

**Final report:
Diversity and Inclusion Task Force**

September 2014

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Section I: Executive Summary and Recommendations

The Diversity and Inclusion Task Force was convened in May 2014 at the request of Dr. Douglas Baker, President of NIU and Dr. Lisa Freeman, Executive Vice-President and Provost. The Task Force consisted of sixteen members, both faculty and staff and was chaired by Associate Vice-President/Director of Athletics Sean Frazier, and Professor Laura Vazquez of the Department of Communication. The group was charged with exploring issues that pertain to diversity and inclusion at NIU with the ultimate goal of doing some of the groundwork for the hiring of NIU's first Chief Diversity Officer. The Task Force was to conclude its work at the end of the summer 2014.

In the May of 2012, NIU adopted a new mission statement which states that "the University values: A community of diverse people, ideas, services, and scholarly endeavors in a climate of respect for the intrinsic dignity of each individual." Certainly a Chief Diversity Officer would be able to engage the entire university community and beyond in the successful execution of the newly adopted mission. In September of 2013, the Office of Academic Affairs sponsored a Diversity Leadership Summit coordinated and hosted by Janice Hamlet in her role as Coordinator of Academic Diversity Programs. This event drew together seventy-seven diversity leaders and stakeholders to discuss issues of diversity on campus. (See Resources Section of this report). Many important ideas came out of that meeting. Two that guided the current Diversity and Inclusion Task Force were:

- The need to agree on an institutional definition of diversity
- The need to add someone to the President's cabinet to oversee the plethora of diversity efforts at NIU

Various divisions, departments and units have been engaging with diversity-related issues for some time though never under the leadership of a single individual or vision of an upper-level administrator. It was deemed in the best interest of this Task Force's process to invite campus diversity stakeholders to the table to discuss the status of diversity programs at NIU as we moved forward on hiring a Chief Diversity Officer.

The Task Force members and their subcommittees examined internal procedures regarding programming for students and faculty, faculty hiring and diversification, curricular changes as well as other Illinois or MAC institutional statements regarding diversity. This report summarizes those findings.

Task Force Recommendations

Though this report has many excellent recommendations, below is a summary of key recommendations and directions that would enhance the diverse culture of NIU. These recommendations occurred repeatedly during Task Force and subcommittee discussions and appeared in many of the subcommittee reports. It is important to note their redundant appearance as an indication of the NIU community's awareness of their value to our community. Many recommendations dealing with students, faculty and staff stated the need to help members of our diverse community feel connected to NIU and to the surrounding DeKalb community. We believe that these recommendations will move NIU towards the goal of creating an even more welcoming, inclusive and equitable community.

1. Begin the hiring process of a CDO who is resourced and empowered to make the necessary changes to diversify our faculty and staff, assist with curricular transformation, and collaborate with diversity stakeholders across the institution and the community.
2. Under the guidance of the CDO, NIU and each college, department and unit should create a diversity strategic plan with parameters for accountability and assessment.
3. A campus climate survey regarding diversity needs should be undertaken that will support the goals of each college, department and unit regarding diversity. The survey must be followed with assessments that verify the direction and progress of each college, unit and department.
4. Show evidence that NIU “walks the walk” by adding a mandatory diversity general education course to new PLUS curriculum choices.
5. Begin strategic campus wide facilitated dialogs regarding diversity with the goal of defining the NIU culture as one that respects and values diversity.
6. Enhance NIU’s brand identity regarding diversity to indicate that we embrace our diversity and accessibility proudly. This recommendation would change our web presence as we focus on student recruitment and retention as well as seek to diversify our faculty. It will also help diverse members of the NIU community feel welcome and included.
7. Improve NIU’s web site need regarding those areas that deal directly with diversity. These areas need to be centrally consolidated as well as expanded to include content such as our commitment to diversity among faculty, staff and students. Our web presence regarding diversity should be more carefully and deliberately structured to facilitate locating resources.
8. Continue curricular transformations, particularly in general education courses that will enhance students’ cultural competency. As we welcome more international students to campus, this strategy is of particular importance to develop a sense of NIU as a welcoming community.
9. Make appropriate necessary changes in hiring practices that will diversify NIU’s faculty and staff. This includes the establishment of a structured and robust faculty and staff mentoring program that will truly attract and support diverse faculty and staff members. NIU must provide programs that support the academic work of diverse faculty or faculty who work in areas of diverse research.
10. Expand and support diversity programming for students.

11. Expand leadership within admissions and other appropriate units to recruit, advise and retain a diverse student population.
12. Educate faculty, staff and students on cultural competency to enhance dialogs regarding diversity in as many settings as possible. Campus wide cultural competency workshops, programs and events will also strengthen hiring practices for faculty and staff diversification.
13. Create a Diversity and Inclusion Council that will work in concert with the Chief Diversity Officer to assist with various tasks including the creation of lateral diversity relationships; implementation of organizational diversity socialization; creation of culturally responsive pedagogy and practice; and introduction of the CDO to the NIU community.

Section II: Considerations regarding a Chief Diversity Officer

As we completed a proposed job description for the CDO position, we reviewed the literature listed in the Appendix of this report. It is relevant to highlight some of the key points outlined in those articles and our interview with Dr. Damon Williams to shed light on the final job description we have submitted with this report. We were fortunate to have an opportunity to speak with Dr. Williams who has researched and published significant materials on the role(s) of a Chief Diversity Officer, their placement within higher education and their portfolios, budgets, development activities and staffs.

According to the article, "What is a Chief Diversity Officer," Williams and Wade-Golden summarize several important attributes for a CDO. I have summarized them below:

Technical Mastery of Diversity Issues: The CDO should have an excellent command of all aspects of diversity issues in higher education, including faculty recruitment and retention issues, identity development, access and equity, diversifying the curriculum, assessing the educational impact of diversity, measuring the campus climate, and the policy and legal dynamics of affirmative action and diversity in higher education.

Political Savvy: The CDO must be particularly astute at navigating an institution's political landscape; responding well to politically charged or politically sensitive situations.

Ability to Cultivate a Common Vision: The CDO must be able to develop and cultivate a collaborative vision of diversity on campus.

In-Depth Perspective on Organizational Change: The CDO should possess an outstanding command of the elements and dynamics of organizational change, and also have entrenched experiences having led or been involved with these efforts in the past.

Sophisticated Relational Abilities: The CDO must possess a high degree of emotional intelligence, charisma, and communication abilities.

Understanding of the Culture of Higher Education: The CDO should possess in-depth knowledge and experience regarding the culture of the academy.

Results Orientation: Although not singularly responsible for results, the CDO must be results oriented and committed to encouraging the change agenda along to achieve significant results. (Williams and Wade-Golden, "What is a CDO", 6)

Clearly we are seeking an individual who has some very important skills. It is the hope of this Task Force that we have provided the research, analysis and recommendations that will assist whoever may be hired as the Northern Illinois University's CDO to do his/her job productively and effectively. Though much of the research refers to work written by Dr.

Damon Williams, we will also refer to our phone conversation with him throughout this section of the report.

In our conversation with Dr. Williams, he reminded the Task Force that the title of “Chief Diversity Officer” refers to a role but to be effective, the person also needs to be given a rank that imbues the position with authority. When Williams was asked to comment on the position title we had in the first draft, he stated that it was good to have the term academic in the title as it added symbolic capital to the title “because of the role of the faculty who are creating a supportive and inclusive intellectual environment for the campus community” (Williams Interview). Comments later in the conversation suggested that based on his knowledge of NIU (size, location, etc.), we might consider the kind of dual titling, such as a Vice-President and Provost, typical of many CDO positions. The CDO should have a place in the President’s cabinet and a connection to the Provost’s senior leadership team. He also stated that the person needed to move with the strength of the President’s voice and vision in order to be effective. They must be able to partner with faculty, engage with the leadership of the faculty senate as well as campus unions. Each institution must decide how reporting and engagement will occur in order for the CDO to be effective.

When asked about the vulnerability of a person who was hired to be the manager of institutional change, he suggested that one solution is to prepare a contract with a fall back position for a year or two or to hire someone who is tenureable. This overcomes several hiring obstacles including protection for the person ultimately hired. It establishes a record of publication in the area of diversity as well as establishes the CDO as one who can engage with faculty on an equal footing. The subcommittee who prepared the suggested position description felt so strongly about this that rank of Associate or Full and a publication record were added to the description preferred requirements. This was believed to be the best way to ensure institutional clout.

As for the CDO’s role, Williams told the Task Force that it is defined differently at different institutions. It can include tasks such as diversifying faculty, classroom conversations on diversity, retention, diversity and academic achievement as well as developing lateral relationships with stake holders and much more. Thus, it is up to the institution to operationalize the position based on the history, demographics and need of the institution. Lateral relationships are very important to the success of the CDO as are available resources. Most importantly he noted, the CDO cannot be the “diversity police” for the institution.

On the matter of staff and budget, he suggested that the office needs both an adequate staff and discretionary resources to be effective. He said that the office could be configured as a role (a single individual), a unit (a department) or a division with several reporting units. Based on the size of NIU, a staff of 5-7 full time people would be needed and could be achieved in several ways such as moving units into a vertically integrated portfolio or enlisting Faculty Fellows by buying them out of a course. Dr. Williams mentioned the need for entrepreneurial partnerships to allow the person to be more than a symbolic leader. Here are some examples:

- Innovative/discretionary/Entrepreneurial funds (e.g., small grants of \$500-\$1500 to support speakers or send students to a conference or with larger venture capital funds like \$30,000 per year for 3 years support a larger program.
- Faculty diversification is needed not to hire but to set up a process in partnership with the provost or deans to help a department diversify their faculty (e.g., add women to a STEM department). This can take up to \$200,000 per year for 3-5 years. It can be used to perhaps bring in interviewees, do spousal hires or underwrite searches.

While this can all be built out over time, there must be a commitment for it in place for this person to feel that they can be successful.

Institutions have solved the need for resources for diversity in several creative ways such as funneling some vending resources to the office or having a point person in the foundation who raises money for diversity initiatives. It is important to remember that necessary resources are not always new resources. He recommended that prior to hiring, the institution needed to develop a strategy because qualified candidates would avoid jobs where the descriptions were devoid of such details regarding funding and resources. He mentioned he had just reviewed the job description from UCLA noting its weakness in this area of resources while its rhetoric glorified the position. He strongly urged intentionality in creating the CDO position, rank, resources and support.

When asked about current commissions and committees, Dr. Williams stated that existing groups should be involved in the CDO selection process and that they could become members of a diversity council to bring the lateral diversity infrastructure together. Clearly the CDO will need a staff to assist with all of these activities.

In conclusion, Dr. Williams reminded the Task Force that there is a high burn out for CDO's and that the major challenges are insufficient resources and inadequate or incorrect structuring of the office. With these ideas in mind, the Task Force prepared the CDO position description listed below.

Section III: Organization and Process of Diversity and Inclusion Task Force

The Task Force met every two weeks throughout the summer beginning on April 25th. Each Task Force member chaired a subcommittee that researched a separate topic organized around a question regarding how diversity is managed, engaged with and publicized at other campuses and NIU. The recommendations and action steps from these subcommittees are summarized below and their final reports are included in Appendix 1 of this report.

Subcommittees included:

1. What are the proposed CDO job descriptions and portfolios?

Chair: Patty Martinez

Subcommittee members: Joe Matty, Lois Self, Sandy López, Nancy Castle, Elisa Fredericks

2. What is an acceptable definition of diversity and how might it be operationalized?

Chair: Kristen Myers

Subcommittee members: Larry Bolles, Bobbie Cole, Aaron Hill, Jeanne Meyer, Passion Williamson

3. How does a commitment to diversity impact enrollment, recruitment and retention?

Chair: Janice Hamlet

Subcommittee members: Guadalupe Lopez, Lucero Martinez, Anthony Roberts, Julia Spears, William McCoy, Don Rodman

4. How do NIU hiring processes help/hinder the recruitment of a diverse faculty? If they are a hindrance, what are possible ways they might be altered?

Chair: Molly Holmes

Subcommittee members: Jason John

5. What merit-based diversity measures for faculty and staff might be instituted?

Chair: Sheldon Woods

Subcommittee members: Deborah Pierce, Joe Flynn

6. What kind of programming might be added that supports inclusion for faculty and staff?

Chair: Kristin Huffine and Simon Weffer-Eli

Subcommittee members: Jason Goode, Diane Rogers, Norden Gilbert, Simon Weffer-Elizondo

7. How important is curriculum transformation for diversity? How might our efforts be improved?

Chair: Carol Walther

Subcommittee members: Alicia Shatterman, Jay Orbik, Marlo Barnett, Amanda Littauer

8. How can we improve the recruitment and retention of a diverse faculty and staff?

Chair: Laverne Gyant

Subcommittee members: Sarah Klaper, Carolinda Douglass, Mark Mistic

9. What kind of programming might be added that supports inclusion for students?

Chair: Michelle Bringas

Subcommittee members: Roz Snell, Romeo Jackson, Danielle Keys, Jimmie Manning, E.B. Slouka

10. Should NIU create brand identity based on diversity? If so, what might that look like?

Chair: Judy Ledgerwood

Subcommittee members: Randy Caspersen, Rebekah Kohli

11. How do we best undertake an environmental assessment on the climate of diversity at NIU?

Chair: Murali Krishnamurthi

Subcommittee members: Deborah Haliczzer, Ximena D. Burgin

12. How is diversity addressed at other public Illinois higher learning institutions?

Chair: Greg Long

Subcommittee members: Beth Gaillard, Melanie Parks, Andrea Drott

13. How can NIU best overcome the "Diversity Turf Wars?"

Chair: Karen Baker

Subcommittee members: Joy Coates, Angela Baron Jeffrey

14. What are the diversity issues in residential life?

Chair: Felicia Bohanon

Subcommittee members: Alex Fireman, David Long, Elvia Arriola, Angélica Mendoza

15. How is the hiring of a CDO best introduced to the NIU community of faculty, staff and students?

Chair: Katrina Caldwell

Subcommittee members: Shikha Duttyal, Robert Jones , Denise Hayman

Section IV: Subcommittee Report Summaries

Summary of subcommittee reports: Please note that the subcommittees pursued various methodologies to reach their final recommendations. Their procedure is outlined in the introduction of their final reports included in Appendix 1 of this report.

1. What is the ideal proposed job description and portfolio for a Chief Diversity Officer for NIU? Chair: Patty Martinez

This job description below was drafted in consultation with the subcommittee and completed after the telephone interview with Dr. Damon Williams. Thus it responds to many of the questions discussed at that meeting.

Northern Illinois University

Vice President for Academic Diversity and Chief Diversity Officer

Chartered in 1895, Northern Illinois University (NIU) is a student-centered, regional public research institution with a diverse and international student body of 21,000. NIU's main residential campus is located just 65 miles west of Chicago in one of the most dynamic regions of the country. Three extension centers are located in Naperville, Rockford, and Hoffman Estates. The University contains 41 academic departments across seven colleges of Business, Education, Engineering and Engineering

Technology, Health and Human Sciences, Law, Liberal Arts and Sciences, and Visual and Performing Arts. NIU offers 63 undergraduate majors and 78 graduate degree programs, including 20 doctoral programs, and the Juris Doctorate. NIU is a member of the Association of Public and Land-Grant Universities

NIU's mission is to promote excellence and engagement in teaching and learning, research and scholarship, creativity and artistry, and outreach and service. In fulfilling this mission, the University values:

- A community of diverse people, ideas, services, and scholarly endeavors in a climate of respect for the intrinsic dignity of each individual;
- Access for a broad spectrum of students to high quality undergraduate, graduate, and professional programs that prepare them to be lifelong learners and productive, socially conscious citizens;
- Engaged teaching and learning that evolves from the synergy of research, artistry, and service;
- Research and artistry in creating, transmitting, expanding, and applying knowledge;
- Student success supported through academic and co-curricular programming and activities;
- The application of current technology in enhancing and broadening all institutional endeavors;
- A system of shared governance that incorporates input from faculty, staff, and

students in decision and policy making;

- Commitment to a public purpose addressing regional, state, national, and global challenges and opportunities.

In July of 2013 Dr. Douglas Baker became NIU's 12th President. The Board of Trustees selected Dr. Baker in great part because of his bold vision that is focused on student career success and excellence in teaching, research, and outreach, and that is founded upon unwavering commitments to thriving communities, ethically, inspired leadership, and financial sustainability.

In this context, NIU is searching for a Vice President for Academic Diversity/Chief Diversity Officer.

The Position:

The Vice President for Academic Diversity/Chief Diversity Officer (VPAD/CDO) is empowered to provide vision, leadership, and counsel on matters of diversity and inclusion, and to collaborate with all campus units to create a welcoming and respectful academic environment that embraces diversity as a dimension of excellence.

The VPAD/CDO is charged with building transformative alliances with various University constituencies to achieve a truly diverse and inclusive community of faculty, staff and students. The VPAD/CDO serves as the primary advisor to the President, Provost and University community on matters related to maintaining and enhancing an inclusive campus environment. The VPAD/CDO provides strategic leadership and management in policy development for the operation of programs and systems to achieve university diversity goals.

This position holds dual reporting lines to the President and Provost, and serves on both the President's Cabinet and the Council of Deans. This is a faculty, tenured position with a three year, renewable contract.

