, many of us need mentorship for the duration of our careers and it is perfectly appropriate to continue your mentorship relationship for as long as both parties agree.

References
1. Berk RA, Berg J, Mortimer R, Walton-Moss B, Yeo TP. Measuring the effectiveness of faculty mentoring relationships. *Acad Med* 2005;80:66-71.
2. Carey EC, Weissman DE. Understanding and finding mentorship: a review for Junior faculty. *J Palliative Med* 2010;13:1373-1379.
3. Cho CS, Ramanan RA, Feldman MD. Defining the ideal qualities of mentorship: a qualitative analysis of the characteristics of outstanding mentors. *Am J Med* 2011;124:453-458.
4. DeCastro R, Sambuco D, Ubel PA, Stewart A, Jagsi R. Mentor networks in academic medicine: moving beyond a dyadic conception of mentoring for junior faculty researchers. *Acad Med* 2013;88:488-496.
5. Detsky AS, Baerlocher MO. Academic mentoring - how to give it and how to get it. *JAMA* 2007;297:2134-2136.
6. Feldman MD, Arean PA, Marshall SJ, Lovett M, O'Sullivan P. Does mentoring matter: results from a survey of faculty mentees at a large health sciences University. *Medical Education Online* 2010;15:5063.
7. McRae MP, Zimmerman K. Identifying components of success within health sciences-focused mentoring programs through a review of the literature. *American Journal of Pharmaceutical Education* 2019;83(1): Article 6976
8. Pololi L, Knight S, Dunn K. Facilitating scholarly writing in academic medicine: lessons learned from collaborative peer mentoring program. *J Gen Intern Med 2004*;19:64-68.
9. Sambunjak D, Straus SE, Marusic A. A systematic review of qualitative research on the meaning and characteristics of mentoring in academic medicine. *J Gen Intern Med* 2009;25:72-78.
10. Zerzan JT, Hess R, Schur E, Phillips RS, Rigotti N. Making the most of mentors: a guide for mentees. *Acad Med* 2009;84:140-144.

Thank you for agreeing to serve as a mentor! Many of us have benefited from mentorship of others and now it is your time to give back. This is an important service which is valued by your department/school and the College and University. Literature identifies many benefits to mentors from positive mentorship relationships.

1. Benefits for the mentor include increases in:
   a. Opportunity to serve in a leadership role
   b. Contribution to the teaching and professional discipline
   c. Exposure to new ideas and trends
   d. Opportunity to foster a new generation of educators and clinicians
   e. Increased personal and career satisfaction
   f. Collaboration with new colleagues which build stronger program teams
   g. Formal recognition as service as part of your load/merit documents
   h. Professional growth

2. Benefits for the institution include increases in:
   a. Student satisfaction and success
   b. Fostering the sharing of best practices among faculty and increased productivity
   c. Promoting organizational citizenship
   d. Faculty retention
   e. Assisting in succession planning
   f. Cultivating a culture of collaboration and collegiality

During your mentoring meetings consider the following list of discussion topics (this is not all inclusive). Whenever multiple mentors work as part of the Mentorship Team, coordinate these with others based on areas of strengths and expertise:

A. University, College, School and Department aspects
   a. Mission, vision and strategic plans
   b. Bylaws
   c. Operational policies and procedures
   d. Committee structure
   e. Administrative structure
   f. Student organizations
   g. ITS/ ATS

B. Personnel issues
   a. Day to day operations
   b. Travel policy procedures and forms
   c. Administrative support
   d. Office of Institutional Diversity and Inclusion (OIDI) training and resources

C. Scholarship/Research
   a. University level resources for grantsmanship and seed funding
   b. Pre / post-award resources and support
   c. Statistical resources
   d. Purchasing and reimbursement policies and procedures

e. IRB training, policies, procedures, and forms
f. Office of General Counsel resources and contracts
g. Specialized policies and procedures:
    i. Animal, biohazard, and radiation
h. Scientific integrity
i. Expectations related to track, position and area of interest/expertise
j. Networking opportunities and local partnerships with other universities, medical centers, and industry
k. Hiring and oversight of research staff and graduate students
l. Opportunities for engaging undergraduate students in research / scholarship

D. Teaching
    a. Program curriculum
        i. Student learning outcomes
        ii. Curriculum and instructional design
        iii. Effective assessment strategies
        iv. Programmatic/ accreditation expectations
    b. Teaching with technology expectations and resources (e.g. Blackboard, trainings available)
    c. Policies and procedures related to courses and students (e.g. registration process, TRACE, dealing with academic dishonesty, inclusive classroom, etc)
    d. CATLR resources and trainings

E. Service
    a. Student advising program and resources
    b. Standing committees at the University, College, School and Department levels
    c. Faculty expectations
    d. Opportunities for professional organizations/ public service

Please note: The mentor is not expected to be a content expert on each of the above-listed items. If, at any time, the mentor feels unqualified to speak about one, or more, of the above-listed items they should reach out to the Department Chair and/or colleagues who may be considered experts in a particular area above.

