

Inclusion and Diversity Committee Report

March 28, 2023

Northeastern University Faculty Senate Inclusion and Diversity Committee (IDC)

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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 2022-2023 are described below.

Charges:

1. In Collaboration with the Office of the Provost, which has data on faculty awards given over the past 5 years, survey colleges, the Provost's office, and the Chancellor's office to evaluate women and BIPOC representation in faculty honorific awards over the past 5 years. Recommend best practices to maximize DEI considerations in awardees. Develop recommendations for a reporting system for university awards.
2. In collaboration with the Office of Diversity, Equity, and Inclusion, develop a process by which faculty and staff policies can be reviewed to ensure diversity, equity, and inclusion language is considered/included.
3. In collaboration with the Office of Diversity, Equity, and Inclusion, recommend a communication strategy for the Diversity Dashboard and access to data related to DEI activities to increase the visibility of these resources to the university community.
4. Review the NU academic plan, identify which aspects of the plan apply to the work of this committee, and provide recommendations for possible future committee charges.

SUMMARY FINDINGS FROM CHARGE 1 SUBCOMMITTEE OF IDC

(Daniel Kim, Philip Larese-Casanova, Lydia Young)

Charge 1: In Collaboration with the Office of the Provost, which has data on faculty awards given over the past 5 years, survey colleges and the Chancellor's office to:

- Evaluate women and BIPOC representation in faculty honorific awards over the past 5 years
- Recommend best practices to maximize DEI considerations in awardees
- Develop recommendations for a reporting system for university awards

1a) Evaluate women and BIPOC representation in faculty honorific awards over the past 5 years

Faculty honorific awards over the past three academic years (from AY 2019-2020 through AY 2021-2022) were provided to the committee from the Office of the Provost and are based on faculty self-report. Data from the previous five years was requested, however, only three years of data were available. It should also be recognized that self-reported data is difficult to validate. The data included awardee names, titles, college affiliations, and award names. Honorific awards included induction to national academies or society fellows, NSF CAREER awards, Fulbright awards, and society awards for achievement, among others. Moreover, this committee obtained data on Tier 1 awards over the past three academic years as publicly available on the Tier 1 award website. The charge 1 subcommittee then provided these data to the University Decision Support office which provided aggregated statistics on self-reported gender and race/ethnicity of the faculty. The gender categories were male, female, non-binary, and unknown (not reported). Race/ethnicity categories were Hispanic, or Non-Hispanic, American Indian and Alaskan Natives (AIAN), Asian American and Pacific Islanders (AAPI), Black, White,

Multiracial (2+ races), Unknown (not reported), and International (all non-citizens are included in this group regardless of race/ethnicity and are not counted in the other race/ethnicity categories). The data in this format, however, were not conducive to drawing conclusions due to the small sample size for each sub-category. Consequently, the data for honorific awards were combined for all colleges over the past three AYs and tabulated separately, according to gender (Fig. 1a) and race/ethnicity (Fig. 1b). Furthermore, the number of faculty receiving awards in each category was divided by the number of full-time faculty in that category, to provide the percentage of all faculty in that category who had received awards.