Responsibilities include:

- Lead or facilitate standing and ad hoc committees that support and promote academic diversity, equity and inclusion; Serve as member of the Presidential Commissions related to diversity matters
- Serve on curriculum planning committees for multicultural transformation; Consult with faculty on addressing diversity within the classroom and the campus community
- Work collaboratively with unit directors of centers and initiatives focused on academic diversity and multiculturalism; collaborate with Academic Deans representing areas such as Women's Studies, Latino Studies as well as Vice President for Student Affairs & Enrollment Management regarding resource centers;
- Work closely and collaboratively with the senior leadership team, academic units, and other appropriate offices to recruit and retain faculty, staff, and students from under-represented groups; develop partnerships regarding

recruitment and retention programs to increase diversity of faculty, staff, and student body;

- Develop and maintain active partnerships with the external community and alumni affinity groups; engage with initiatives in Chicago Public Schools; act as liaison between university and community in support of diversity, equity and inclusion at NIU;
- Convene Diversity Advisory Committee to perform duties such as: gather information related to all diversity initiatives at NIU; review duplication of efforts, strengthen services, etc.;
- Coordinate, in consultation with Admissions and Financial Aid, those areas relevant to increasing and supporting student diversity on campus;
- Work with legal and Human Resources regarding University contracts and policies to ensure compliance with legal and institutional commitments related to diversity and access;
- Assess diversity initiatives and climate; prepare annual reports highlighting the activities and outcomes in support of faculty, staff and student diversity;
- Consult with university marketing on all materials including public relations and internal and external communications to ensure diverse image of NIU;
- Design and implement appropriate staff and fiscal resource structure for enhancement of diversity at NIU;
- Budget oversight of XXXX to forward strategic agenda addressing diversity on campus;
- Other duties as assigned by the Provost and President.

Required Qualifications:

- Terminal degree (e.g., Ph.D., Ed.D, J.D. or MFA)
- Demonstrated work and commitment to increasing diversity in academic setting through research, faculty engagement or curricular reform,
- Experience working with and in support of such areas including disability awareness, multiculturalism, international students/faculty/staff, inclusion, and/or educational equity; previous experience with diversity law, social justice initiatives, etc.;
- Experience in program development and management;
- Excellent interpersonal, oral, and written communication skills;
- Leadership experience, including experience with strategic planning, institutional change, and fiscal management;
- Abilities to promote and maintain collegial relationships, and to work as part of an administrative team;
- Strong leadership and collaborative skills and an in-depth perspective

on organizational change to create a team approach to cultural change.

Preferred Qualifications:

- Record of scholarly work in a diversity area commensurate to the rank of Associate or Full Professor;
- Development and fundraising/grant experience associated with diversity initiatives;
- Demonstrated understanding of compliance issues associated with Human Resources.

Application Process:

Nominations and applications will be held in confidence except for finalists. Completed applications should be received by XXX, 2015, for optimal consideration; review of completed applications will continue until the position is filled. Candidates should include with their curriculum vitae a letter of application describing their relevant experiences and interest in the position, together with the names, addresses, and phone numbers of at three to five references. References will not be contacted without prior permission of the applicant. Please submit all nominations, applications, and communications to the search firm assisting NIU:

XXX-Insert Search Firm Here

In compliance with the Illinois Campus Security Act, before an offer of employment is made, the university will conduct a pre-employment background investigation, which includes a criminal background check.

In accordance with applicable statutes and regulations, NIU is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, ancestry, sex, religion, age, physical and mental disability, marital status, veteran status, sexual orientation, gender identity, gender expression, political affiliation, or any other factor unrelated to professional qualifications, and will comply with all applicable federal and state statutes, regulations and orders pertaining to nondiscrimination, equal opportunity and affirmative action. NIU recognizes Dual Career issues.

2. What is an acceptable definition of diversity and how might it be operationalized?

Chair: Kristen Myers

Definition of Diversity

Because diversity is an essential feature of our university, at NIU diversity means recognizing and respecting differences, acknowledging similarities, broadening our horizons, engaging with others, and embracing and enhancing cultural competency. By incorporating many voices and perspectives, diversity enhances our ability to achieve the university's mission of engagement and excellence.

Our Vision

A commitment to diversity at NIU means recognizing that all individuals are unique and interconnected. The entire community—faculty, staff, students, alumni and administrators—respects and supports people who embody multiple experiences shaped by race, ethnicity, culture, gender, nationality, gender identity, sex, disability, age, sexual orientation, religion, socioeconomic status, family circumstance—and beyond.

Mission: A Beginning

NIU is committed to recognizing and respecting cultures, traditions, and differences to foster engagement, excellence and a safe, positive, supportive community. We acknowledge that personal, cultural, and institutionalized discrimination creates and sustains privileges for some while disadvantaging others. Therefore we advocate and educate, both inside and outside the classroom, for just and inclusive communities at NIU and beyond.

According to a report submitted by Dr. Kristen Myers, Director of the Women, Gender and Sexuality Studies Program,

Although the number of students reached in diversity courses has grown in recent semesters, this number represents about 1% or less of the total student body at NIU. Most (about 90%) of these students are undergraduates. And most (81%) are female. (Myers, Subcommittee Report, Appendix 1)

Thus this rich and important resource is thus vastly underutilized and many students do not receive the critical perspective on diversity these faculty and courses can provide. Many of these courses already meet the criteria for general education courses.

It is suggested that one way to operationalize this definition and create a major impact in the culture of NIU faculty and students is to adopt the addition of a diversity course to the new curriculum for Progressive Learning in Undergraduate Studies. As this adoption is currently in progress, this might be a way to incorporate a change rather smoothly. While the committee also recommends that cultural competency be addressed in all facets of the curriculum, this is a much longer-term goal that should be met under the auspices and direction of the new CDO.

Another important suggestion is that we begin campus wide facilitated dialogs regarding diversity. This would begin to operationalize this definition as well as make all students feel comfortable, safe and welcome. It is important to define NIU's campus culture as one that fully acknowledges its diversity and welcomes all social identities, roles and religious beliefs to the table. Dialogs are pedagogically valuable opportunities for all students to come together. Perhaps beginning with faculty and staff discussions and cultural competency training, students would have a model for productive engagement.

See Appendix 1a for complete report including research that informed this work.

3. How does a commitment to diversity impact enrollment, recruitment and retention? Chair: Janice Hamlet

Recommendations and Action Steps:

1. Create and maintain a superior Office of Admissions/Recruitment
 - a. Hire an Admissions Director
 - b. Do diversity training within the recruitment staff
 - c. Increase recruitment staffing
2. Create a sense of “wanting to belong to the NIU community” environment across the university
 - a. Create a mentorship program for first generation students
 - b. Create a UNIV 101 type class that is mandatory for all freshman
 - c. Create or update Alma Mater song to improve student identification with NIU
3. Develop a student leadership initiative designed to have students support one another
 - a. Identify current student leaders to better understand how and why they became involved
 - b. Identify a Mentor for leadership program
 - c. Increase student leaders who will provide a more welcoming and inclusive environment
4. Develop and Implement annual programs and projects to improve student advising
 - a. Provide a mandatory annual workshop for all advisors (refresher on advising skills, training in cultural competencies, create a team effort among the staff.)
 - b. Create a One Stop Advising Website (assist with navigation and location of useful information.)
5. Improve retention of students with existing resources and/or programs
 - b. Reach out to current students to engage them with MAP works, marketing and advertising
 - c. Identify students who are not involved to address their lack of participation. Help them identify a group they could become involved with.
 - d. Keep identified students connected with cultural centers, OSEEL, etc.
6. Create a “No tolerance for ignorance” practice across the university community
 - a. Mandatory diversity training for all university employees (such as cultural competencies training not Affirmative Action training)

See Appendix 1b for complete report including research that informed this work.

4. How do NIU hiring processes help/hinder the recruitment of a diverse faculty? If they are a hindrance, what are possible ways they might be altered?

Chair: Molly Holmes

Recommendations:

The subcommittee concluded that NIU hiring processes do, in fact, hinder the recruitment of diverse faculty and staff. While the policies (or lack of current, easily found policies) were not the sole contributors of this finding, the hindrances came from the lack of clarity of how diverse faculty and staff were valued at NIU, the openness and support of the campus and DeKalb (and surrounding area), and resources for mentorship and other retention initiatives.

- a. Use of BSU, UIUC, and other similar institutions' initiatives to showcase what is in place at NIU not only for recruitment (policies) but also to highlight community and campus resources to ensure a connection to NIU
- b. While NIU has a myriad of diversity resources found in many places, highlighting the most salient campus and community resources is critical
- c. Faculty and staff mentoring programs are key for retention of diverse employees
- d. There should be stronger encouragement of faculty and staff to attend cultural education opportunities for professional development while teaching and working at NIU

See Appendix 1C for complete report (including proposed Action Steps) and research that informed this work.

5. What merit-based diversity measures for faculty and staff might be instituted?

Chair: Sheldon Woods

Recommendations:

Based on successful programs at other schools the following are recommended:

- A **Diversity and Inclusion council** made up of members representing each college and staff areas. There should also be an advisory committee composed of the centers and students representing the diverse student body. It would be advantageous to have connections to all of the "multicultural" committees on campus.
- An **annual award** for Diversity work could be an inexpensive incentive to encourage participation. This award would be given to a faculty or staff member who is doing significant work in the area of diversity and inclusion. Care should be taken not to ignore minority faculty and staff members. They are often overlooked because it is assumed that they only do work in diversity and inclusion.
- **Summer Institute**, held annually to encourage transformation of curriculum and pedagogy, similar to the one currently held. A financial incentive has traditionally encouraged participation but other tangibles might serve as incentives.
- A **centralized database** of diversity resources both hard copy and electronically, would be a valuable resource to faculty and staff. This database would house diversity reports published by the university community, list upcoming seminars and workshops and have other useful resources.
- Small **grants** made available to faculty and staff to encourage diversity and inclusion work. This would hopefully lead to larger external grants.
- A **comprehensive website** to list the above items as well be the portal to the diversity and inclusion work at NIU. The site should have someone responsible for regularly updating the information and responding to queries. Currently we do not have such an item and it reflects poorly on the university.
- Lastly, a **centralized office**, led by the Chief Diversity Officer, that will be at the forefront of the diversity and inclusion work done at NIU. The office's title should reflect its importance and be housed in an area of significance.

See Appendix 1D for a complete report including the research that informed this work.

6. What kind of programming might be added that supports inclusion for faculty and staff? Co-Chairs: Kristin Huffine and Simon Weffer-Elizondo

Recommendations:

- Creating Faculty and Staff Associations--such as Latino Faculty and Staff Association or LGBTQ Caucus. In looking across many campuses, this was one type of programming that was common. These groups could meet several times a year, and at the beginning of each semester, sought to help integrate new members into the campus. UCLA has a particularly strong Latina/o Faculty and Staff association, which works on issues of tenure and promotion for faculty as well as on efforts to improve working conditions for faculty and staff. The Latina/o Faculty and Staff Association also works with students when campus climate issues arise, and they voice concerns around strategic planning, space and other issues.
- Having beginning of the year luncheon for LGBT and/or Minority faculty and staff so they can meet folks from outside their departments. Studies on the importance of inclusion and diversity in higher education often point to the importance of social networks. DePaul University's Office of Academic Affairs organized these annually, and saw increases in positive perceptions of the campus in their in house campus climate surveys. For faculty this became a hub of building networks important to negotiating the tenure process for junior faculty.
- Ensuring adequate research and artistry support that is available specifically to faculty who are women, LGBTQ, and people of color.
- Expanding mentoring efforts for faculty who are women, LGBTQ, and people of color that is university wide. This also means including women, LGBTQ, and minority faculty at the center of these professional development affinity groups who hold monthly luncheons / meetings to discuss tenure, preparation for administration work, and other topics.
- Providing paid maternal- and paternal-leave policies. Childbirth has long put female faculty in a disadvantaged position when compared to male faculty going up for merit raises, for tenure and promotion, and promotion to Full Professor. Not only does having a child necessitate more time for women who are up for promotion to produce publications, it also arrives with a financial cost, making it difficult to negotiate work demands at this crucial time in their careers. This is especially the case for junior faculty making substantially less money than their senior peers.

While less attention is paid to men with children, recent Supreme Court decisions have made clear that single parents and the LGBTQ community also share the human right to marriage and family. For this reason, LGBTQ partners and single parents are also in need of a maternal- and paternal-leave policy that will support their families while they are negotiating the tenure process and promotion to Full Professor. A comprehensive, paid, family-leave policy of one semester is crucial to putting women and new parents on an equal playing field with others who are not starting families.

- Providing extensive sensitivity training to faculty at the departmental level. Comprehensive knowledge and training for living and working in a multicultural world, and for teaching in the increasingly diverse environment that is emerging at NIU is a fundamental policy change that needs to be put in place. It is not enough to offer diversity training to faculty who want to attend the MCTI. Sensitivity training must occur in a more systematic way across the university at the department level.
- Creating a Diversity and Inclusion Council that will work in concert with the Chief Diversity Officer to implement organizational diversity socialization and culturally responsive pedagogy and practice. This council can also implement a comprehensive sensitivity training at the department level. Northeastern Illinois University provides a very good model of how an Inclusion Council can facilitate and promote dialogue and educational programming that support diversity, multiculturalism, and social justice with representation from all Vice Presidential offices across the university.
- Providing an affirmative action program, as prescribed by federal guidelines that commit the Diversity Council and university to provide assistance to departments in their efforts to hire women and people of color at the university, including lists of clearly defined subfields of each department that attract significant numbers of minorities. In addition to this, the Diversity Council should also provide training to alter patterns of employment that indicate under-representation of members of minority groups and women. It should also advance efforts to hire disabled individuals and veterans.
- Providing new policies for faculty merit raises and promotion that don't rely on student evaluations. Numerous studies over the past 30 years have made clear that women, people of color, faculty with disabilities, and LGBTQ populations receive significantly lower evaluations by students as a rule. Accommodating for this in merit raises and work evaluation are a crucial way of recognizing the need for curbing a culture of discrimination among students and the resulting institutional discrimination that comes when these policies and procedures are not put into question.
- Faculty workshops over the course of the year on teaching, dealing with student evaluations, the tenure process, etc. specifically targeting women, LGBTQ, and minority must be put in place.
- Annual Black, Latino, Asian, and LGBTQ Alumni reunions.

See Appendix 1E for the complete report including the research that informed this work.

7. How important is curriculum transformation for diversity? How might our efforts be improved? Chair: Carol Walther

Recommendations:

The subcommittee agreed that curriculum transformation for diversity is important. The group is tentatively defining diversity as social inequalities and having equal opportunities to resources.

We suggest four areas to improve the curriculum transformation:

- First, we would like to change the culture of NIU to value diversity. One of the ways that we suggest that occurs is to have campus wide dialogues about diversity which incorporate students, staff, faculty and alumni.
- Second, we'd like to shift education in diverse content and inclusive pedagogy so that it is not simply available to faculty who are already aware of its importance, but rather, an expected area of professional development for all faculty. This might include mandatory training (on legal and policy matters) as well as interdisciplinary trainings by qualified staff and faculty (in Centers, for instance) and also discipline-specific workshops. The university should provide financial and other incentives for such work, including recognition in tenure and merit documents.
- Third, we would suggest annual 'Diversity Progress Reports.' Our committee is unaware of the state of diversity at NIU. A self-study of NIU which is made publically available could assist in unit policies and goal setting. We feel that this could assist everyone in retaining students.
- Fourth, include positive diversity activities in the media. For instance, the 'Baker's Report' could have items about the strides NIU is making in creating a culture which values diversity, increasing diversity, and publically awarding change makers.

See Appendix 1F for the complete report including the research that informed this work.

8. How can we improve the recruitment and retention of a diverse faculty and staff?

Chair: Laverne Gyant

Recommendations:

- Have the Diversity Officer make contact with the school district and city of DeKalb Diversity Officers
- Utilize the DFI fellows who have graduated with their doctorate degrees
- Make sure all search committees are diverse, if not with faculty with students; search committees should reach out to the various commissions to let them know they have diverse candidates and invite them to meet the candidate; make sure that the pool of candidates is diverse.
- Find ways to encourage and share with candidates the benefits of living in DeKalb County
- Encourage all units to advertise in diverse and specific journals, newsletters, and conferences
- Create a mentoring program for all new faculty and staff; encourage departments and units to support their diverse faculty and staff, esp. when there is a conflict between faculty/staff and student

- Search committees, faculty and staff, should support the research interest of the candidates and have some knowledge of the research interest and not view it as "foreign"

9. What kind of programming might be added that supports inclusion for students?

Chair: Michelle Bringas

Recommendations:

This subcommittee did a SWOT analysis of existing programming at NIU. They noted that there are many strengths in available programming for students offered in the diversity centers and residence halls but that there is not always sufficient funding to attract performers for campus-wide diversity programming. They also noted that diversity programming efforts are not well-coordinated and often attract small populations of students. They found that lack of funding and a lack of a centralized website to advertise/promote diverse programs was a barrier to having more successful programs for students. They also felt that there was a need to share resources among the various groups in order to raise the visibility and quality of diversity programming.

- Create a centralized, visible, coordinated web presence for diverse programming;
- Create centralized funding for student organizations and departments to do diverse programming
- Create incentives for students faculty and staff who conduct diverse programming
- Create centralized marketing campaign for diverse programming
- Provide options for students organizations and campus offices to create traditions around diverse programming
- Allocate additional programming resources to offices and programming boards already providing diverse programming to enhance the quality in speakers, films, etc for diverse programming

See Appendix 1G for the complete report including the research that informed this work.

10. Should NIU create brand identity based on diversity? If so, what might that look like? Chair: Judy Ledgerwood

Recommendations:

1. The committee's recommendation is that NIU should create a brand identity based on diversity. Following the pattern of the University of Illinois, this brand identity should stress both the fact that NIU is "diverse" and that diversity and inclusion are aspirational, that we are striving to create a university atmosphere where we perceive ourselves as one community.