Facilitating a successful mentoring relationship

You may find it helpful to read recommendations above for mentees

1. Take a few meetings to get to better know one another
2. Establish meeting dates and times at the beginning of your mentoring relationship to avoid scheduling conflicts
3. Create fixed goals for your mentoring partnership
4. Introduce your mentee to other colleagues they may find helpful or any additional resources of interest
5. Offer to accompany your mentee to University, School or Department meetings so that you can introduce him/her to other faculty members
6. If the mentee has not already done so, take him/her on a tour of the University, classrooms, and point out where they can obtain additional resources (e.g: CATLR, Reprographics)
7. Share and explain department/college and program policies and procedures
8. Provide constructive feedback
9. Provide friendly, professional support
10. Listen and communicate clearly

Faculty mentoring is a proactive process designed to facilitate the success of junior faculty members. Research has shown that faculty in mentoring relationships tend to be more productive, more visible, and are more prepared for tenure and promotion reviews than those who are left on their own to "sink or swim." As the College of Social Sciences and Humanities hires talented junior faculty and rises in national and international reputation, it is essential that we foster an environment in which junior faculty can do their best research and teaching, and attain visibility and prominence in their fields.

This academic year the College of Social Sciences and Humanities continues its initiative to further the mentoring of junior faculty members. Below we describe two programs we will continue to implement this year and outline some of the expectations for mentoring for both mentors and protégés. In conjunction with the College's new procedures on promotion of Lecturers and Academic Specialists, we ask that mentors be provided to these full-time non tenure-track faculty as well as to tenure-track junior faculty.

1. NU Mentoring Teams. For each new junior faculty member chairs should appoint a mentoring team of at least 2 faculty members from within the department, for each junior faculty member, in consultation with the junior faculty member. An additional member of the team may be chosen from another department at Northeastern (or from outside the university). **In the case of joint appointments, both units must be represented on the mentoring team.** Typically chairs will establish mentoring teams by October 1 of the first semester of the junior faculty member's appointment. Since this is a new practice this year, we request that if they have not already done so, chairs establish mentoring teams by October 15, 2013. Although department chairs are not required to serve on mentoring teams, chairs need to keep track of the mentoring processes in their department.

2. External Mentors. External mentors whose research is close to that of a junior faculty member can provide the junior faculty member with valuable advice about their work and help them network with colleagues outside of the university. This year the College will encourage chairs and senior faculty members to facilitate connections with external mentors from other institutions. External mentors can serve on mentoring teams, although this is not required. The College and departments will jointly provide funds to cover any costs that are incurred (travel, lodging, meals) up to $1,000. External mentoring can occur in different ways. Chairs and mentees should be free to choose a format that works for them. Such visits could be especially useful just after the third-year review of a junior faculty member.

--An external mentor from outside of the University can serve as a member of the junior faculty member's mentoring team. The department chair or senior faculty member helps

the junior faculty member to identify an external mentor and will approach a potential external mentor.

-- Scholars from outside of the University can be brought to Northeastern to comment on papers by junior colleagues. Mentors and junior colleagues should be encouraged to maintain the contact through subsequent meetings, possibly over the course of the probationary period. College and departments will jointly provide funds for transportation and lodging.

--The occasion of local meetings of disciplinary conferences offers another opportunity to connect with an external mentor (through a lunch or seminar). A department chair or senior faculty member will help to identify potential candidates. The chair facilitates additional meetings outside of Boston or facilitates bringing the external mentor to Boston. The College and department will share the cost of transportation and lodging.

Below is a list of suggested responsibilities for mentors and protégés.

Responsibilities of Mentors:

- Consult with your protégé about disciplinary specific issues such as appropriate publication and conference venues; professional networking; the publication of books vs. articles; the place of edited volumes; external institutional affiliations and research collaborations; potential for securing external funding; and balancing scholarship, teaching, and service.
- Exchange CVs with your protégé to stimulate discussion about career paths and possibilities.
- Ask about and encourage accomplishments. Provide constructive criticism and impromptu feedback.
- Use your knowledge and experience to help a junior faculty member identify and build on his or her own strengths.
- Attend at least one of the Provost's mentoring events and workshops per year, and attend the reception for mentors and mentees
- Discuss annual performance reviews with the junior faculty member: how to prepare, what to expect, how to deal with different outcomes.
- Aid the junior faculty member in exploring the institutional and department culture. What is valued? What is rewarded? Share knowledge about important university and professional events that should be attended by the junior faculty member.

Responsibilities of Protégés:

- Consult with your mentor about disciplinary specific issues such as appropriate publication and conference venues; professional networking; the publication of books vs. articles; the place of edited volumes; external institutional affiliations

and research collaborations; potential for securing external funding; and balancing scholarship, teaching, and service.

- Show initiative in career planning; share your CV with your mentor for discussion.
- Find out about and take advantage of opportunities for learning about how the university and your field operate.
- Make your scheduled meetings with your mentor a priority and keep in touch informally.
- Be willing to ask for help.
- Become familiar with the resources available to support and strengthen your teaching and research at Northeastern and beyond.
- Attend Provost's mentoring events and workshops and CSSH workshops on grants and fellowships.
- Meet with your department chair to discuss department expectations for tenure and promotion.
- Take advantage of networking opportunities.

These are only a few of the responsibilities of mentors and protégés. The following document provides useful information about best practices in mentoring for both mentors and protégés:

http://www.advance.cornell.edu/documents/Exemplary-Junior-Faculty-Mentoring-Programs.pdf