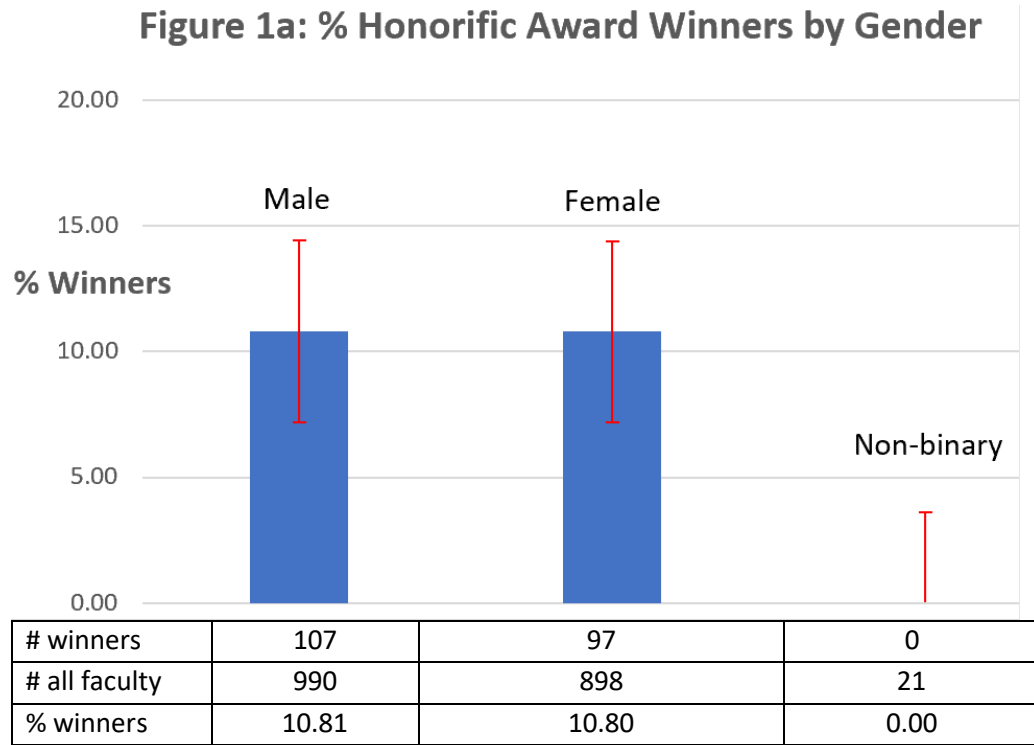
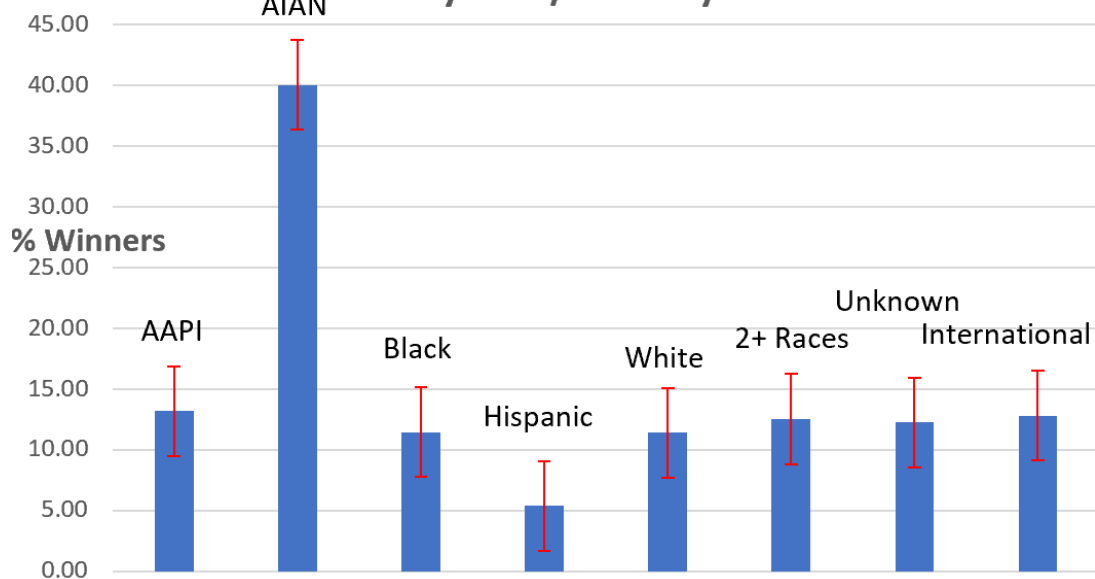


Figure 1b: % Honorific Award Winners by Race/Ethnicity



# winners	15	2	8	3	110	3	38	48
# all faculty	114	5	70	56	966	24	311	375
% winners	13.16	40.00	11.43	5.36	11.39	12.50	12.22	12.80