2. NIU should completely redesign our main web pages that deal with diversity issues, making them more visually appealing, including the addition of video clips and photos. We can follow the model of the University of Chicago and Rutgers University to include small sidebars with statistics and links to personal stories of a wide range of different current students and alumni.

3. These proposed new web pages should be prominent on the website, directly linked to the main page and appearing in other key "trees" including prospective students

and current students. These diversity pages should be linked to the Diversity Directory that has already been designed for incorporation into the Human Resources pages.

3. Both the web pages and the print materials should clarify the relationship between the academic programs about a world area and the support services offered to students. This should be clarified in both the print materials and the on-line presence.

See Appendix 1H for the complete report including the research that informed this work.

11. How do we best undertake an environmental assessment on the climate of diversity at NIU? Chair: Murali Krishnamurthi

Recommendations:

- a. Develop a clear definition of diversity at NIU as any campus diversity climate assessment should be based on that definition developed inclusively. Along with the definition, prepare a rationale for why diversity matters and how it affects NIU. Clarify the scope of diversity climate. For example, does the climate also include the community surrounding NIU?
- b. Get organizational commitment from the administration as well as student and employee bodies for the campus diversity climate assessment. Do not initiate an assessment that is only top down or bottom up. It is critical to obtain commitment and support at all levels.
- c. Identify all the stakeholders that should be part of the campus diversity climate assessment. Do not just include underrepresented groups or only ethnic diversity groups. Include stakeholders from all aspects of diversity.
- d. Develop a purpose for the campus diversity climate assessment initiative. Do not conduct an assessment just for the sake of doing one. The reasons for conducting the assessment should be clear to stakeholders and potential respondents, and the assessment should be linked to goals. The reasons could be to: document diversity climate and trends at the institution, communicate the benefits of a positive diversity climate, identify and address diversity issues that need improvement, advance diversity efforts at the institution and shape institutional plans and policies, provide context for allocating resources, etc.
- e. Design a plan for the diversity climate assessment. The plan should include goals, objectives, resource needs, tasks, timelines, methodology, measurement tools, outcomes analysis, dissemination methods, implementation strategies, etc. A detailed and well-thought out plan developed with the help of stakeholders and has the support of the administration is the key for a successful campus diversity climate assessment. The plan should ensure that campus diversity climate assessment is not conducted on an ad hoc basis by various campus units, groups or individuals at different times but that all stakeholders commit to an institutionally approved campus diversity climate assessment conducted at established intervals by those knowledgeable and experienced in conducting assessment.
- f. Clarify in advance some of the issues related to campus diversity climate assessment such as how to get buy in from the audience to participate in the survey, how to ensure

anonymity and confidentiality, how will the assessment results be disseminated, who can view the results, what to do if the results are overwhelmingly negative, how will the results be translated to action items, what resources the institution is willing to commit and at what timeline, etc.

- g. Enlist the help of an established body (internal or external to NIU) with considerable experience and sensitivity in conducting diversity assessment surveys and charge that body with handling the logistics instead of one of the stakeholder groups. This is critical for maintaining anonymity, confidentiality and neutrality as well as handling all the logistics effectively.
- h. Assign a central point of contact for the campus diversity climate assessment, preferably a senior administrator in charge of diversity issues on campus, who has the experience and ability to undertake a campus diversity climate assessment.

From researching other institutions' campus diversity climate assessment initiatives as well as NIU's past initiatives, the subcommittee concludes that NIU can certainly benefit from a well-planned campus diversity climate assessment effort that involves all the stakeholders in the process and aligns the results with action steps and necessary resources. The collected resources on best practices and the subcommittee's recommendations provide the necessary initial insight into undertaking a campus diversity climate assessment at NIU.

See Appendix 1I for the complete report including the research that informed this work.

12. How is diversity addressed at other public Illinois higher learning institutions?

Chair: Greg Long

Recommendations and Findings:

The subcommittee gathered information about how diversity was addressed at other public Illinois universities. We did not, however, arrive at any final recommendations. Some of the more interesting approaches included:

- ISU--"Diversity Advocacy" is housed within the Dean of Students Office. They host a variety of social and educational programs through the year including a welcome BBQ and an overnight "Diversity Retreat" for students. ISU also has a Multi-Ethnic Cultural and Co-Curricular Advisory Committee (MECCPAC) composed of students, faculty, and staff that provides funding to support diversity programming. We were unable to identify their base budget.
- Governors State--The "Student Coalition for Diversity and Social Justice" is housed within Student Life. They offer "themed months" corresponding to Black History, Women's History, Sexual Assault Awareness, LBGTQ History, Hispanic Heritage, National Coming Out, and Universal Human Rights month. There was no mention of a disability awareness month. Similar to NIU, Governors State has a variety of diversity-related student organizations.

- Northeastern Illinois--NEIU cultural centers are housed within the Division of Student Affairs under the Angela Pedroso Center for Diversity and Intercultural Affairs. Their website provided very few specifics in terms of programs and activities.
- SIU-Carbondale--Limited information regarding programs and activities. Cultural centers include the LGBTQ Resource Center, Black Resource Center, and Hispanic Resource Center. There does not appear to be a women's resource center or Asian resource center. They do, however, have a Women, Gender and Sexuality Studies program.
- SIU-Edwardsville--The Office of Institutional Diversity and Inclusion (housed within student affairs) has a strategic diversity plan called "We Are One Diversity Plan." The office provides programming, oversight, faculty orientation/mentoring, and position review and approval (in conjunction with the Assistant Chancellor).
- UIC--The Office of Diversity has mission and vision statements and is engaged in a "Diversity Strategic Thinking and Planning Process." Diversity related resources are available through the UIC "Diversity Portfolio." UIC (and U. of IL) promote their Disability Resource Centers as diversity programs. Other institutions, including NIU, place disability services under "student services."
- University of Illinois--The Office of Diversity, Equity, and Access is responsible for issues pertaining to affirmative action, ADA, community outreach, complaints and grievances, resources, and training and education. Similar to the PCPD, U. of IL has a Chancellor's Committee on Access and Accommodations. The DRIVE faculty committee (Diversity Realized at Illinois Through Visioning Excellence) was established in 2013 to support college-level efforts to recruit faculty members from traditionally underrepresented populations. DRIVE grants typically range between \$1,000-\$5,000 per specific initiative (e.g., hosting scholars, co-sponsoring events, education and training initiatives to improve retention and campus climate). Interestingly, the website includes four "Driving to Success in Diversity Workshops." These are 45-60 minutes videos (uncaptioned sadly) that address the DRIVE committee's goals and suggestions for best practices.

See Appendix 1J for the complete report including the research that informed this work.

13. How can NIU best overcome the "Diversity Turf Wars?"

Chair: Karen Baker

Recommendations:

Dispel the myth of "turf" war: Continued education and a commitment by each group to learn from others are critical in re-shaping this perception. This can be achieved by embracing each area with a true willingness to learn, accept and respect the area of interest as one of the experts on campus and valued contributor to the diverse community.

Develop a consistent and deliberate support for collaboration amongst groups around a common idea and/or purpose: While the idea of collaboration is often included in many discussions regarding diversity, it is often only practiced amongst various groups with a strong voice and/or audience.

Refrain from the endorsement of marginalization of certain groups: It was a unanimous belief that in some cases, people of color are only welcomed to the table to show a “lukewarm” effort of inclusion. Ideas, creativity and thought are often ignored, resulting in a marginalization of the participant and his or her contribution. This is especially evident within the academic community through its overuse of people of color for initiatives grounded in diversity such as search committees.

Section V: Recommendations and Conclusion

According to the report of the Trustee Ad Hoc Committee Report on Diversity, Princeton University, 2013 “Diversity is not an end in itself, but rather, a precondition for academic excellence, institutional relevance and national vitality” (9).

The Princeton committee cited three broad rationales for fostering diversity in higher education which this Task Force fully endorses:

1. The demographics of a predominantly white institution (like NIU) does not reflect the increasingly pluralistic nature of our society. This is based on the most recent census data that suggests that within the next 30 years more than half the US population will come from minority groups. Cultural competency and sensitivity are critical traits for all members of such a society.
2. Diversity and inclusion in institutions of higher learning are essential to cultivating talents and leadership skills of the entire population of our democracy.
3. Heterogeneity in the institutional population enhances creativity, and is more intellectually and socially invigorating. The breadth of views and opinions can stimulate more challenging debate and encourage students to keep an open mind on new ideas.

Institutional readiness is an important factor when considering the hiring of a Chief Diversity Officer. With the adoption of NIU’s new Mission statement and the success of the Diversity Leadership Summit, NIU appears poised for change. Also Faculty Development recently hosted a series of cultural competency workshops where people of diverse backgrounds were able to advance their ability to engage with people from widely differing backgrounds and personal experiences. Historically, NIU has framed diversity as racial and/or ethnic but it seems that there is social, political and institutional readiness to broaden our approach to include diversity as iterated in the DITF proposed vision: “A commitment to diversity at NIU means recognizing that all individuals are unique and interconnected. The entire community—faculty, staff, students, alumni and administrators—respects and supports people who embody multiple experiences shaped by race, ethnicity, culture, gender, nationality, gender identity, sex, disability, age, sexual orientation, religion, socioeconomic status, family circumstance—and beyond.” We fully appreciate how this breadth of personal backgrounds and differences enriches the institutional culture of NIU.

It is important that NIU recognize that what is suggested by this Task Force is more than affirmation of the need or desire to hire someone to organize and lead our diversity efforts. The Task Force has produced a report of how NIU currently functions in terms of creating and representing a diverse and inclusive environment. We believe that it is time for a dedicated, unified and consistent approach that encompasses training and policy, programmatic and procedural changes in both Student Affairs and Academic Affairs. We are aware that while institutional procedures are not intentionally discriminatory or isolating, they may appear to (or worse inadvertently) create barriers to making NIU the rich, inclusive and equitable campus that we hope to be. We are also aware of the relationship between diversity, recruitment and retention and of the need to address our

internal perception and external representation of ourselves vis-à-vis diversity and inclusion. Thus while we might have preferred more time to do a more thorough analysis of diversity at NIU, we believe that time is of the essence in concluding our task.

Though this report has many excellent recommendations, here is a summary of key recommendations and directions that would enhance the diverse culture of NIU. These recommendations occurred repeatedly during Task Force and subcommittee discussions and appeared in many of the subcommittee reports. It is important to note their redundant appearance as an indication of the NIU community's awareness of their value to our community. Many recommendations dealing with students, faculty and staff stated the need to help members of our diverse community feel connected to NIU and to the surrounding DeKalb community. We believe that these recommendations will move NIU towards the goal of creating an inclusive and equitable community.

1. Begin the hiring process of a CDO who is resourced and empowered to make the necessary changes to diversify our faculty and staff, assist with curricular transformation, and collaborate with diversity stakeholders across the institution and the community.
2. Once the CDO is hired, support a diversity strategic plan for NIU and for each college, department and unit.
3. A campus climate survey regarding diversity needs should be undertaken that will support the goals of each college, department and unit regarding diversity. The survey must be followed with assessments that verify the direction and progress of each college, unit and department.
4. Show the students that NIU "walks the walk" by adding a mandatory diversity general education course to new PLUS curriculum choices.
5. Begin strategic campus wide facilitated dialogs regarding diversity with the goal of defining the NIU culture as one that respects and values diversity.
6. Enhance NIU's brand identity regarding diversity to indicate that we embrace our diversity and accessibility proudly. This recommendation would change our web presence as we focus on student recruitment and retention as well as seek to diversify our faculty. It will also help diverse members of the NIU community feel welcome and included.
7. Improve NIU's web site need regarding those areas that deal directly with diversity. These areas need to be centrally consolidated as well as expanded to include content such as our commitment to diversity in faculty, staff and students. Our web presence regarding diversity should be more carefully and deliberately structured to facilitate finding resources.
8. Continue curricular transformations, particularly in general education courses that will enhance students' cultural competency. As we welcome more international students to campus, this strategy is of particular importance to develop a sense of NIU as a welcoming community.
9. Make appropriate necessary changes in hiring practices that will diversify NIU's faculty and staff. This includes the establishment of a structured and robust faculty and staff mentoring program that will truly attract and support diverse faculty and staff members. NIU must provide programs that

support the academic work of diverse faculty or faculty who work in areas of diverse research.

10. Expand and support diversity programming for students.
11. Expand leadership within admissions and other appropriate units to recruit, advise and retain a diverse student population.
12. Educate faculty, staff and students on cultural competency to enhance dialogs regarding diversity in as many settings as possible. Campus wide cultural competency workshops, programs and events will also strengthen hiring practices for faculty and staff diversification.
13. Create a Diversity and Inclusion Council that will work in concert with the Chief Diversity Officer to assist with various tasks including the creation of lateral diversity relationships; implementation of organizational diversity socialization; creation of culturally responsive pedagogy and practice; and introduction of the CDO to the NIU community.

Section VI: Appendices

Appendix 1A

“What is an acceptable definition of diversity and how might it be operationalized?” Kristen Myers, Subcommittee Chair

Subcommittee members: Larry Bolles, Bobbie Cole, Aaron Hill, Jeanne Meyer, Passion Williamson.

Final Subcommittee Report, August 12, 2014

We met face-to-face two times, and we interacted via email over the summer.

During our first meeting (May 23, 2014), we researched other universities’ definitions, and discussed issues we thought should be core to NIU’s definition:

- Diversity is a critical part of excellence and engagement—both of which fit into NIU's new mission
- Responsibility for Cultural Competency should not be off-loaded onto diversity centers—it is everyone's responsibility—students, staff, faculty, and administrators
- Everyone must buy into the definition of diversity in order for it to transform campus culture and expectations of excellence
- Not everyone has to agree with the definition, but there must be consequences for damaging the culture that NIU has decided to cultivate.
- Diversity isn't just a list of differences—that list is ever-growing, and it focuses on difference rather than commonality.
- Focusing on lists of differences leads people to believe that they should choose which difference they align with, or spreads them thin across different categories
- It also risks alienating potential allies who don't "fit" into a particular category
- It might be more prudent to approach diversity as talents that are embedded in all individuals.
- This is not to say that all points of view are equally valued—for example, white supremacy and misogyny are based on bias rather than empirical evidence, and they go against the mission of the university. Such points of view have no place at a university.

I took these issues back to the Task Force (May 28, 2014), noting that the definition we choose will depend upon what we are trying to accomplish as a university. The Task Force recommended that our subcommittee define diversity differently for different audiences/purposes.

I charged the subcommittee with the following task—Define diversity for three different audiences:

1. Nay-sayers: a definition for people who need to get on board but who typically resist (members of dominant groups, and/or people who align with one identify group but reject others). For example, University of Cincinnati talks about all people as talented and the need to tap into those talents: <http://www.uc.edu/diversity.html>. Furman is similar, talking about the benefits of

having diverse passions and approaches:

<http://www2.furman.edu/studentlife/campuslife/DiversityatFurman/Pages/default.aspx>

2. Skeptics: a definition for people who think diversity has a place in diversity centers, but who also think it's code for less rigor. We need to communicate to them that diversity is a necessary part of excellence for all members of the community. For example, UIUC has the slogan, "One campus, many voices" and they have a pledge site to be inclusive. Their diversity doc is pretty standard:

<http://illinois.edu/lb/article/1303/81273> . The University of CA system is similar: <http://regents.universityofcalifornia.edu/governance/policies/4400.html>

3. The Choir: a definition radical enough for people who understand the complexities of systematic historical oppression. For example, Loyola says they're pluralistic (which often means that dominant voices are equally valued to subordinate voices) but then they have a no-tolerance policy on bigotry and fear mongering: <http://www.luc.edu/reslife/about/diversity/>. The Univ of Chicago takes an interesting approach—they brag about their achievements (first AfAm woman to earn PhD, first minority scholarship, first gay liberation org)—and then have statements from a variety of important administrators.

<http://diversity.uchicago.edu/>. Queensboro Community College talks about privileges and disadvantages in their statement:

<http://www.qcc.cuny.edu/diversity/definition.html>. They also provide links to articles on privilege, like McIntosh.

Based on the subcommittees' feedback, I created three definitions, which I presented at the Task Force meeting on June 11, 2014.

Each definition should begin with this *common statement*: "Diversity is a defining feature of our university and of democratic society." From there, they took different tones:

Definition 1 for nay-sayers: At NIU, diversity means recognizing and respecting differences, acknowledging similarities, broadening our horizons, engaging with others, and embracing and enhancing cultural competency. By incorporating the voices and perspectives of many rather than few, diversity enhances our ability to achieve the university's mission of engagement and excellence

Definition 2 for skeptics: At NIU, diversity means understanding that all individuals are unique and interconnected. It is critical that the entire community not merely tolerate but also nurture and support people who embody multiple experiences, all of which are shaped by race, ethnicity, culture, gender, nationality, gender identity, sex, ability, age, sexual orientation, religion, socio-economic status, family circumstance—and beyond, as our society continues to evolve. Safe, positive, supporting communities foster engagement and excellence.

Definition 3 for the choir: *Diversity is not merely a description of demographics, an element of the social climate, nor an appreciation of difference. Instead, it requires critical understanding of the multifaceted, evolving nature of human experiences and the historically rooted societal structures and practices that shape such experiences. NIU's definition of diversity* recognizes that ways of knowing impact ways of being. All members of a diverse community must learn that personal, cultural, and institutionalized discrimination create and sustain privileges for some while creating and sustaining disadvantages for others. This unequal system undermines our ability to form just and inclusive communities. As such, we must all be advocates for inclusion and commit to providing opportunities so that all members of society have access to higher education, regardless of their backgrounds.