AAPI = Asian American and Pacific Islanders

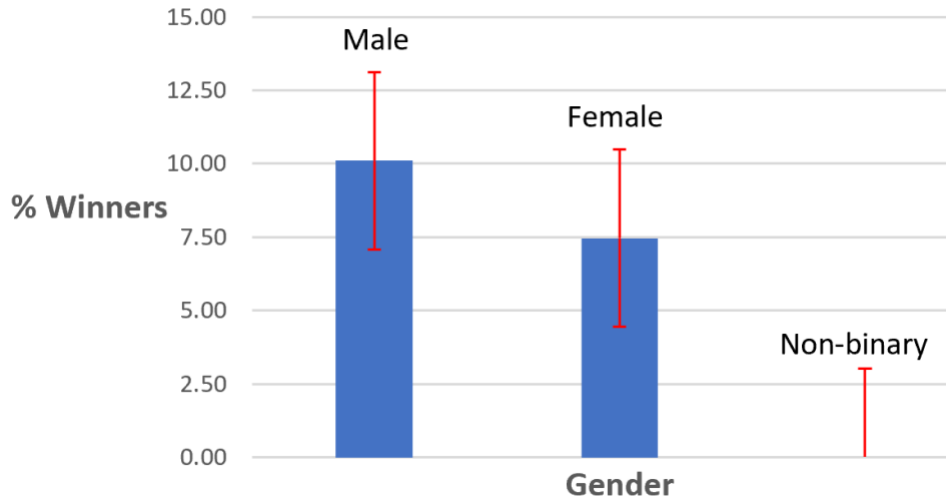
AIAN = American Indian and Alaskan Natives

The percentage of all faculty who report receiving honorific awards can be compared across all categories. A case of similar percentages across all categories would indicate no disparity among awardees across all genders and race/ethnicities. For gender, the percentages listed in Fig. 1a show that the percent honorific awardees for male faculty (10.81%) was nearly identical to that for women (10.80%), indicating no disparity according to gender for those two categories. However, there were no awardees for faculty who self-reported as non-binary. A subset of awardees (23 of the 227 awardees) did not report gender identity, so there exists some uncertainty on how to account for these awardees.

For race/ethnicity categories, several categories showed similar percentages. All categories except Hispanic and American Indian/Alaskan Native showed close percentages within the range of 11.39-13.16%. Of these categories within this range, Non-Hispanic White held the smallest percentage. The Hispanic category had the smallest percentage at 5.36% which indicates a disparity compared to other categories. The American Indian and Alaskan Native category had the highest percentage (40.00%), but it also had the smallest sample size (5 full-time faculty).

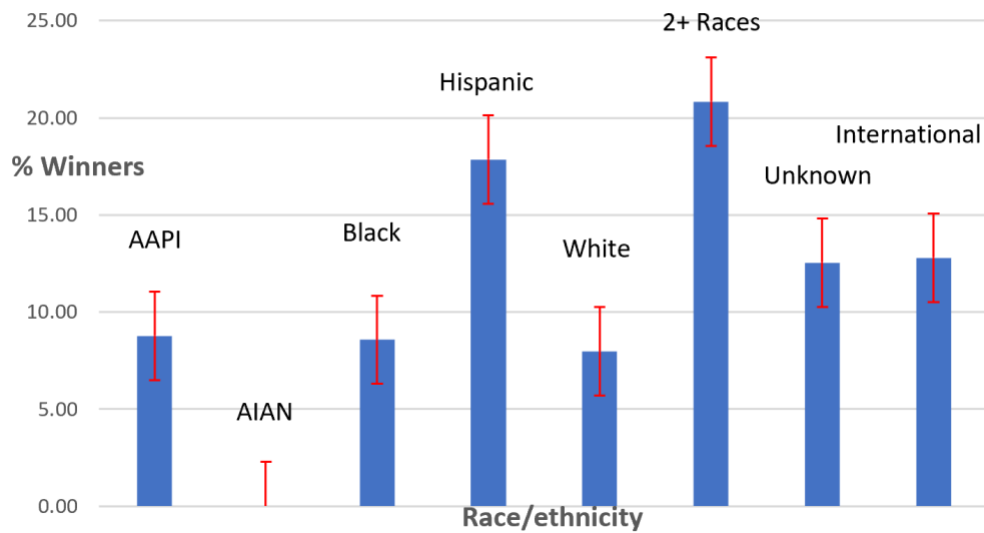
Likewise, the percentage of all faculty who received Tier 1 awards appears in Fig. 2a and Fig. 2b below. The results did show an apparent disparity among male faculty (10.10% of all male faculty) compared to female faculty (7.46%).

Figure 2a: % Tier 1 Award Winners by Gender



# winners	100	67	0
# all faculty	990	898	21
% winners	10.10	7.46	0.00

Figure 2b: % Tier 1 Award Winners by Race/Ethnicity



# winners	10	0	6	10	77	5	39	48
# all faculty	114	5	70	56	966	24	311	375
% winners	8.77	0	8.57	17.86	7.97	20.83	12.54	12.80

For categories of race/ethnicity, all categories had percentages within the range of 7.97-20.83%, except for American Indian/Alaskan Natives, which had no Tier 1 awardees. The lowest percentage was for Non-Hispanic White faculty, and the highest percentage was for Multiracial faculty, followed closely by Hispanic faculty.