The Task Force word-smithed the definition, which I revised and posted to Blackboard for editing on June 25, 2014:

THE MEANING OF DIVERSITY AT NIU

NIU takes a multidimensional approach to diversity.

Definition

Diversity is a defining feature of our university and of democratic society. At NIU, diversity means recognizing and respecting differences, acknowledging similarities, broadening our horizons, engaging with others, and embracing and enhancing cultural competency. By incorporating the voices and perspectives of many rather than few, diversity enhances our ability to achieve the university's mission of engagement and excellence. NIU's definition of diversity recognizes that ways of knowing impact ways of being.

Inclusivity

At NIU, diversity means understanding that all individuals are unique and interconnected. It is critical that the entire community—faculty, staff, students, and administrators— not merely tolerate but also nurture and support people who embody multiple experiences, all of which are shaped by race, ethnicity, culture, gender, nationality, gender identity, sex, ability, age, sexual orientation, religion, socio-economic status, family circumstance—and beyond, as our society continues to evolve.

Vision

Diversity requires critical understanding of the multifaceted, evolving nature of human experiences and the historically rooted societal structures and practices that shape such experiences. All members of a diverse community must learn that personal, cultural, and institutionalized discrimination create and sustain privileges for some while creating and sustaining disadvantages for others. This unequal system undermines our ability to form just and inclusive communities. As such, we must all be advocates for inclusion and commit to providing opportunities so that all members of society have access to higher education, regardless of their backgrounds. Safe, positive, supporting communities foster engagement and excellence.

The Task Force edited the definition further during its meeting on July 23.

Definition

Because diversity is an essential feature of our university, at NIU a commitment to diversity means recognizing and respecting differences, acknowledging similarities, broadening our horizons, engaging with others, and embracing and enhancing cultural competency. By incorporating many voices and perspectives, diversity enhances our ability to achieve the university's mission of engagement and excellence.

Our Vision

At NIU, a commitment to diversity means recognizing that all individuals are unique and interconnected. The entire community—faculty, staff, students, alumni and administrators—respects and supports people who embody multiple experiences shaped by race, ethnicity, culture, gender, nationality, gender identity, sex, disability, age, sexual orientation, religion, socioeconomic status, family circumstance—and beyond.

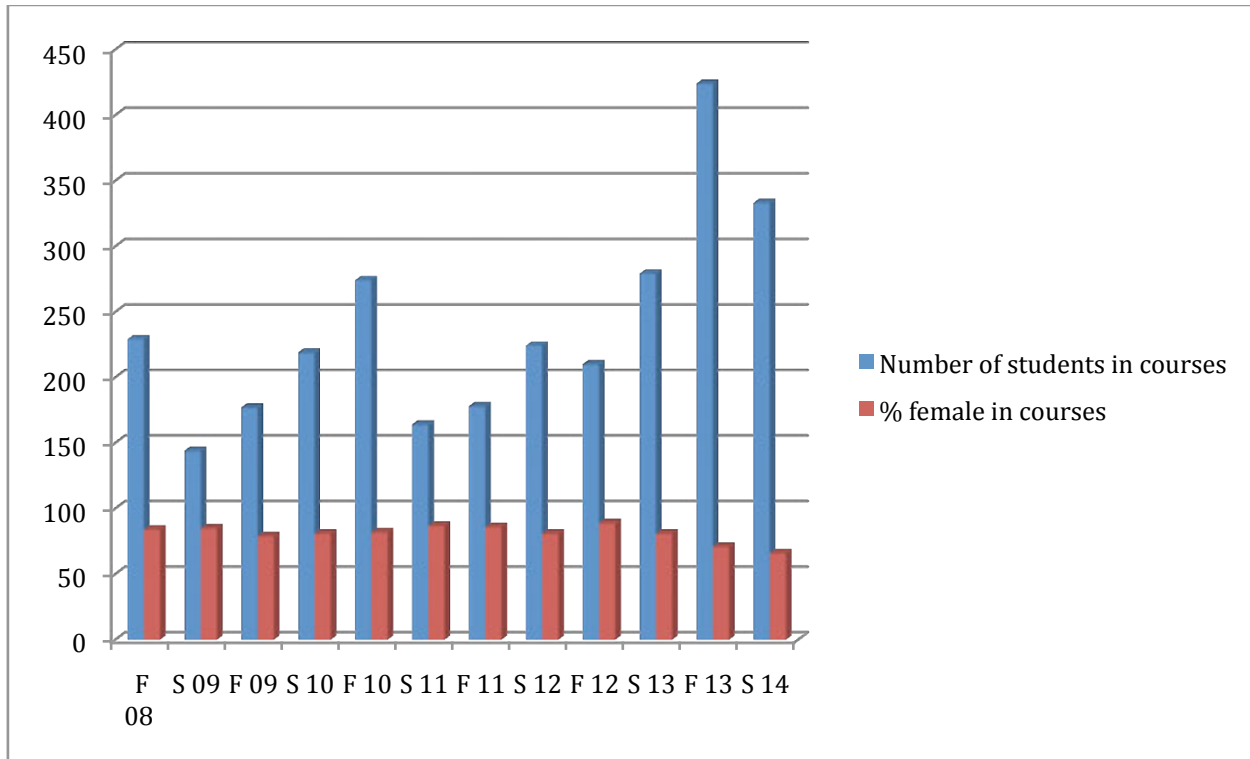
Mission: A Beginning

At NIU we are committed to recognizing and respecting cultures, traditions, and differences to foster engagement, excellence and a safe, positive, supportive community. We acknowledge that personal, cultural, and institutionalized discrimination creates and sustains privileges for some while disadvantaging others. Therefore we advocate and educate, both inside and outside the classroom, for just and inclusive communities at NIU and beyond.

Feedback from the Task Force reflects concern that the definition is not written accessibly, nor is it easily operationalized with measurable outcomes. These are issues that remain unresolved.

The Impact of Diversity Courses on Student Population

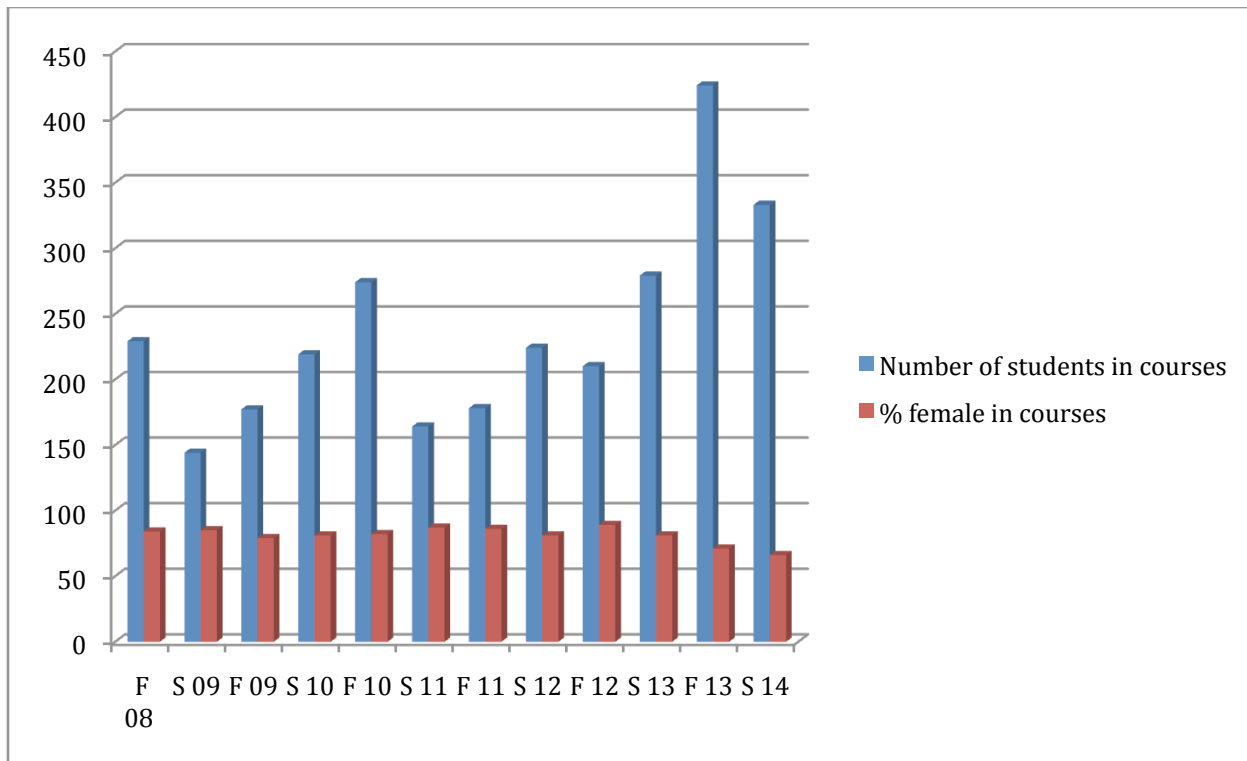
NIU offers a rich and growing curriculum on diversity through programs like LGBT Studies, Women's Studies, Black Studies, Latino and Latin American Studies, and Southeast Asian Studies. Many of these courses are offered for general education credit. They provide a critical perspective on diversity that fits with the definition of diversity supported by the Diversity and Inclusion Task Force. However, data* show that these courses reach very few students.



Although the number of students reached in diversity courses has grown in recent semesters, this number represents about 1% or less of the total student body at NIU. Most (about 90%) of these students are undergraduates. And most (81%) are female. The data show that having a descriptive course designator other than a generic ILAS or IDSP makes an important impact on the number of students who find and enroll in these courses. But the overall percentage of students who are affected by intentionally diverse curriculum remains low.

As such, it is imperative that NIU investigate the extent to which critical perspectives on diversity are infused in courses not offered by “diversity centers,” such as those mentioned above. The Chief Diversity Officer should be charged with collecting and analyzing these data, as well as mandating the critical perspectives on diversity become part of NIU’s curriculum *writ large*.

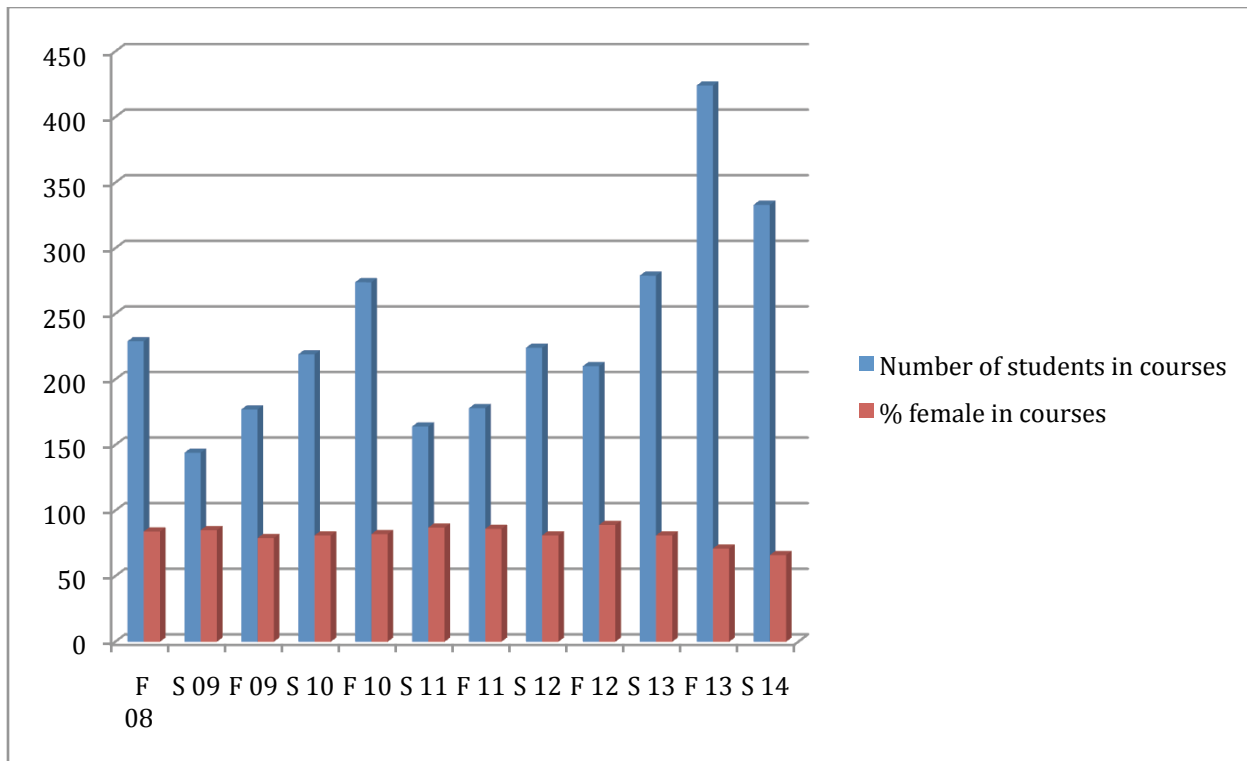
*Data provided by Academic Analysis and Reporting and analyzed by Kristen Myers



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As such, it is imperative that NIU investigate the extent to which critical perspectives on diversity are infused in courses not offered by “diversity centers,” such as those mentioned above. The Chief Diversity Officer should be charged with collecting and analyzing these data, as well as mandating the critical perspectives on diversity become part of NIU’s curriculum *writ large*.

*Data provided by Academic Analysis and Reporting and analyzed by Kristen Myers



Although the number of students reached in diversity courses has grown in recent semesters, this number represents about 1% or less of the total student body at NIU. Most (about 90%) of these students are undergraduates. And most (81%) are female. The data show that having a descriptive course designator other than a generic ILAS or IDSP makes an important impact on the number of students who find and enroll in these courses. But the overall percentage of students who are affected by intentionally diverse curriculum remains low.

As such, it is imperative that NIU investigate the extent to which critical perspectives on diversity are infused in courses not offered by “diversity centers,” such as those mentioned above. The Chief Diversity Officer should be charged with collecting and analyzing these data, as well as mandating the critical perspectives on diversity become part of NIU’s curriculum *writ large*.

*Data provided by Academic Analysis and Reporting and analyzed by Kristen Myers

Appendix 1B



**Northern Illinois
University**

Learning Today, Leading Tomorrow

Diversity Task Force Subcommittee Report Focusing on the Question:
How Does Diversity Impact Enrollment, Recruitment and Retention?

Subcommittee Members

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August 2014

How Does Diversity Impact Enrollment, Recruitment and Retention?

As members of one of the Diversity taskforce subcommittees, we were assigned the following question: How does diversity impact enrollment, recruitment and retention? In investigating this question, we conducted the following on-campus research:

1. Interview session with the recruitment staff in the Office of Admissions.
2. Survey sent out to advising deans and directors.
3. Personal interview conducted with Director, First and Second Year Orientation.
4. Personal interview conducted with Director, CHANCE Program.
5. Focus group with diverse undergraduate students.

We also conducted online research on university websites and scholarship that focused on our research question. This report begins with the presentation of (unedited) data from our research sources followed by our formulation of goals and action steps informed by the research.

I. Interview session with the members of the recruitment staff in the NIU Office of Admissions.

A. The Impact of Diversity Recruitment

1. Students search for like-minded populations, clubs, student organizations, etc. when considering NIU.
2. Many students do embrace interaction with students/faculty that are not like them and are not homogenous.
3. Diversity effects where we recruit. Example: NIU targets certain high schools because of the diverse population of the school, which strategically enhances our recruitment efforts.
4. The recruitment staff is diverse which helps recruit diverse students.

B. The Challenges of Diversity Recruitment

1. The multitude of resources needed for good recruitment tends to spread present resources rather thin (i.e. populations so varied that staff cannot address all of our recruitment needs like Polish-speaking populations, etc.) .
2. Recruitment staff is short -staffed in the Chicago area. There are only two staff members responsible for the Chicago area.
3. First generation students includes all ethnicities and cultures and there is an increased need for support on and off campus. This includes informing students of on-campus resources and how to succeed in college on a cultural level.

4. We need to understand that diversity transcends race and ethnicity (includes adult students, religious students, military students, etc.).
5. Paying for school is an increasing challenge for everyone.
6. NIU has a "Drive-Thru" Counseling Mentality. There are not enough staff to make a stronger connection with students. There are 1,000 students per counselor. This is not manageable. A strong commitment to diversity has to include the optimum number of recruitment staff members and relationship building in order to be successful. We are presently missing three counselors.
7. We need to find out whether a student is a good fit for NIU (diverse campus vs. non-diverse campus) and counsel accordingly. Reaching the numbers is important, but we can retain students better if the student is a good fit.
8. Recruiter fatigue is always a concern for our staff. Low pay, increased workload, feeling undervalued, lack of an opportunity to build relationships with incoming students and high school staff all contribute to recruiter fatigue.
9. Resources are varied i.e. marketing materials.
10. Better diversity and cultural awareness of recruitment staff to better serve diverse populations -memberships in and interaction with various subcommittees on and off campus (LGBT, undocumented students, different ethnic groups, etc.).
11. Membership in recruitment associations, i.e. Illinois Association for Admissions Counseling.

C. Suggestions for Improving Diversity Recruitment

1. Provide a strong mentorship program for first generation students to help them understand the nuances of college success.
2. Help students to understand and embrace the expectations of social norms that will lead them to academic and professional success. The university can weave such a message in our marketing plan.
3. Explore ways to keep the freshman enthusiasm alive and well throughout their time at NIU. Creating an "I want to belong to this community" mentality across the university will enhance recruitment via word of mouth.
4. Connect the Silos: Various individual colleges have enhanced recruitment strategies, but have not shared those opportunities with other colleges. We should look at what those successes are and utilize them across the university.