To summarize, for all categories of honorific awards, no gender disparities appear to exist while for race/ethnicity, Hispanic faculty report having received fewer honorific awards; however, it is unclear the degree to which these patterns may be influenced by reporting bias since reporting is voluntary. For tier 1 awards, there is some evidence of gender disparities as well as for AIAN faculty although total NU faculty for the latter are small (n=5). The findings overall can also be influenced to some degree by unknown race/ethnicity and race/ethnicity of non-US citizen faculty which are not able to be captured here. It is recommended that all award determination processes be reviewed to better understand the reasons why any of the abovementioned disparities exist. Suggestions for improving the awarding processes are provided below.

1b: Recommend best practices to maximize DEI considerations in awardees

This committee provides the following recommendations for maximizing DEI considerations when evaluating awardees. The recommendations are centered on two main approaches for making the awards process fairer for and considerate of diverse faculty. One is ensuring awards are well described, broadcasted, and understood by all faculty. The other is eliminating potential biases within the awards evaluation process. Award processes should be evaluated for potential obstacles to access and equity, bias, and structural barriers to inclusion. This can be accomplished by further reviewing historical data, diversifying the evaluation committees, providing training on implicit bias, and otherwise examining policies and practices through an equity lens. Several ideas presented below were summarized from an article by Holmes et.al., which can be accessed for further information.¹

1. Both internal (department, unit, college, and university levels) and external (e.g., from national and international professional societies) awards may be evaluated for DEI considerations. University faculty, staff, and administration in charge of internal awards should consider issues of diversity, equity, inclusion, and belonging when determining awardees. University faculty, staff, and administration should promote awareness of, and applications to, external awards to all faculty, and include DEI considerations in those promotions.

2. Awareness of internal and external awards for faculty is typically promoted by announcements from the department or college offices. However, these offices may not be aware of many award opportunities, and announcements may not arrive to all faculty. There is a need to improve awareness of awards at all levels. All levels should evaluate current ways to promote awareness of awards and consider further means to communicate this information, including regular announcements over email, at faculty meetings, word-of-mouth, and in committees. Using several methods to announce awards and share best practices across colleges and units will improve accessibility to awards.

¹ Holmes, M. A., Myles, L., Schneider, B. "Diversity and equality in honours and awards programs-steps towards a fair representation of memberships", *Advances in Geosciences*, 53, 41-51, 2020.

3. Those announcing the awards should consider how the announcement and the award itself are presented. Do the methods and language of the announcements motivate all eligible faculty to apply? Can faculty understand easily if they are eligible? Is the information broad enough for all potential applicants to see themselves as an applicant? Are past awardees reflective enough of the university or discipline? Can advertisements be amended to reflect the diversity of candidates eligible for awards?

4. Those announcing the awards should consider whether the application process and the criteria for awards are carefully explained. Providing step-by-step procedures can improve clarity. Providing more specific criteria and/or metrics (as opposed to merely stating “excellence”) can improve clarity.

5. Those creating awards should consider revising the criteria for awards to include diversity, equity, inclusion, and justice components of teaching, research, and service of the applicants/nominees. Doing so can celebrate these contributions by faculty, when these contributions may not be recognized by scholastic achievement metrics (e.g., number of publications, funding amounts). While the award process typically considers the more readily apparent scholastic products of a nominee’s body of work, the award process should broaden the topics or metrics of impact to include more DEIJ aspects. The topics or metrics should be precisely defined. These may include statements from the nominee, or from letters of recommendation, regarding the nominees:

- a. Documented impacts in teaching and/or research and/or service/outreach, including indicators that the efforts the nominee has undertaken have demonstrated consequences.
- b. Commitment to diversity, equity, and inclusion in teaching and/or research and/or service/outreach over time.
- c. Demonstrating commitment to diversity and inclusion through generating solutions, suggesting and creating new initiatives, practices, and/or organizations.

6. The nomination pool can be broadened. Outreach and awareness efforts may be initiated by the Office of the Provost or at the college level, but faculty closest to potential nominees may be more suited to communicating with potential nominees. Departments are encouraged to form a diverse department-level Awards Committee, with the intention of helping other historically marginalized faculty members become aware of and understand the opportunities for internal and external awards and pathways to achieving those awards.