5. UNIV 101 should be mandatory to help students adjust to college life and mentality.

6. Have a better understanding of what is repugnant to some students' families about NIU to counteract it.

II. Survey Responses from Advising Deans and Directors

A. The Impact of Diversity on Enrollment

1. Diversity has had a positive impact on enrollment to the extent that many of our students really look for a diverse environment when selecting a university. Many of our students come from small rural communities where diversity, especially as related to ethnicity, is very limited.

B. The Impact of Diversity on Recruitment

1. The diverse student population at NIU makes working directly with our students a distinct pleasure.

2. NIU recruits a student body more diverse than the national average and our peer institutions, though there are some ways NIU could be more diverse in terms of recruitment and do more to support our students in terms of retention.

3. We lag behind our peer institutions in terms of friendliness toward students with disabilities. While we have taken minimal steps to become ADA compliant, we do not go the extra mile to recruit students who have difficulty navigating campus. While the Disability Resource Center seems to take that extra mile to support our students, more could be done to let students who are not aware of their services in on this opportunity for support.

4. We could do more with regard to providing more recruitment efforts specifically for young women.

C. The Impact of Diversity on Retention

1. Retention issues in the last two years have been closely tied to economics. Many students find themselves having to work while going to school. They often do not know how to balance work and school.

2. Some students have responsibilities and are often times commuting back home or have real attendance issues.

3. Another retention issue that is somewhat related to but certainly not specifically related to diversity is the fact that many students are not prepared for their intended majors. This is seen often in the sciences and math areas. We need to help students achieve their dreams but also need to be signaling earlier in their careers if the major career path is realistic/unrealistic. These kinds of conversations need to happen earlier.

4. BGS (Bachelor of General Studies) is clearly a great place to recruit non-traditional students. BGS has also provided a viable alternative major for many students who are not prepared for a traditional major. BGS serves a diverse population who need a much flexible degree that allows more flexibility in scheduling of classes and allows them to complete the degree in a more rapid time frame.

5. It seems that every discussion of diversity on campus since I began working here ultimately mentions the CHANCE program. These conversations take a tone ranging from sharp criticism to praise. Recently, though, there have been conversations of a slightly different version that raises the question: Why doesn't CHANCE learn from the success of the athletic department? The argument explains that even though the athletic department recruits students who often have some of the same challenges as our CHANCE recruits, they graduate students at a higher rate than the university as a whole. Within the past year, the advising deans are working more closely with CHANCE to see how we can help each other help our students.

6. Where retention is concerned, the key to retaining all NIU students is by raising awareness of Dr. Carol Dweck's concept of fixed versus growth mindsets. Recently, NIU student Thomas Bunge looked at MAP-Works data from an NIU spring cohort. That cohort was asked a few questions to determine if they tended to be either fixed or growth mindset. Thomas learned that students with a fixed mindset and indicated that they were struggling in two or more classes were more likely to leave NIU than those with a growth mindset. Keep in mind that this relationship held up in the data regardless of the student's ACT or fall semester GPA. The take-home message here is that students who perceive the word "struggle" as a negative thing are more likely to leave, give-up, or label themselves as not able to succeed. Those who perceive that word as a challenge and an opportunity for growth by putting in the effort to meet that challenge are more likely to be retained and succeed. Data in other studies consistently indicate that these effects of growth and fixed mindset can be manipulated no matter what the student's background. We need to change the culture at NIU surrounding the words "struggle" and "effort" for all students.

III. Interview with Director of First and Second Year Orientation

A. The Impact of Diversity on Recruitment

1. Admissions: The Admissions office has had a significant amount of turnover in their staff and leadership which has left a void where a previous presence was established in suburban high schools.

B. The Impact of Diversity on Retention

1. Safety: The perception of safety is always a concern due to the history of violent acts that have plagued the university and surrounding area over the past six years. NIU's crime statistics are actually lower than most of the large state universities in Illinois, but NIU has gained the reputation for being unsafe, which can only be solved by continuous success in reduction of major criminal incidents in and around NIU.

2. ACT Retention Rates: Retention rates are now published when prospective students chose which school to send their ACT scores. NIU's retention rate is currently 66%, while Illinois State University has an 85% retention rate.

3. Location: NIU's location has been a blessing and a curse due to the close proximity of such populated areas such as Chicago and Rockford. While the nearness of a college campus may be appealing to prospective students, it may also be negatively impacting retention due to students continuing to maintain part-time jobs from their hometown and the ability to easily return home on the weekends.

4. Preparedness (Academic): Lower academic admission standards has led to a significant portion of NIU students being underprepared to succeed in challenging courses without being provided the necessary academic support, which ultimately can lead to dismissal from the university.

5. Preparedness (Social): Student surveys that address retention have touched on the fact some students feel that others don't belong on a college campus due to being unprepared academically or not being mature enough to handle themselves in social settings. Further discussion has led to the fact that students at NIU do not appear to have a desire to assist a student who they feel is underprepared for a college setting. Instead, they choose to isolate themselves from those who are not like them.

At the University of Missouri, the term "One Mizzou" is often used to demonstrate the camaraderie of the student body and was put on display when the first openly gay NFL football player returned to a parade on campus to welcome him with full acceptance.

IV. Interview with Director of the CHANCE Program

A. The Impact of Diversity on Recruitment

1. It often seems that the university holds the CHANCE Program responsible for student diversity while at the same time, the administration limits our numbers.

2. NIU is not merely rural. It's a combination of rural, suburban, and regional and the makeup of our campus needs to reflect this type of diversity as well.

3. The university needs an identity.

4. We also need to focus on out-of-state recruitment. Question posed: How much recruitment is focused on out of state students (based on the specific programs that we offer)?

B. The Impact of Diversity on Retention

1. A sense of inclusion is missing which explains why many students can't wait to leave campus at the end of the week or don't attend campus events during the week.
2. NIU does not have a lot of diverse faculty. This is a contributing factor to a diverse campus. Diverse students need to see more tenure-track faculty who look like them. It contributes to the feeling of inclusiveness. White students need to be in the classroom of faculty of color. This contributes to our students becoming more culturally competent. Our students (as well as everyone else need to become more culturally competent.)
3. We could benefit from seriously looking at other schools who have experienced success with retention.

V. Discussion Session with the Diversity Student Focus Group (OSEEL)

A. Question: When you think of the word *diversity* what immediately comes to mind?

1. Aware of differences among each other; educated and aware; celebratory.
2. Group of people who have differences but accept those differences and don't let it bother them.
3. People from different backgrounds and cultures.
4. Ethnicity and race; but diverse in majors and sexual orientation – basic definition is differences.
5. Synonym for multicultural.
6. Multicultural, cultural centers, races, international students, hot button issues (race, sexual orientation, religion).
7. Depends on setting – women and men in computer science.
8. LGBTQ community – support on NIU's campus.
9. Diversity on all levels – students, staff, faculty.
10. Personalities – creative or logical personalities.

B. Question: How important was the idea of being at a diverse university in selecting to come to NIU?

1. Wanted more diversity than school back home – more experience with diversity desired.
2. Small town – private catholic school – wanted a big school feel and opportunity to meet different people and concepts (exposure).
3. Don't want to be known on campus as that 'one black kid' – different backgrounds wanted; change is looked forward to when considering university.
4. Important – see what everyone looks like and acts like.
5. Affordable.
6. International orientation – diversity within friends (Mexico, China, Italy); cultures coming together and learning from each other; hardly any exposure before NIU.
7. Not much diversity sensed at applying to the university and at orientation; now thinks
NIU is diverse but not advertised at forefront.
8. Better job now at orientation (compared to 3-4 years ago).
9. Some groups are still cliquy (international, LRC students).
10. No great effort has been made in combining diverse groups.
11. Diversity was not considered when applying to school – open minded; looking at school itself not concern.
12. Not much diversity in Spain; student shocked upon arrival; groups mixed together.
13. Big shock to international student from Italy (in Italy, diverse groups are not given same opportunities in employment or education); important to see everyone with same opportunities (intelligence).
14. I have "Colored" friends in pictures through social media; family doesn't know about diversity (exposure to diversity)

C. Question: How important has the idea of diversity been in you remaining at NIU?

1. Really important (Foreign Language Program); teach Americans languages of other programs – language nights, activities, potluck dinner; favorite part about NIU is FLP.

2. NIU does a good job – no effort needed to have diverse group of friends.
3. Diversity within classes.
4. NIU does good job including everyone.
5. There are opportunities for everyone.
6. Opportunities are there; students are to be responsible about reaching out.
7. Psychology is predominately white; hard for faculty to relate.
8. Students have to take the responsibility to study diverse topics; get involved in programs; study certain topics in research but the opportunities are there.
9. Diversity is so important; other people's way of doing things – family ways versus other families.
10. Everyday things are different than others (international countries).
11. Learn to appreciate diversity through CEET.
12. Cutting edge technology – international students come to NIU with technology and lacking appreciation will limit someone.
13. Include more background of other countries in high school so students are aware for college.
14. May be students' responsibility

D. Question: How engaged have you been in participating in student activities (academic and social) since coming to NIU? If you have not been so engaged, why?

1. High school in Germany – engaged but in a different way; so many opportunities at NIU; started with FLP (one of the reasons students chose NIU); grow so much from all the engagement (research, TEDx, FLP); lots of opportunities to become involved.
2. Not much involvement in high school – likes how everything is mixed together (education and athletics); leadership roles in athletics, community service, getting involved in college of Engineering; research in summer.
3. Opportunities are there; up to students to find them.
4. High school ROTC, NIU at ROTC but not for student to continue – staff will give more opportunities (computer science staff example) too.

5. Academic opportunities – research; social side is more trouble (hard relating to other students).
6. Stereotypes of certain groups.
7. Tendency to be cliquy – want to try to reach out to organizations but we fear we won't relate to new group; it's about losing that fear in order to get involved.
8. Invited to join predominately black sororities – everyone has certain brain process and who you're supposed to associate with.
9. Likes open environments and learning from others.
10. Centers on campus are very cliquy – centers don't intermingle or invite other groups on campus (NIU can improve by congregating ALL diversity groups).
11. Centers isolate groups that centers are wanting to recruit.
12. Freshmen and sophomores residency requirement – forced to live with people of other cultures.
13. Confidence gained by being encouraged to go to hall council – overcoming language barrier.
14. Residence hall can offer lots in terms of diversity.
15. Isolated living in apartments – town houses alike.
16. Jewish organization – important; all members are from same town.
17. Didn't enjoy the experience because of lack of new members from different Backgrounds.
18. Lots of groups are cliquy.
19. Non-traditional student office should do more.
20. Clubs that are predominately raced-based should be challenged to make members responsible for reaching out to other groups – society of women in CEET, LRC, etc.
21. Help to bridge diverse cultures.
22. Visitors should not be attacked by club members.

E. Question: How important are the cultural centers to you? What purposes do they serve for you?

1. Not important b/c of alignment with groups – diversity should not be forced; get out and talk to group people; not going to read leaflets.
2. Fraternities are racist – not just Caucasian groups; African American students in fraternities are criticized for joining ‘white’ fraternities; do more than just ‘Mexican’ fraternity
3. Report in English class – Black studies center has library and other resources, counselor, a place to feel at home.
4. Diversity is awesome but sometimes need a breather.
5. Cultural centers are hubs – easy to relate to other people at these centers; good place to start to meet people.
6. Not just a second home, also serves to immerse other people in the culture (ex: Americans).
7. Some people not open-minded.
8. Cultural centers are a push to immerse not so open-minded people; chance to know cultures.
9. Bigger issue about diversity; not just NIU – not much people can do with discrimination.
10. Centers are a way to create awareness – feeling like at home.
11. Good for awareness, but doesn’t let you know more about issues of other groups.
12. Students are comfortable at their group (center).
13. Unique opportunity to get involved and know more about your own culture.
14. College is a time to experiment and try some things out.
15. Centers are safe way to experiment without any fear of not fitting in.
16. Wanting to know more about other groups, ex: LGBTQ ally training.
17. Example: undocumented students at the LRC; other groups shut down someone who is undocumented.

18. Dangerous perspective to think you can't do anything about bigger issues.
19. Centers serve as a second home – students should be pushed out to see other things.
20. Centers serve as a second home too much.
21. Students not in group that's targeted feel out of place – isolation issues fixed by one multicultural center with rooms per culture.
22. Location on campus does not foster (more centrally located).
23. COB diversity event – music, food, dancing – felt like emersion into cultures - need more events like that!
24. One super multicultural group – no single cultural groups located around campus.
25. Immigration roots – American with cultural roots.
26. "I'm American" with other American friends.

F. Question: What suggestions can you offer us in how we can make NIU more diverse, inclusive and welcoming to all students?

1. NIU does great job advertising – but once you get here, the support dies out (on your own after you get here).
2. Once you commit, what do I do now? Where's the support?
3. Reason to stay here – transfer rate and retention rate.
4. Resource centers – role of diversity offer to integrate the centers; have centers help each other out.
5. Work with GREEK life too; challenge integration and emersion.
6. Combine IFC and leadership councils into one council; ex: Jewish fraternity does now allow members that aren't Jewish.
7. More focus groups like this – having students be a part of groups.
8. Incorporate a program with all centers present.
9. Start as a requirement but turns into something each group does to include all students.

10. Diversity and academic combine – tutoring centers combined together.
11. One place needed for academic help.
12. Everyone going to the same place.
13. Transfer experience – not much diversity talk.
14. Leadership talk.
15. Promotion of diversity through academics; ex: history department.
16. Faculty members – lack of diversity.
17. Not representative of the world.
18. COB experimentation – passport program to diversity learning process; seven continents; well-rounded college of business students. If you don't complete passport program, you will not graduate with your degree. Every college should have some version of this program.

Goals & Action Steps

Goal 1: Create and Maintain a Superior Office of Admissions/Recruitment.

Action Steps	Estimated Duration/ Timeline	Requisites/ Resources	Champions or Responsible Parties	Deliverables/ Outcomes
Hire Qualified Leadership	3-6 months	Diverse Advertisement/ Search Committees	Vice – President of Academic Affairs	*Improved morale *Proper vision alignment w/ university
Diversity Training	Immediate	HR	Director of Admissions	*Better understanding of recruitment populations
Increase Recruitment Staffing	Immediate	Greater financial resource allocation	Vice-President of Academic Affairs NIU President	*Increased depth and breadth of potential students

Goal 2: Create an “I want to belong to this community” Environment across the University

Action Steps	Estimated Duration/	Requisites/ Resources	Champions or Responsible	Deliverables/ Outcomes

	Timeline		Parties	
Create a Mentorship Program for First Generation Students	6-12 months	Creation of a intra-college development and implementation committee	Student Affairs	*Increased student recruitment and retention *Increased student academic and personal success
Mandatory UNIV 101 Type Classes for Freshmen Students	Immediate	Change of Policy by Curriculum Standards Committee	Curriculum Standards Committee; Student Affairs Office	Increased student recruitment and retention
Change/Update NIU Alma Mater Song or Create a Modern One	Immediate	Rewrite or create a new NIU Alma Mater song – result of a university wide contest	President	Improved student identification with NIU;

Goal 3: Develop a Student Leadership Initiative Designed to have Students Support One Another.

Action Steps	Estimated Duration / Timeline	Requisites/ Resources	Champions or Responsible Parties	Deliverables/ Outcomes
Identify Current Student Leaders	1 - 2 Months	Student Senate	Student Affairs	*Identify understanding of how/why leaders became involved
Identify Mentor for Leadership Program	2 - 3 Months	One Staff Member	Student Involvement	*Provide guidance and resources to students to build leaders
Increase Student Leaders	1 - 2 Years	Programs/Marketing	Student Affairs	*Students will be more engaging with one another, providing a welcoming and inclusive environment.

Goal 4: Develop and Implement Annual Programs and Projects to Improve Advising for Students

Action Steps	Estimated Duration/ Timeline	Requisites/ Resources	Champions or Responsible parties	Deliverables/ Outcomes
Mandatory Workshop for all advisors across the university	Annually before the beginning of each school year.	Academic affairs Student services University calendar	President; Provost VP for Student Affairs V Provost, Academic Affairs Director of Advising Ctr. College Deans Advisors	To better serve our students this would provide: Refresher on advising skills; training in cultural competencies; create a "team" effort among advising staffs
Creation of a website that provides One Stop Advising for students focusing on general campus info that any new student would need.	1-2 months to create Updated bi-annually (or as needed)	Marketing/ Communications Student Leaders	Marketing/ Communications Provost V. Provost, Academic Affairs VP Student Affairs Advising Units	This would improve students' ability to navigate the campus and provide useful info in the format that they are most likely to read it - from their cell phones. It would not replace the need for face-to-face advising.

Goal 5: Retention of Students with Existing Resources and/or Programs

Action Steps	Estimated Duration/ Timeline	Requisites/ Resources	Champions or Responsible Parties	Deliverables/ Outcomes
Reach out to current students	2-3 months (summer)	MAP Works/ Marketing and Advertising	Student Affairs	Continue to engage enrolled students on campus
Identify students who are not involved	1-2 months	MAP Works	Student Affairs	Reach out to students who lack involvement or knowledge of resources
Help students identify a group, organization, or program that he/she could connect with and feel involved.	1-2 months	Staff (e.g. from cultural centers, OSEEL, student involvement, housing and dining)	Student Affairs	Help students continue to be engaged and/or aware of what NIU offers

Keep identified students connected	On-going	Staff (e.g. from cultural centers, OSEEL, student involvement, housing and dining)	Student Affairs	Provide a sense of belonging and community. Connect students and centers to each other.
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Goal 6: Create a "No-Tolerance for Ignorance" Practice across the university community

Action Steps	Estimated Duration/Time line	Requisites/Resources	Champions or Responsible Parties	Deliverable Outcomes
Mandatory diversity training for all university employees*	Annually	Marketing/communication Chief Diversity Officer, faculty and staff who focus on diversity issues	President Provost All department/unit heads VP Student Affairs	Employees will stay informed about politically correct and appropriate use of language; a reduction in the use of stereotyping not only in our interactions with students but with each other.