7. While department-level Awards Committees rely on volunteering faculty, the university could consider including award nominations and application assistance as part of permanent staff duties. The staff could help identify external awards opportunities, contact letter-writers, draft letters of support, and review, revise, or assemble application packages. Alternatively, instead of a permanent staff, a college-level ad-hoc committee could assume these duties.

8. The process of selecting an awardee among nominees can be revisited and take on the following considerations:

- a. Is the selection committee itself sufficiently diverse? More diverse identities can provide more diverse voices and mitigate biases in selection. Representation can include not only race, ethnicity, and gender identities but also career stage and campus location.
- b. Selection committees should receive appropriate training. The training provided to faculty search committee members is a good example of how to recognize biases in selecting new faculty

members; such training is necessary for award selections as well. Training may need to be refreshed for several topics of the selection process, such as recognizing biases in letters of support.

- c. The selection criteria should be clearly defined in a standard format, ideally in the form of a detailed rubric. Instead of more vague words (e.g., “excellence”), metrics or specific keywords should be used. The weighting of criteria should be established so selection committee members understand the relative importance of each criterion. If such a rubric is used in decision-making, the rubric should be created before any announcement is released or applications received. The criteria presented in the announcement should clearly reflect the rubric.
- d. Ensure thoroughness of review. Avoid a process that leads to “grading fatigue”. A rushed evaluation timeline or high workload may foster carelessness or biases creeping in. Rather, ensure enough time for a complete and holistic review of each application, and ensure multiple committee members review the same application. Include multiple rounds of evaluation to re-evaluate and promote the more promising applicants, but all committee members should agree on whom to promote to subsequent rounds.
- e. Establish ground rules that limit discussion only to criteria, and not personal relationships or anecdotes of applicants (if applicants are known to the committee members), or personal identities that surface in the application.
- f. At the end of the selection process, the rubric should be revisited and revised as needed for future cycles. The rubric can be evaluated for any challenging parts, any unclear parts, whether criteria were adhered to, and whether criteria should change.

Future charges may include:

- a. Assemble a list or database of internal and external awards relevant to the professional accomplishments of department faculty, including non-tenure track faculty.
- b. Identify DEI-specific awards that recognize achievements of faculty from underrepresented groups and faculty research in DEI topics such as inclusive teaching, community outreach, assessment of DEI initiatives, and similar research.
- c. Identify department faculty eligible for awards.
- d. Communicate award opportunities to faculty.
- e. Provide guidance, mentorship, and resources for award applications.
- f. Make available examples of award nominations (the college or Provost office should find and publicize examples).

1c) Develop recommendations for a reporting system for university awards

This committee has the following recommendations for how awards are reported to the central administration at the college and university levels. These recommendations outline a process of reporting that is initiated by departments or units.

1. This committee assumes that the responsibility for reporting any award lies mainly with the recipient (faculty member) of the award. If the award is external, the recipient is typically the person to notify their department or unit office. If the award is internal (i.e., from the university), the award could originate from the department, unit, college, or university level; as such, presently there may not be one vehicle or receptacle available to all levels for reporting awards. In this case, it is reasonable to expect the recipient to participate in reporting such internal awards.

2. All faculty should be asked to report any and all internal and external awards to their annual review documents. These documents may serve as the starting point for keeping records of awards, and this information should be reported to the Office of Diversity, Equity, and Inclusion or other central administration.
3. The department or unit office should collect notifications of all awards from all faculty as reported in the faculty annual review documents. For example, the office could cull faculty names, award names, awarding organizations, and award year from annual review documents, and report them to the appropriate college-level office.
4. The college-level office should combine all information reported by each department or unit into one college-level award database in a format required by the Office of the Provost office (e.g., Excel, online entry). The colleges would report their award data to the Office of the Provost annually.
5. The Office of the Provost compiles all information from all colleges and should take steps to categorize the awards that are reported (e.g., internal vs. external, national vs. international). The Office of the Provost will have the power to make public certain information on awards and award recipients.
6. The Office of the Provost should work with University Decision Support to evaluate the representation of identities (e.g., race, ethnicity, gender) for any category of awards. University Decision Support can provide information on the self-reported identification of faculty members.
7. The Office of the Provost should consider expanding the types of self-identifying information asked of faculty, and then tying this information to awards reported by the faculty. This information can include disability status, non-binary identity, language of origin, nationality, and location/campus affiliation. Collecting this information from faculty may need to be a part of a larger effort on centralizing this information.