***Note:** Diversity training is not to be confused with understanding affirmative action compliance policies although the latter is also very important.

Readings

Laird, T.F. N. College Students' Experiences with Diversity and Their Effects on Academic Self-Confidence, Social Agency, and Disposition toward Critical Thinking. Research in Higher Education, Vol. 46, No. 4 (June 2005), pp. 365-387.

URL: <http://www.jstor.org/stable/40197372>

Hurtado, S. How Diversity Affects Teaching and Learning. Climate of Inclusion has a Positive Effect on learning outcomes. Educational Record (Fall 1996).

Gottfield, N.C. Does Diversity at Undergraduate Institutions Influence Student Outcomes? Journal of Diversity in Higher Education (Jan. 2008).

Wilson, J.L. Higher Education Websites: The Virtual Face of Diversity. Journal of Diversity in Higher Education (Jan. 2009).

Websites

The diversity pages from the following universities websites might serve as viable templates for NIU as it begins to think more strategically about diversity initiatives.

The Ohio State University

University of Georgia

University of North Carolina-Chapel Hill	UCLA
Pennsylvania State University	Virginia Tech University
University of Michigan	Miami University of Ohio
Bowling Green State University	Purdue University
University of Wisconsin-Madison	Arizona State University*

* ASU is listed here somewhat reluctantly. Although it has a very nice in-depth presentation about diversity, a video showing an African American female assistant professor being handcuffed and brought to the ground by campus police has been circulating among faculty women of color recently. The professor was arrested for jay-walking. She was jaywalking because construction was in progress at the corner. The video shows her being talked to in a very demeaning manner and we hear her insisting that the officers treat her with respect. As chair of this subcommittee, I share this information as continued insistence that it is not enough to talk about a commitment to diversity and inclusion. It must be evident in how we speak and treat every member of this campus community.

Appendix 1C

How do NIU hiring processes help/hinder the recruitment of diverse faculty (and staff)? If they are a hindrance, what are ways they might be altered?

Members: Molly Holmes (chair); Jason John (member)

After reviewing available NIU data (accessible through a simple search of NIU Human Resources Services website), interviewing a small sample of current NIU employees, and benchmarking key partner data (University of Illinois, Urbana-Champaign; Ball State University), this subcommittee concluded that NIU hiring processes do, in fact, hinder the recruitment of diverse faculty and staff. While the policies (or lack of current, easily found policies) were not the sole contributors of this finding, the hindrances came from the lack of clarity of how diverse faculty and staff were valued at NIU, the openness and support of the campus and DeKalb (and surrounding area), and resources for mentorship and other retention initiatives.

Best practices pulled from Chen (2013), indicated that training programs to deepen cultural understanding at all levels of the university, faculty/staff of color (and broader underrepresented identities) serving on search committees, and ensuring that “diverse” faculty and staff are not over-taxed or utilized in campus cultural education and committee work are important considerations in hiring and retaining diverse faculty and staff. Further, in review of materials from Ball State University’s (BSU) Office of Institutional Diversity website for faculty and staff, and information provided at University of Illinois, Urbana-Champaign’s (UIUC) “Inclusive Illinois” initiatives, it is clear that the message these intuitions send is that diverse faculty and staff are important all the time, not just solely in times of hiring, and that their presence at these institutions is vital to its success. NIU employee interviews provided some excellent feedback to improve overall hiring and retention. One interviewee said, “Once on campus, applicants must feel welcomed and know they will be able to succeed in the academic, research, and social environment that NIU and DeKalb has to offer. I am not aware of any programs that assist with the mentoring of new faculty that aid in the transition of the first year or even the first month.

I believe a program such as this would be welcoming and build stronger relationships between faculty and the university, ultimately improving retention of all faculty.” Another interviewee echoed the importance of being part of committees to help pull minorities to work and teach at NIU, but ultimately expressed concerns about what the DeKalb community has to offer these potential employees and their families.

Overall, it is this subcommittee’s recommendation that the university use BSU, UIUC, and other similar intuitions’ initiatives to showcase what is in place at NIU for not only recruitment (policies), but to highlight community and campus resources to ensure connection truly feeling at home. NIU has a myriad of diversity resources found in many places, and pulling out the most salient is critical. Further, faculty and staff mentoring programs will be key for retention of diverse employees, as well as broadening, and stronger encouragement of faculty and staff to attend cultural education opportunities for professional development while teaching and working at NIU. *(Additional reference, see Actions Steps Template)*

Subcommittee: How do NIU hiring processes help/hinder the recruitment of diverse faculty (and staff)? If they are a hindrance, what are ways they might be altered?

Members: Molly Holmes (chair); Jason John (member)

Instructions: For each action step, fill as many columns as possible, and leave a column blank if don’t have information to fill it.

Goal:					
Action Steps	Estimated Duration/ Timeline	Requisites/ Resources	Champions or Responsible Parties	Deliverables/ Outcomes	Remarks/ Comments
1. Research NIU Current Hiring processes	2 weeks	Online search	Molly, Jason	NIU has a standard process from what was found.	However, the information that was easily found did not seem to reflect all hiring areas. The AADR Non-Discrimination policy seemed outdated, but no newer version was easily found.
2. Research best practices in hiring	2 weeks		Molly, Jason		
3. Interview a sample of colleagues n=10 to gather anecdotal experiences of current NIU employees	4 weeks	Colleagues	Molly, Jason		

4.	Compile report using data above to make suggestions to improve NIU hiring processes	2 weeks	Prior data review	Molly	Separate report	
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No.	Description	Informational Source (For websites, include URL; For hardcopy sources include full citation and if it they are posted on Blackboard or where they can be found, for example, library, campus unit, etc.)	Remarks/Comments (All on Subcommittee's backboard page)
1	Employment types at NIU	http://www.hr.niu.edu/employment/AboutNIUEmpl.cfm	Via HR website
2	NIU Hiring Policies, SPS	http://www.niu.edu/provost/policies/appm/II8.shtml	Via HR website
3	NIU Hiring Policies, GA	http://www.niu.edu/provost/policies/appm/II3.shtml	Via HR website
4	NIU Hiring Policies, Graduate Faculty Membership	http://www.niu.edu/provost/policies/appm/II1.shtml	Via HR website
5	AADR Non-Discrimination Policy	http://www.hr.niu.edu/Resources/files/Other/AADR/AADR%20Non-Discrimination-Harassment%20Policy%20and%20Procedures.pdf	Via HR website
6	Pre-employment background check policy	http://www.hr.niu.edu/Policy/PolicyView.cfm?Policy=580	Via HR website
7	Reaffirming Diversity in Higher Education through Faculty Hiring: A leadership perspective	Article by Dianbing Chen, University of Wyoming	Via Jason John's research
8	Inclusive Illinois (UIUC) documents	http://www.inclusiveillinois.illinois.edu/printmaterials/impactreport_2013.pdf	Institutional website
9	Ball State University Office of Institutional Diversity website, "For Faculty	http://cms.bsu.edu/about/administrativeoffices/institutionaldiversity	Institutional website

	& Staff"		
10	Selected Interviews	Current NIU Employees	Posing the subcommittee's question and asking for experiences and feedback.

Appendix 1D

What merit-based diversity measures for faculty and staff might be instituted?

Chair: Sheldon Woods

Joe Flynn

Deb Pierce

This question was answered by visiting the websites of universities and seeing what resources were available for faculty and staff. It should be noted that the information presented may not be complete. It is based solely on information found on websites. It should also be noted that merit-based diversity measures, was interpreted as any incentive to encourage participation in diversity and inclusion work. Mid-American conference schools, Illinois schools and national exemplar schools were examined for this report. Mid-American Schools (MAC)

It was decided to look at other MAC schools because they are in our conference and of similar sizes. While of similar sizes the institutions are very different. As a result each has a very different approach to addressing diversity and inclusion. To even the playing field the same methodology was used for each site. A visit was made to each university's home page. Once there "diversity and inclusion" was typed in the search engine. From there pages were searched to find out how faculty are encouraged to participate in diversity work. This is not to say that a particular university does not do a certain thing but rather if that work was discoverable on line using the above mentioned techniques.

All of the universities address diversity and inclusion. The majority address the issue from a student's perspective. The most common way that faculty and staff are encouraged to work with diversity and inclusion is to be involved in programming for students. The only incentive seems to be the pleasure of being asked to share their knowledge. This is not effective in that it is not wide reaching and does not encourage full participation.

Of the MAC schools, Ball State University has the most comprehensive website. It has sections dedicated to students and faculty / staff. The resources were clearly identified for faculty and staff. Ball State's resources are housed in a website entitled **Office of Institutional Diversity**. The title alone indicates that this is important and meant for the entire university. The resources for faculty and staff are as follows:

Diversity Associates Program

Sponsored by the Office of Institutional Diversity (OID), the Diversity Associates Program provides instructors and staff with the opportunity to execute a diversity-related curriculum development project of their own design. Projects should focus on one or more of the following areas: race, ethnicity, economic status, national origin, disability, gender, sexual identity, age, and/or religious viewpoints. Professors and staff may propose an individual project or may propose a collaborative project with a colleague.

Diversity Related Research

This section has reports developed by Ball State University personnel describing their diversity-related research activities and results.

Minority Access National Role Models

This section highlights faculty and staff who serve as role models for students. A picture and brief profile staff working with diversity and inclusion is provided.

Inclusive Pedagogy and Diversity: Education for the 21st Century

Eleven Ball State University faculty recently studied teaching and learning with regard to diversity. Each participant developed a research-based, best practice pedagogy, implementing it in the subsequent semester. These videos include faculty describing their innovations, footage of students experiencing the pedagogies, and faculty reflections on the successes and challenges associated with their work. Most importantly, these videos reveal the powerful thinking of excellent pedagogues and the transformative impact inclusive pedagogy has on diverse students.

Outstanding Diversity Advocacy Award

Award Definition:

- The Outstanding Diversity Advocate Award is given in recognition of demonstrated excellence in championing the cause of diversity by a member of the Ball State community.

Award Criteria:

- The award is given on the basis of cumulative achievement at Ball State over a minimum of five years. The individual's involvement with diversity should have been continuous and involve such areas as recruitment of a diverse student body and faculty, curriculum and program development, academic research, experiential or immersive learning, grantsmanship, and advising individual students or student organizations.

Seminars and Workshops

This section list university wide seminars and workshops available to faculty and staff.

University Diversity Committee

1. John Emert, Honors College
2. Michele Chiuini, Architecture
3. Michael Gillilan, Students' Rights & Standards
4. Carolyn Kapinus, Graduate School
5. Ro Anne Royer Engle, Multicultural Center
6. Hyun Sook Kim, Theatre & Dance

7. Marcy Meyer, Communication Studies
8. Chris Munchel, Office of Admissions; Charles Haynes-alternate
9. Carlos Taylor, Unified Technology Support
10. Charles Payne, Assistant Provost for Diversity

This section lists the members of the committee. It should be noted that the membership is university wide and is composed of only faculty and staff.

Other Diversity-related Committees

Diversity Advisory Council

The Diversity Advisory Council coordinates implementation of the diversity-related aspects of the University's strategic plan. The Council meets periodically and is staffed by the Director of the Diversity Policy Institute. Members have diversity-related expertise or interest and are appointed by the Provost to represent academic and administrative units and/or because their portfolio includes diversity-specific responsibilities.

College of Sciences and Humanities Task Force on the Status of Women

The Task Force on the Status of Women in the College of Sciences and Humanities was established by Dean Smelstor in Spring, 1989 to "determine if there are significant academic advancement hurdles unique to females that are unrelated to ability and to propose methods of minimizing the impact of these on the professional development of women faculty." Since that time the Task Force has examined and monitored the climate for female staff and students, as well.

College of Sciences and Humanities Task Force on Diversity

Members of the Task Force believe that faculty diversity is essential to enhancing the intellectual and social atmosphere at Ball State, that qualified candidates of diverse backgrounds are available in the sciences, social sciences, and humanities, and that some of these candidates can be recruited, hired, and retained by the College. They will facilitate workshops, forums, and other events that will enhance faculty diversity at BSU.

Task Force on Diversity

College of Sciences and Humanities Minority Student Affairs Committee

The Minority Student Affairs Committee works with the Office of Early Outreach Programs to facilitate opportunities to introduce students of diverse backgrounds to higher education.

College of Sciences and Humanities Women in Science Committee

Housing and Residence Life Multicultural Committee

The Committee's mission is to increase awareness and an appreciation for multiculturalism through education in the residence halls.

The following goals may be utilized in reaching the mission:

1. Collaboration with staff and students.
2. Assessment of multicultural needs.

Ball State's website clearly lists the resources for faculty and staff. The website is comprehensive and easy to navigate. While there are no tangible or measureable incentives, it is clear that faculty and staff are encouraged to participate in diversity and inclusion activities.

The following schools are considered national exemplars of schools that do work in diversity and inclusion.

University of Chicago

Merit-based Diversity Measures for Faculty and Staff include.

Language from the website: <https://provost.uchicago.edu/initiatives/>

The Office of Deputy Provost for Research and Minority Issues was established in response to a recommendation by the Provost's Initiative on Minority Issues (PIMI) 2003-04 Annual Report. The Office monitors and improves the University's approaches to recruiting and retaining minority faculty, students, and to a lesser extent, staff. It also coordinates and promotes research, teaching, and programming initiatives that address diversity and ameliorate inequality on campus and in the broader community.

In short, a significant factor for University of Chicago is that these initiatives are overseen and funded through the Provost's Office and the efforts are embraced as a virtue for the University.

Specific measures include The **Diversity Leadership Staff Award** (there is also a sister award for alumni).

The **Diversity Leadership Council** is made up of cross-section senior administrators of the University, including academic divisions, the professional schools, and administrative offices. Their primary purpose is to advise the Provost and President on recruitment and retention of diverse faculty and administration. Also, they serve as mentors and a resource on diversity issues for academic and administrative units. They also, finally, "ensure that the University's relationships with our nonacademic employees, with our surrounding neighborhoods, and with our business partners appropriately reflect the University's commitment to diversity." <http://diversity.uchicago.edu/dlc/>

The University also offers opportunities for undergraduate and graduate students to conduct research through post-doctoral scholarships (Provost's Career Enhancement Postdoctoral Scholarship) and pre-graduate summer research opportunities through the Leadership Alliance. The LA is part of a 33 school consortium dedicated to increasing the participation of underrepresented minorities in "higher levels" of education and research. Faculty/staff are asked to be mentors.

University of Minnesota

The *Equity and Diversity Certificate Program* is open to all students, faculty, and staff free of charge. Participants learn to develop tools for advancing equity and diversity in all aspects of their lives. The basic program is 30 total hours of workshops (10 workshops altogether) and the advanced certificate is an additional 24 hours, some of which is done online.

Although this is not merit-based in that it offers a stipend it is voluntary and an insightful program. Plus, one gets a certificate out of it. Personally I think MCTI is a better program conceptually, especially since a stipend is attached and an actual product is produced (a new curriculum).

Equity and Diversity Transformation Awards are annual awards that include a \$1000-\$5000 award to fund initiatives/research that encourages cooperation and deeper understanding of diversity on campus. Recipients must submit a report about the project within 60 days of concluding the project.

The Josie R. Johnson Human Rights and Social Justice Award honors University of Minnesota faculty, staff, and students who, through their principles and practices, exemplify standards of excellence in creating respectful and inclusive living, learning, and working environments. These awards are by nomination. Self nominations are not accepted. This is similar to the Deacon Davis Award here at NIU.

The Institute for Diversity, Equity, and Advocacy convenes scholars from the University of Minnesota and around the world to collaborate in innovative ways across disciplines, departments, colleges, and campuses. IDEA works to transform the university by enhancing the visibility and productivity of an **interdisciplinary group of faculty and community scholars**. This group's expertise in equity, diversity, and underrepresented populations leads to innovative scholarship that addresses urgent social issues. IDEA is also designed to enhance retention and faculty diversity by fostering stronger ties among and with faculty and the local community. IDEA invites faculty to connect **personally and professionally** with others on campus and within the local community. Resources include: **faculty research grants; sponsorship of symposia and lectures; faculty workshops; and mentorship and professional development opportunities for junior faculty of color.**

Bridge Funding The primary purpose of the Bridge Fund for Faculty of Color Hires is to provide financial support to academic departments that have identified (either through a national search or a target of opportunity procedure) highly desirable candidates of color to fill full-time tenured or tenure-track positions, but do not immediately have adequate funding available to extend an offer of employment.

The Bridge Fund for Faculty of Color Hires is an auxiliary resource designed to complement, **not replace**, money regularly available to a unit. The fund can be used to supplement the unit's existing resources for a maximum of three years.

The **maximum** bridge funding **allowable** is 100 percent of salary and fringe the first year, 75 percent of salary and fringe the second year, and 50 percent of salary and fringe the third year. All salary and fringe increases are the responsibility of the hiring unit, and **the hiring unit will assume full financial responsibility for the hire no later than the third year.**

Due to the limited funding available for this account, requests are carefully reviewed for their relevance to the unit's specific academic and budgetary situation as well as applicable collegiate and University policies.

There is also Bridge Funding available for spousal/partner hires and a postdoctoral fellowship program as well.

Multicultural Research Award: The Institute for Diversity, Equity, and Advocacy seeks to build community and a network among equity and diversity scholars and researchers on campus. In order to connect faculty with others who share their interests, IDEA invites proposals for research that addresses issues related to its mission “to transform the University by enhancing the visibility and advancing the productivity of an interdisciplinary group of faculty and community scholars whose expertise in equity, diversity, and underrepresented populations will lead to innovative scholarship and teaching that addresses urgent social issues.” This initiative supports our efforts to retain and advance a diverse faculty. Since 1996 more than 1.5 million dollars have been awarded to 152 recipients of the IDEA Multicultural Research Awards. Award recipients are required to present their work as part of Diversity through the Disciplines Symposia sponsored throughout the academic year. Awardees are also encouraged to showcase their research at the Gallery of Excellence, a showcase of equity and diversity research preceding the annual equity and diversity breakfast. Awards vary and are based on resource availability, proposed budgetary needs but will not exceed \$7000. Principal investigators must give a presentation of the project no more than 2 years within receiving the award at the “Diversity through the Disciplines” symposium.

There is also “smaller” grant funding for research and professional development related to diversity issues for faculty at the college level. For example, there is a \$1000 grant for faculty in the College of Food, Agricultural and Natural Resource Sciences.

Recommendations:

Based on successful programs at other schools the following are recommended:

- A **Diversity and Inclusion council** made up of members representing each college and staff areas. There should also be an advisory committee composed of the centers and students representing the diverse student body. It would be advantageous to have connections to all of the “multicultural” committees on campus.
- An **annual award** for Diversity work could be an inexpensive incentive to encourage participation. This award would be given to a faculty or staff member who is doing significant work in the area of diversity and inclusion. Care should be taken not to ignore minority faculty and staff members. They are often overlooked because it is assumed that they only do work in diversity and inclusion.
- **Summer Institute**, held annually to encourage transformation of curriculum and pedagogy, similar to the one currently held. A financial incentive has traditionally encouraged participation but other tangibles might serve as incentives.
- A **centralized database** of diversity resources both hard and electronically, would be a valuable resource to faculty and staff. This database would house diversity reports published by the university community, list upcoming seminars and workshops and have other useful resources.

- Small **grants** made available to faculty and staff to encourage diversity and inclusion work. This would hopefully lead to larger external grants.
- A **comprehensive website** to list the above items as well be the portal to the diversity and inclusion work at NIU. The site should have someone responsible for regularly updating the information and responding to queries. Currently we do not have such an item and it reflects poorly on the university.
- Lastly, a **centralized office**, led by the Chief Diversity Officer, that will be at the forefront of the diversity and inclusion work done at NIU. The office's title should reflect its importance and be housed in an area of significance.

Appendix 1E

What kind of programming might be added that supports inclusion for faculty and staff? Co-Chairs: Kristin Huffine, Simon Weffer-Elizondo

Members: Norden Gilbert, Jason Good, and Diane Rodgers.

In dialogues with colleagues both on our campus, and across the country, we were unable to find a consensus definition for inclusion and for what it means to incorporate populations of women, people of color, the LGBTQ community, and people with disabilities into the dominant culture at college campuses. We did find a consistent sentiment, however: Too often, "inclusion" has been oversimplified to mean "fitting in on campus" or "having a welcoming climate" or feeling comfortable in one's department, center, or school. While we agree that it is worthwhile to provide for an affable and welcoming community, we felt it was overly simplistic to focus attention on annual heritage events and artificially-constructed celebrations of multiculturalism. For us, and for the people we conversed with at universities across the country, inclusion necessitates broader efforts to promote institutional policies and programs that produce a university culture in which all faculty and staff are able to succeed. Inclusion must therefore be holistic, in that it must focus on recruiting *and* retaining faculty, students, and staff from diverse backgrounds, and deal with issues that affect them on and off campus. To do that, programming must exist that addresses issues that are shared in common and that are distinct for Women, the LGBTQ community, and racial and ethnic minorities, rather than conflating the problems and assets of disenfranchised populations on campus, as if the struggles and challenges for being a woman in the classroom are the same as being an out staff member or Latina student. New efforts to promote the inclusion of under-represented populations at NIU must include a culture of authenticity, and detailed and coordinated training efforts and policy changes at all levels, and across all colleges, departments, and schools. It is vitally important that while much of the programming will occur at the "local" (i.e. school and department) level, that programming must be coordinated and valued and supported from the President's office on down. There must be not only funding for support of programming, but perhaps more importantly incentives (both positive *and* negative) for faculty and staff in departments and schools that consistently struggle to create and implement programming on inclusion, as well as for those who are unable and/or recalcitrant in providing for the needs of diverse populations within their units.

As of now, there is no systematic programming at NIU regarding inclusion. While there have been some sporadic groups and organizations including the campus presidential commissions, the Multiculturalism Transformation Institute, the centers for Black Studies, Latino and Latin American Studies, Women's Studies, resource centers and other programs, committees, and taskforces, comprehensive efforts on faculty and staff inclusion are lacking. Because of this, we turned to other campuses and other organizations for direction. We found a wide range of programming possibilities, some of which will undoubtedly overlap with findings from other committees, but we include them here to reinforce their work and to better define the importance of inclusion efforts as an authentic effort on the part of administrators and as a comprehensive practice across the university.

Possible programming:

- Creating "affinity" groups--such as Latino Faculty and Staff Association or LGBTQ Caucus. In looking across many campuses, this was one type of "programming" that was common. These groups met several times a year, and at the beginning of each semester, sought to help integrate new members into the campus. UCLA had a particularly strong Latina/o Faculty and Staff association, which was very vocal not just on issues of tenure and promotion for faculty, and work conditions for staff, but also working with students when campus climate issues arose, as well as voicing concerns around strategic planning, space and other issues.
- Having beginning of the year luncheon for LGBT and/or Minority faculty and staff so they can meet folks from outside their departments. Studies on the importance of inclusion and diversity in higher education often point to the importance of social networks. DePaul University's Office of Academic Affairs organized these annually, and saw increases in positive perceptions of the campus in their in house campus climate surveys. For faculty this became a hub of building networks important to negotiating the tenure process for junior faculty.
- Ensuring adequate research and artistry support that is available specifically to faculty who are women, LGBTQ, and people of color.
- Expanding mentoring efforts for faculty who are women, LGBTQ, and people of color that is university wide. This also means including women, LGBTQ, and minority faculty at the center of these professional development affinity groups who hold monthly luncheons/ meetings to discuss tenure, preparation for administration work, and other topics .
- Providing paid maternal- and paternal-leave policies. Childbirth has long put female faculty in a disadvantaged position when compared to male faculty going up for merit raises, for tenure and promotion, and promotion to Full Professor. Not only does having a child necessitate more time for women who are up for promotion to produce publications, it also arrives with a financial cost, making it difficult to negotiate work demands at this crucial time in their careers. This is especially the case for junior faculty making substantially less money than their senior peers.

While less attention is paid to men with children, recent Supreme Court decisions have made clear that the LGBTQ community also shares the human rights to marriage and family. For this reason, men with new children are also in need of a maternal- and paternal-leave policy that will support their families while they are negotiating the tenure process and promotion to Full Professor. A comprehensive paid family leave policy of one semester is crucial to putting women and new fathers on an equal playing field with others who are not starting families.

- Using the Multicultural Transformation Institute to provide extensive sensitivity training to faculty at the departmental level. Comprehensive knowledge and training for living and working in a multicultural world, and for teaching in the increasingly diverse environment that is emerging at NIU is a fundamental policy change that needs to be put in place.
- Providing new policies for faculty merit raises and promotion that don't rely on student evaluations. Numerous studies over the past 30 years have made clear that women, people of color, faculty with disabilities, and LGBTQ populations receive significantly lower evaluations by students as a rule. Accommodating for this in merit raises and work evaluation are a crucial way of recognizing the need for curbing a culture of discrimination among students and the resulting institutional discrimination that comes when these policies and procedures are not put into question.
- Faculty workshops over the course of the year on teaching, dealing with student evaluations, the tenure process, etc. specifically targeting women, LGBTQ, and minority must be put in place.

These three sets of programming clearly target those often at the margins on University campuses. However, just as crucial is programming that in the words of a colleague in the CUNY system

...programming that converts hostile folks into curious ones, curious folks into passive folks, passive folks into supporters, and supporters into advocates. That would mean sessions for all on microaggressions; for faculty and administrators sessions on the problems (read biases) of student evaluations based on gender, race, and other factors; programs that put diverse faculty and staff in touch with senior and very senior (dean, provost, president level) people - the people who can advocate for them when they're/we're not in the room.

Building on this idea, a possible program could be a campus wide micro-aggression workshop. This is a great way to lay the groundwork for dialogue because so many on our campus (faculty, students, and staff) still have a very 1950s understandings of racism. This could then be combined with a "shared reading assignment" for faculty and staff -- over the winter break or next summer -- with facilitated conversations afterwards—using a text such as "Whistling Vivaldi". The book deals with internalized reactions and accommodations we make when confronted with difference. Both of these activities would,

radically normalize the discussion and pave the way for deeper work on issues of race, gender, privilege, class, sexual identity, etc.

Colleagues at Wheaton College (of Massachusetts) shared an interesting, unique, and forward thinking program: The President's Advisory Committee on Inclusive Excellence (PACIE)—which oversees the process of achieving educational excellence through diversity and through the development of a multicultural community as proposed in Wheaton's strategic plan (<http://wheatoncollege.edu/president/pacie/>). As part of their program they have formed what they call “Dialogue Action Teams,” in an effort to produce a dialogue-to-Change Model for their campus. Dialogue Action Teams are task forces that:

- Are organized by a diverse group of people representing the whole community.
- Include people who represent the many perspectives that make up Wheaton College.
- Employ a fair-minded discussion format and easy-to-use materials.
- Use trained facilitators who reflect the community’s diversity.
- Move a community from talk to action.
- Function as small, diverse groups of 8-12 people

Clearly, with a student body of 1600, and 300 or so faculty, this sort of programming is more feasible at Wheaton, however, that does not mean it can’t occur at NIU. The Diversity Summit during the AY 2013-2014 essentially recreated this idea. While the bulk of the Dialogue Action Teams could be incubated within Colleges, there is no reason there couldn’t also be campus and community wide Dialogue Action Teams.¹

Similarly, the Association of Collegiate Schools of Planning Diversity Task force put together a toolkit for creating a more inclusionary climate for minority students and faculty of color. They identify 4 core issues related to inclusion and diversity A) Recruitment and Retention, B) Leadership and Mentorship, C) Institutional Culture and D) Gender Issues and 3 components to inclusion and diversity of 1) Institutional Structure, 2) Barriers of Diversity and most importantly for this committee 3) Program Elements. We include the toolkit attached.

¹ See Appendix X for the Dialogue Action Team Guidelines from Wheaton College.

Appendix 1F

How important is curriculum transformation for diversity? How might our efforts be improved? Chair: Carol Walther

We all said that curriculum transformation for diversity is important.

The group is tentatively defining diversity as social inequalities and having equal opportunities to resources.

Below is a list of items that I know that NIU already does. Please add to this list.

1. Multicultural Transformation Institute <http://www.niu.edu/mct/>
2. College of Education statement of philosophy and working toward inclusion. <http://www.cedu.niu.edu/aboutus/dean/diversityplan.pdf>
3. Academic Diversity Programs Advisory Committee (ADPAC)
http://www.niu.edu/u_council/committees/2013-14/ADPAC.shtml - 20% of all minors are in one of these programs. This does not include the certificates.
4. NIU Diversity Plan: <http://www.niu.edu/diversity/plan/>
5. <http://jan.ucc.nau.edu/~coesyl-p/principle2-article3.pdf>

Ways that could be improved are:

1. Jay said incorporating immigration issues throughout the University.
2. Amanda discussed the Multicultural Transformation Institute and having that longer than one week.
3. Marlon discussed making sure that everyone is at the table for change.

University of Akron (MAC)

http://www.uakron.edu/academics_majors/undergraduate-bulletin/2014/general-education/

Focus

The capacity for critical, independent thought

A personal sense of values, tempered by tolerance and a regard for the rights of others.

The analytical skills necessary to make sound qualitative and quantitative judgments.

The ability to describe and explain differences in civilizations and cultures.

An understanding of the conditions that affect them as individuals and as members of society.

The capacity to evaluate intellectual and artistic achievements.

A knowledge of science, technology and mathematics and their effects on human activities.

A knowledge of positive mental and physical health practices.

Areas of Curriculum:

Gen Ed

Ball State (MAC)

<http://cms.bsu.edu/campuslife/counselingcenter/newsfooteritems/diversityresources/cr eatingtheinclusiveclassroom/diversityandthecollegecurriculum>

University of Washington (Public Research 1)

Focus:

Diversity knowledge and competencies; supporting undergraduate and graduate curricula in fields of study focusing on diversity; sequencing the study of diversity within curricula and programs; providing faculty development in effective pedagogical techniques for teaching in diverse classrooms; and ensuring student satisfaction with opportunities for study.

Resources:

Full-time staff position to work to incorporating the study of diversity into the curriculum
Provide funding to create new courses focusing on diversity

Levels:

Center for Multicultural Education in the College of Education – teachers and faculty members; curriculum instruction, assessment, and educational policy

Center for Curriculum Transformation – advisory group of faculty members – annual seminars

Center for Instructional Development and Research – faculty and graduate students on teaching and learning topics

Intergroup Dialogue, Education and Action Training and Resource Institute – curriculum development, research, and evaluation on the intergroup dialogue method

Academic Program Review, The Graduate School – assessment of proposed and continuing educational programs – “Self-Study Guidelines for Review”

University Lectures and Symposia

Areas of Curriculum:

Focus on power, privilege and social justice, categories of diversity to include race, ethnicity, gender, age, disability, nationality, religion and sexual orientation; approaches that are comparative and cross-cultural; and growth in approaches that educate for social responsibility (Schmitz, Butler, Guy-Sheftall and Rosenfelt, 2003; Humphreys and Schneider, 1997)

Graduate and Professional Curricula – expanded offerings of courses

Good Practices:

Encouraging all students to study diversity

Requiring the study of diversity in undergraduate majors and in professional degrees

Expanding diversity curriculum options.

Involving students in curriculum development initiatives.

Identifying discipline-specific diversity learning objectives.

Including social change and social and economic justice as explicit learning outcomes in major.

Improving classroom teaching.

Challenges and Recommendations:

Revisiting the issue of an undergraduate diversity requirement.

Supporting efforts to incorporate diversity throughout the curriculum.

Ensuring an inclusive approach to diversity in curricula.

Developing assessment tools to evaluate how diversity informs curricula.

Conducting periodic reviews of curricular diversity.

Literature	Finding	Recommendations
Debra Humphreys. General Education and American Commitments: A National Report on Diversity Courses and Requirements. (Washington, D.C.: AAC&U, 1997).	65 institutions 60% requirement for students to take at least one course addressing diversity.	
Richard Light and Jeanette Cureton. "The Quiet Revolution: Eleven Facts About Multiculturalism and the Curriculum." Change. (Jan/Feb, 1992).	196 colleges and universities surveyed, 34% had a multicultural general education requirement, 33% offered course work in ethnic and women's studies, and 54% had introduced multicultural material into their departmental course offerings	
<p>Diversity and the College Curriculum: How Colleges & Universities are Preparing Students for a Changing World</p> <p>by Debra Humphreys, AAC&U, for the Ford Foundation Campus Diversity Initiative</p> <p>http://cms.bsu.edu/campuslife/counselingcenter/newsfooteritems/diversityresources/creatingtheinclusiveclassroom/diversityandthecollegecurriculum</p>		<p>A course at the University of Michigan, "Intergroup Relations, Conflict and Community" teaches students how to constructively address conflicts that arise among and within different groups and explores the possibility for building community across racial and ethnic boundaries.</p> <p>Teaches: listening, empathy, fairness, dialogue, intercultural communication, conflict resolution, and collaborative problem-solving. Courses that incorporate new historical knowledge are also preparing students to meet contemporary challenges.</p> <p>A diversified curriculum can help bridge differences, both on campus and in society.</p> <p>Diversity courses challenge students to think in more complex ways about identity and history, and avoid cultural stereotyping</p>
Astin, A. What Matters in College?: Four Critical Years Revisited. San Francisco: Jossey-Bass, 1993.	One comprehensive national study found that faculty emphasis on diversity in courses has positive effects on openness to racial understanding and overall satisfaction with college.	