SUMMARY FINDINGS FROM CHARGE 2 SUBCOMMITTEE OF IDC

(Wendy Crocker, Bridget Smyser, & Les Stein)

Charge 2: In collaboration with the Office of Diversity, Equity, and Inclusion, develop a process by which faculty and staff policies can be reviewed to ensure diversity, equity, and inclusion language is considered/included.

In response to Charge 2, the sub-committee reviewed all university-wide policies, except for campus-specific policies, listed at <https://policies.northeastern.edu>. The committee members determined from the outset that this website provides clearly delineated policies and guidelines for faculty and staff as they apply to *Governance and Legal, Academic and Faculty Affairs, Business and Financial Affairs, Human Resources, Research, Safety and Security, University Records and Information Systems, and Students and Athletics*. These policies do not, however, include a mechanism for considering the specific implications that may be associated with diversity, equity, and inclusion. In other words, there is no process for ensuring that DEI is being addressed in either the preparation or updating of university policies.

Recommendations: The following recommendations are provided in support of Charge 2:

1. In the preface to the University Policies website, include language that speaks to the necessity of compliance with DEI according to the [President's Action Plan²](#) on *Institutional Diversity and Inclusion*. The following recommended wording is provided:

Each of the following sections focuses on a critical aspect of Northeastern University's policies and governance procedures. It is important that each section complies with and supports Northeastern University's commitment to diversity, equity, and inclusion (DEI). As policies are updated and new policies are created, the writers/reviewers are expected to use best practices to embrace inclusive and supportive language and understand the implications of such policies on all populations.

2. As new policies are prepared and existing ones updated, a guide is needed to ensure that DEI best practices are appropriately considered and applied. The proposed guide described below is designed to serve as a starting point for this effort.

Directions: This guide is intended to aid policymakers in assessing policies relative to diversity, equity, and inclusion (DEI). The list is not exhaustive and should be customized to the specific policies being addressed.

1. Policy Creation
 - a. Is the policy being written and/or reviewed by a committee(s) that includes members from historically marginalized populations?
 - b. Has the Office of Diversity, Equity, and Inclusion reviewed new or updated policies to make sure they conform to and satisfy existing DEI requirements?
2. Existing Policies
 - a. Is there a mechanism in place to make sure that when policies are updated/reviewed, their content both reinforces and exemplifies the university's commitment to diversity, equity, and inclusion?
 - b. Does the review/update committee include members of historically marginalized populations?
3. Neutral language and accessibility
 - a. Has the policy been reviewed to replace instances of him/her (or similar binary presumptive language) with they/them/theirs as indicative of inclusive language?
 - b. Has the policy been reviewed for accessibility (i.e., for visually and hearing-impaired audiences)?
 - c. Does the policy exclude deficit-minded language and outdated terms to refer to historically marginalized communities?
 - d. Is the policy written simply and clearly, avoiding terminology difficult to understand easily by all members of the institution impacted by the policy?
4. Considerations of DEI
 - a. Does the language clearly support institutional DEI objectives?
 - b. Does the policy include underlying, unquestioned assumptions that might interfere with DEI goals?

² <https://northeastern.edu/diversity/action-plan/>

- c. When implemented, does the policy ensure equity for all levels of faculty, staff and students?
5. Considerations of culture and geographical location
 - a. Is there a cultural component to this policy that should be considered?
 - b. Is the inclusion of a land acknowledgment appropriate?
 - c. Is there recognition of geographical and religious differences (i.e., holidays in different countries).
 6. Dissemination and Review
 - a. Has the policy been disseminated and publicized in a variety of ways, ensuring that everyone affected by it has had opportunities to view the information?
 - b. Does the policy require training in equitable practices?
 - c. Is the policy accessible to visually and hearing-impaired populations?
 - d. Is the policy available in multiple languages representative of the constituents of the Northeastern student, staff, and faculty communities?
 7. Assessment of policies' effectiveness relative to meeting DEI requirements
 - a. Has the policy been reviewed by multiple members of the institution for comprehension?
 - b. Is there a mechanism for assessing intended outcomes?
 8. Accountability
 - a. What indicators have been established to determine if outcomes are equitable?

This checklist, while not exhaustive, will provide a standardized method for evaluating new and existing policies.

SUMMARY FINDINGS FROM CHARGE 3 SUBCOMMITTEE OF IDC

(Tamara Bonaci, Francesca Inglese & Lydia Young)

Charge 3: In collaboration with the Office of Diversity, Equity, and Inclusion, recommend a communication strategy for the Diversity Dashboard and access to data related to DEI activities to increase the visibility of these resources to the university community.

The subcommittee for Charge 3 identified 2 primary tasks for this charge.

- a. Data collection and access: Strategy for access to the Diversity Dashboard and communication regarding diversity data
- b. DEI initiatives: Communication strategy for DEI initiatives across all campuses

After identifying the parts of the charge, the committee crafted guiding questions to complete due diligence in creating the report.

Guiding Questions:

Related to Data Collection and Access (Task 3a)

1. What information is contained on the current Diversity Dashboard, how is that information shared, and are students, staff, and faculty aware of the Dashboard? How often is data accessed? How is data used?
2. What information is shared on the Dashboard and what additional information could be added? What are the benefits and risks of increasing the sharing of data? What information is needed and for what purposes?

Related to DEI Initiatives (Task 3b)

1. How is information about DEI initiatives currently collected? What happens to that information and where is it stored? How does the institution currently communicate about DEI initiatives?
2. What can we learn from other institutions' practices?
3. In sharing the information, what do we hope to gain?

Action steps:

The subcommittee met with Cecilia Akuffo and Lisa Susser from the Office of Diversity, Equity, and Inclusion for information about the communication of DEI activities across campuses. Lisa Susser provided information on the Communities of Practice underway at the University, while Cecilia Akuffo shared information about the monthly ODEI newsletter *Calypso*. The subcommittee examined publicly accessible diversity data available on ODEI website³, which includes [demographic data](#), and access to the [Fact Sheet](#) and [Common Data Set](#), a link to the [University Decision Support](#) office where you can request additional data, and results of [2021 Diversity & Equity Climate Survey](#) which was completed by 14.7% of the total population across the Northeastern global network.

The Office of University Decision Support provided access to diversity/representation data and the parameters for sharing said data. Former Vice Provost of Faculty Diversity, Dr. Phil He, authorized access to the Diversity Essentials dashboards. The committee reviewed the dashboards, analyzed data, and identified methods for accessing data as well as data collected and stored for university use.

Chief Inclusion Officer, Dr. Karl Reid, authorized the committee to view the DEI Action Plans submitted by each College and administrative unit. The committee reviewed the Action Plans and identified 7 themes. These include: 1) Diversify/Retain Diverse Faculty; 2) Diversify/Retain Students; 3) Diversify/Retain Diverse Staff; 4) Create/Expand a Culture of Inclusion and Belonging; 5) Diversify Vendors/Partners; 6) Implement Training; 7) Data Collection/Analysis/Monitoring.

Following this, the subcommittee met with Rana Glasgal, Vice Provost of Data & Analytics, to discuss data collection, review public facing data, confidentiality parameters, and methods for knowledge distribution. The subcommittee was given access to the Diversity Essentials data in Tableau which contains four dashboards 1) [Diversity Dashboard - External Benchmarking](#) provides data comparing Northeastern with census figures (Massachusetts and US) and other post-secondary institutions; 2) [Diversity Dashboard -- Internal](#) contains student, faculty, and staff headcount data over the last ten years; 3) [Diversity Dashboard - Retention and Graduation Rates](#) contains freshman retention data along with four-, five-, and six-year graduation rates over several years; and 4) [Diversity Turnover Dashboard](#)

³ <https://provost.northeastern.edu/odei/resources/data/>

contains employee turnover data provided by Human Resources. Finally, the Faculty Development Committee was contacted regarding intersecting charges aimed at improving communication efforts across the university.

Findings:

3a: Diversity Dashboard

The committee felt that overall, the data is hidden from view and contributes to a general lack of transparency felt by students, staff, and faculty. Furthermore, all college-level DEI action plans make requests for additional data, demonstrating a need for more accessibility. There seems to be a lack of trust in the institution amongst staff and faculty based on the exceptionally low reporting of demographic and identity data in surveys. While it is understood that not all data is able to be shared publicly, there is a need to publicize the availability of data for those with a legitimate need.

Another finding was that the Office of University Decision Support is not as visible as it could be. This is problematic because this office has increased the available data including the Fact Sheet, Common Data Set, and Diversity Goals. These sources were inaccessible 5 years ago. The DEI survey results are available for 2021, but the 2022 data has not been updated on the dashboard. A current effort to revamp the website for the Office of Institutional Support is underway. In addition, a Data Literacy Program is being developed and a new hire sought to support this program.

3b: DEI Initiatives

DEI initiatives are not coordinated across the university. Information about initiatives at the departmental, college, and campus levels is not shared. This diminishes the ability of units to share best practices and promote interdisciplinary collaboration and reduces the overall sense that action and change are occurring. One excellent source of information – the *Calypso* newsletter – has low subscription numbers and may not be as publicized as necessary. Action plans for individual colleges are not currently published, which makes them difficult to compare, and departmental reporting of DEI initiatives is rather inconsistent. This lack of coordination between plans and initiatives may result in redundant effort and limited organized effort to solve DEI problems.

Recommendations:

Based on the review of data, best practices from peer institutions, current activities, and policies currently underway at Northeastern University, the committee makes the following recommendations:

3a. Strategy for access to the Diversity Dashboard and communication regarding diversity data

To increase the amount of demographic and identity data collected, the Office of Diversity, Equity, and Inclusion and the Office of the Provost will need to improve transparency about how the data will be used. It should be emphasized precisely how this data will serve Northeastern's commitment to DEI efforts. The link between the prior year's data and specific actions and outcomes should be publicized and communicated widely.

In addition, the Office of University Decision Support should be tasked with creating a “Data Guide” to help staff, students, and faculty navigate through the available data. This Data Guide can be made available through the Office of Diversity, Equity, and Inclusion as well as the Office of University Decision Support. The Office of University Decision Support should also meet with the faculty senate on a regular basis and meet with incoming staff, faculty, and administration during the onboarding process.

3b. Communication strategy for DEI initiatives across all campuses

The Office of Diversity, Equity, and Inclusion (ODEI) should become a central hub for all DEI information. In particular, the ODEI website could include space for individual college DEI action plans and indicate progress on those plans. As a model, the University of Michigan publishes the institution’s campus and unit plans for DEI activities.⁴ The IDC 2022 report recommended following best practices for visible institutional commitment and accountability, and this website would facilitate those practices. Space on the website for DEI initiatives would require more regular and sustained collection of progress on these initiatives from unit heads. The website could also include an informal place for faculty to self-report their own research, academics, partnerships, and grants related to DEI. The *Calypso* newsletter should move from a subscription to a newsletter sent to all university stakeholders. *Calypso* could also be a venue to publish information about innovative and successful initiatives. The ODEI already organizes Communities of Practice of faculty working on DEI. ODEI could create an annual showcase of the work done by the communities of practice, present themes that were identified during the year, and invite the university community to reflect on the findings and experiences.

SUMMARY FINDINGS FROM CHARGE 4 SUBCOMMITTEE OF IDC

(Entire Committee)

Charge #4: Review NU academic plan, identify which aspects of the plan apply to the work of this committee, and provide recommendations for possible future committee charges.

Recommendations for future committee charges:

1. Address bias in student course evaluations. Research has indicated that women and faculty of color are often judged more harshly by students⁵. Analyze existing data to determine the extent to which this may be occurring at Northeastern for faculty who identify with all historically marginalized groups, including non-binary, LGBTQ+, etc. Recommendations are needed to ensure that TRACE scores and other forms of student feedback are being evaluated consistently and fairly by merit review committees across the institution. In particular, the merit review policies for adjunct and teaching faculty require consideration, as merit review for these faculty relies heavily on student evaluations.

2. Provide recommendations to improve communication of award opportunities, particularly related to DEI and achievements from historically marginalized groups. Provide recommendations for information to be gathered to create a more comprehensive database of awards that includes internal awards at all levels (e.g., department, college, university) and external awards.

⁴ <https://diversity.umich.edu/strategic-plan/campuswide-unit-plans/>

⁵ Anderson, K. J., & Smith, G. (2005). Students’ preconceptions of professors: Benefits and barriers according to ethnicity and gender. *Hispanic Journal of Behavioral Sciences*, 27(2), 184-201.

3. Investigate the impact(s) of the Inclusion and Diversity Committee's recommendations from the past two years to determine what percentage of recommendations were adopted. Identify which recommendations have not been adopted and why. Develop metrics to evaluate the success of the committee's adopted recommendations to examine their effectiveness. Create a process for feedback and continuous improvement based on the outcomes of this committee.

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

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