<p>Adams, M., and Y. Zhou-McGovern. "The Sociomoral Development of Undergraduates in a 'Social Diversity' Course: Developmental Theory, Research, and Instructional Applications," paper presented at the annual meeting of the American Educational Research Association, April 1994, at New Orleans, Louisiana.</p>	<p>Another study found that cognitive development improves among students participating in a multicultural course.</p>	
<p>Lopez, G. E. "The Effect of Group Contact and Curriculum on White, Asian American, and African American Students' Attitudes." Ph.D. dissertation, University of Michigan, 1993.</p>	<p>A study conducted at the University of Michigan that investigated the impact of intergroup contact and course work dealing with racial and ethnic issues found that course work had the most significant positive impact on increased support for educational equity.</p>	
<p>Tanaka, G. K. "The Impact of Multiculturalism on White Students." Ph.D. dissertation, University of California, Los Angeles, 1996.</p>	<p>A 1996 study examining the impact of multicultural courses on white students' sense of community, cultural awareness, interest in promoting racial understanding, and satisfaction with college also reported positive results in each of these areas.</p>	
<p>Musil, Caryn McTighe. The Courage to Question: Women's Studies and Student Learning. Washington, D.C.: Association of American Colleges and Universities, 1992; and Bargad, A.,</p>	<p>several studies reveal that women's studies courses encourage more debate among students than other kinds of courses and, in fact, improve women's attitudes toward men.</p>	

<p>Musil, Caryn McTighe. The Courage to Question: Women's Studies and Student Learning. Washington, D.C.: Association of American Colleges and Universities, 1992; and Bargad, A., and J. S. Hyde. "Women's Studies: A Study of Feminist Identity Development in Women," Psychology of Women Quarterly 15 1991: 181-201.</p>	<p>several studies reveal that women's studies courses encourage more debate among students than other kinds of courses and, in fact, improve women's attitudes toward men.</p>	
<p>Villalpando, O. "Comparing the Effects of Multiculturalism and Diversity on Minority and White Students' Satisfaction with College," paper presented at the annual meeting of the Association for the Study of Higher Education, November, 1994, at</p>	<p>students whose professors included racial/ethnic materials in their courses reported higher levels of satisfaction with their college experience.</p>	

Website: <http://www.washington.edu/diversity/appraisal-process/sec-ix-diversity-in-curriculum/>

One comprehensive national study found that faculty emphasis on diversity in courses has positive effects on openness to racial understanding and overall satisfaction with college.⁵ Another study found that cognitive development improves among students participating in a multicultural course.⁶ A study conducted at the University of Michigan that investigated the impact of intergroup contact and course work dealing with racial and ethnic issues found that course work had the most significant positive impact on increased support for educational equity.⁷ A 1996 study examining the impact of multicultural courses on white students' sense of community, cultural awareness, interest in promoting racial understanding, and satisfaction with college also reported positive results in each of these areas.⁸ A 1991 study found that a comparative multicultural course requirement at the University of California-Berkeley led students to a greater appreciation of the complexity of artistic productions in various cultures.⁹ Another study found that students whose professors included racial/ethnic materials in their courses reported higher levels of satisfaction with their college experience.¹⁰ Finally, several studies reveal that women's studies courses encourage more debate among students than other kinds of courses and, in fact, improve women's attitudes toward men.¹¹

This research and trends across the country suggest that, contrary to critics' claims, diversifying the college curriculum is resulting in a more rigorous educational experience for today's college students. While some new courses are being added, many of the changes in the college curriculum are improvements to existing courses.

Faculty members today are striving to provide a more complete and complex picture of culture and history. The growing evidence suggests that these efforts are paying off for today's students. They are fostering intellectual development, expanded cultural knowledge, and interracial understanding among college students.

Notes

1. Lawrence Levine. *The Opening of the American Mind: Canons, Culture, and History*. (Boston: Beacon Press, 1996): 15.
2. Debra Humphreys. *General Education and American Commitments: A National Report on Diversity Courses and Requirements*. (Washington, D.C.: AAC&U, 1997).

3. Debra Humphreys. *General Education and American Commitments: A National Report on Diversity Courses and Requirements*. (Washington, D.C.: AAC&U, 1997).
4. Astin, A. *What Matters in College?: Four Critical Years Revisited*. San Francisco: Jossey-Bass, 1993.
5. Adams, M., and Y. Zhou-McGovern. "The Sociomoral Development of Undergraduates in a 'Social Diversity' Course: Developmental Theory, Research, and Instructional Applications," paper presented at the annual meeting of the American Educational Research Association, April 1994, at New Orleans, Louisiana.
6. Lopez, G. E. "The Effect of Group Contact and Curriculum on White, Asian American, and African American Students' Attitudes." Ph.D. dissertation, University of Michigan, 1993.
7. Tanaka, G. K. "The Impact of Multiculturalism on White Students." Ph.D. dissertation, University of California, Los Angeles, 1996.
8. Institute for the Study of Social Change. *The Diversity Project: Final Report*. Berkeley, CA: University of California, 1991.
9. Villalpando, O. "Comparing the Effects of Multiculturalism and Diversity on Minority and White Students' Satisfaction with College," paper presented at the annual meeting of the Association for the Study of Higher Education, November, 1994, at Tucson, Arizona.
10. Musil, Caryn McTighe. *The Courage to Question: Women's Studies and Student Learning*. Washington, D.C.: Association of American Colleges and Universities, 1992; and Bargad, A., and J. S. Hyde. "Women's Studies: A Study of Feminist Identity Development in Women," *Psychology of Women Quarterly* 15 1991: 181-201.

Additional Resources on Diversity and the College Curriculum Resources from the Association of American Colleges and Universities

The Drama of Diversity and Democracy: Higher Education and American Commitments
 The first in a series of reports written by a National Panel of scholars convened through AAC&U's American Commitments initiative, this report explores higher education's responsibilities within a diverse democracy. Challenging conventional arguments that equate diversity with balkanized groups, the authors call on higher education to provide public leadership in helping the nation see the connections between diversity issues and the unfinished work of building a successful and inclusive democracy. The report provides a broad societal analysis of United States diversity issues and is recommended for trustees, general readers, and campus groups.

Liberal Learning and the Arts of Connection for the New Academy
 The second report written by the American Commitments National Panel explores goals for

liberal learning in a diverse democracy and argues that the liberal arts of the future will include ways of relating and learning across difference. Written for faculty members and curriculum committees, this report should be used in connection with American Pluralism and the College Curriculum described below. American Pluralism and the College Curriculum: Higher Education in a Diverse Democracy The third report explores curricular practices that help prepare all students for a diverse society. It makes specific recommendations for teaching diversity across the curriculum, in both general education and major programs, and describes effective diversity courses and requirements in a broad range of institutions — large and small, public and private, two- and four-year.

Diversity Works: The Emerging Picture of How Students Benefit

When a campus makes — and is perceived by its students to make — a significant commitment to diversity, educational gains are made across the entire student body. Student participation in campus diversity initiatives contributes to measurable changes in openness to difference, increased commitment to social justice, as well as to cognitive development and academic success. These results are explained in this report which also provides an overview and a critical examination of diversity research literature. The authors ask "What works?" and then provide answers, while also explaining the theory and tools available for studying diversity in higher education.

Diversity in Higher Education: A Work in Progress

This book represents the insights of four diversity evaluators—Caryn McTighe Musil, Mildred García, Yolanda T. Moses, and Daryl G. Smith—who assessed the institutional impact of the first round of grants awarded under the Ford Foundation's Campus Diversity Initiative to nineteen residential colleges and universities. With lessons from the field, this monograph is designed to assist institutions in thinking strategically about how to make diversity more integral to the mission and practices of higher education.

Core Curriculum and Cultural Pluralism: A Guide for Campus Planners

Written by Betty Schmitz, this rich study reports on emerging models for multiculturalism in core curricula and provides a roadmap for academic leaders looking to design and pass new general education programs. It includes sample syllabi, core proposals, curriculum profiles, and a step-by-step guide through the potholes of curriculum change and faculty development.

General Education and American Commitments: A National Report on Diversity Courses and Requirements

Written by Debra Humphreys, this overview of curricular changes at 65 colleges and universities involved in the first part of the American Commitments Curriculum and Faculty Development network provides concrete examples of new courses, programs and curricular models on U.S. pluralism. It also provides practical advice on the process and politics of curriculum change. To order any AAC&U publication, contact AAC&U Publications Desk, 1818 R Street, Washington, D.C. 20009; 202/387-3760; pub_desk@aacu.nw.dc.us Other Resources on Diversity and the College Curriculum

Creating an Inclusive College Curriculum: A Teaching Sourcebook from The New Jersey

Project, edited by Ellen G. Friedman, Wendy K. Kolmar, Charley B. Flint, and Paula Rothenberg

Includes over 40 syllabi and teaching resources for both two-year and four-year colleges and universities. Reflective essays rethinking pedagogy and course content cover such subjects as the structures of knowledge, feminist science, psychoanalysis and feminism, and affirmative action. The volume also contains information about initiating, sustaining and renewing curriculum transformation projects. Syllabi include course content, weekly outlines, reading lists, and assignments. (Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Ave., New York, NY 10027; 212/678-3919)

Diversity Within America's Catholic Colleges and Universities

A report of findings from the Association of Catholic Colleges and Universities survey of its two hundred member institutions. Contact William Martineau at Association of Catholic Colleges and Universities, 202-457-4650.

Selected Bibliography of the Cultural Pluralism Institute

This bibliography edited by Johnella Butler and Andrew Bartlett, includes the major texts and readings of the joint Washington Center for Improving the Quality of Undergraduate Education/University of Washington Cultural Pluralism Institute. Contents include sections devoted to: multiethnic literature; African American, American Indian, Asian American, and Chicano/Latino materials; curriculum transformation; and institutional change (January 1995). Contact: Johnella Butler, Box 354380, University of Washington, Seattle, WA 98195-4380.

World Wide Web Resources

DiversityWeb

DiversityWeb serves as an electronic hub linking nearly 300 institutions' work on diversity via the World Wide Web. Developed by AAC&U and the University of Maryland at College Park, DiversityWeb includes a World Wide Web home page connected to campus-based diversity home pages, but also contains essential information about diversity efforts nationwide. DiversityWeb helps participating institutions explain, categorize and link their diversity priorities, practices and accomplishments. Finally, it includes a Leader's Guide—a topically organized consumers' guide to strong diversity practices and resources. (<http://www.inform.umd.edu/diversityweb>)

Managing Diversity

The Program on Intergroup Relations, Conflict & Community (IGRCC) at the University of Michigan is a multicultural and diversity education program organized under the divisions of Student Affairs and Academic Affairs. IGRCC is an innovative effort to educate students and members of the University community about intergroup relations and various forms of conflict among social groups. It links formal education course work to the living and social experiences of students outside of the classroom. The program brings together people from various social and racial/ethnic backgrounds to discuss commonalities and differences, address issues of conflict, and learn how to deal with these issues constructively. <http://www.umich.edu/~igrc>

University of Washington Curriculum Transformation Project

The University of Washington Curriculum Transformation Project was initiated in 1991 and became an administrative unit of the Office of Undergraduate Education in January 1995. Its primary responsibilities are assisting both individual faculty and academic departments with curriculum change related to gender and cultural pluralism. The website has information about the project's current available resources and activities; several sample syllabi; a series of bibliographies; and a newsletter on curriculum transformation efforts at Washington and around the country. The site also links to other diversity related sites. <http://weber.u.washington.edu/~ctp/about.htm>

Appendix 1G

What kind of programming might be added that supports inclusion for students?

Chair: Michelle Bringas

SWOT Analysis

Strengths

- Many Student Organizations do diverse programming;
- Several offices/departments do diverse programming;
- Diversity Centers offer excellent programming;
- Residence Hall's conduct diverse programming;
- Collaborations for diverse programming take place among departments and diversity centers;
- Student Association actively pursues departments and student organizations for diverse programming;

Weaknesses

- Funding is not always available to attract performers etc for campus wide diverse programming;
- Sometimes not everyone is aware of diverse programming taking place;
- Efforts for diverse programming are not well coordinated/communicated in terms of promotion;
- Diverse programming sometimes attract certain populations;
- Few all campus events that support diversity;
- CAB-UID funding was reduced and less programming is available;

Opportunities

- There are opportunities for creating "intersections" within diverse programming ;
- Create incentives/funding opportunities for departments and student organizations to collaborate together for diverse programming;
- Create streamlined processes for promoting diverse events;
- Create a web page that can promote diversity and diverse programming taking place on campus;
- Create reward/recognition mechanisms for excellence in diverse programming;

- Benchmark other universities to identify best practices;

Threats/Barriers

- Lack of funding
- Lack of centralized website to advertise/promote diverse programs;
- Need effective processes for intentional collaborations for diverse programing
- Need sharing of resources for diverse programming
- Need better communication within the university about diverse programming and concerted efforts to infuse divers programming into the fabric of the university culture.

Recommendations

- Create a centralized, visible, coordinated web presence for diverse programming;
- Create centralized funding for student organizations and departments to do diverse programming
- Create incentives for students faculty and staff who conduct diverse programming
- Create centralized marketing campaign for diverse programming
- Provide options for students organizations and campus offices to create traditions around diverse programming
- Allocate additional programming resources to offices and programming boards already providing diverse programming to enhance the quality in speakers, films, etc for diverse programming

Action Steps

Subcommittee: Diversity & Inclusion Programming for Students:

Goal:					
Action Steps	Estimated Duration/Timeline	Requisites/Resources	Champions or Responsible Parties	Deliverables/Outcomes	Remarks/Comments
Recommendations					
1. Create a visible, coordinated web presence for diverse programming;	Short-term	Technical staff url site	Propose: AADR	location for website	AADR has started a site; perhaps this can be utilized to advertise diverse programs as well
2. Create centralized funding for student organizations who wish to	Mid-term	Funding pool Committee to develop, oversee process and review proposals, include assessment	Propose: Academic & Student Affairs	Provide funding support for diverse programming; Encourage	

implement diverse programming		outcomes in funding application		collaborations among student organizations; Assessment for student organizational programming.	
3. Create incentives for students faculty and staff who conduct diverse programming	Mid-term	Funding for incentives; Committee to develop, oversee, and review this process (application , nomination, award venue, certificates/awards ie. award mini-grant to conduct diverse programming for following academic year.	Propose: Academic & Student Affairs	Recognition for students & student organizations involved in developing collaborations for diverse programming	
4. Create marketing campaign for diverse programming	Mid-term	Marketing campaign for diverse programming	Various offices and student		
5. Allocate additional programming resources to offices and programming boards already providing diverse programming to enhance the quality in speakers, films, etc for diverse programming	Mid-term	Funding resources			

Programming: Diversity & Inclusion Programing Identity Programming Service Identity												
keywords: diversity diverse programs	Name of School	Website	Contact Information	Description of initiative & Sponsors	Highlights of initiative	Focus	Any Assessment/outcomes met	How is it funded	Collaboration partners	Centralized website for diversity?	Diversity Calendar	Other Links
	Northern Illinois University	www.niu.edu	Asian American Center Latino Resource Center Gender & Sexuality Resource Center Center for Southeast Asia Center for Black Studies Student Affairs College of Education Student Association Latino Studies Women Studies Asian American Certificate Program LGBT Studies Program Counseling & Student Development Center	Mentor Programs, Diversity Centers Heritage Months, Diversity Centers Film Series, Academic Departments, Center for Southeast Asian Studies, College of Education Workshops, Academic & Student Affairs, Affirmative Action Diversity Resources Conferences, Academic & Student Affairs Departments Dialogue on Diversity, Division	culture social justice engagement diversity awareness	education inclusion increase cultural competency	each department conducted its own assessment	departmental budgets collaboration partners Student Association Residence Halls student budget	Asian American Center Latino Resource Center Gender & Sexuality Resource Center Center for Southeast Asia Center for Black Studies Student Affairs College of Education Student Association Latino Studies Women Studies Asian American Certificate Program LGBT Studies Program Counseling & Student Development Center Presidential Commission on Status of Women Presidential Commission on	in progress		
	Rutgers	https://www.rutgers.edu/	Center for Race & Ethnicity Center for Social Justice Education and LGBT Communities Institute for Women's Leadership Office of Disability Services Office of Institutional Diversity and Inclusion Tyler Clementi Center		Inclusion Diversity Equity Access Excellence	Community of inclusiveness, diversity, opportunity, and equity		AmeriCorps Warhol Foundation Lebowitz Memorial Fund Goya Foods, Inc. The Horizon Foundation Johnson & Johnson National Science Foundation The National Endowment for the Arts New Jersey State Council on the Arts The Corella and Bertram F. Bonner Foundation The Coporation for National & Community Service	Featured Diversity Programs Academic Centers and Institutes Academic Departments and Programs Administrative Offices and Committees Cultural Centers Pipeline Programs at Rutgers	yes http://oidi.platform.drupaldev.rutgers.edu/explore-programs/featured-diversity-programs	yes	
	Illinois State (Michelle)	http://deanofstudents.illinoisstate.edu/students/get-help/diversity/meccpac.shtml	Diversity Advocacy 387 Student Services Building Campus Box 5800 Normal, IL 61790-5800 Phone: (309) 438-8968 Facsimile: (309) 438-5593	Kick-off Diversity retreat Round table discussions Black and Latino Male Summit	culture social justice engagement diversity awareness inclusion	education inclusion increase cultural competency advocacy social justice		Registered student organizations, academic departments, the International House, and other groups; funding application process	student groups university departments	yes http://deanofstudents.illinoisstate.edu/students/get-help/diversity/programming.shtml	yes	

	Univ of Chicago	http://csl.uchicago.edu/diversity-inclusion/diversity-resources	Bias Response Team Health, Promotion and Wellness International House International Affairs LGBTQ Student Life Office of Multicultural Student Affairs ORCSA Registered Student Organization Communities Values Statement Resources for Sexual Violence Prevention Spiritual Life Student Counseling Service Student Disability Services UChicago Dining University Community Service Center Undergraduate Student Housing Veterans	Orientation Programs, Men of Color Forums, Multiracial Affinity Group, Graduate and Professional Student Mixers, Study Breaks, Graduation Celebration, Emerging Minds Project, Heritage Celebrations, Chicago Multicultural Connection, Graduate and Professional Student Mentoring	RISE. Reflect, Intervene, Speak, Engage.	Engagement, Education, Dialogue, and Support for Diversity				yes http://omsa.uchicago.edu/page/campus-resources	yes	
	University of Illinois, Champaign	http://illinois.edu/	African American Cultural Center Asian American Cultural Center Diversity Ed Inclusion & Intercultural Relations La Casa Cultural Latina LGBT Resource Center Lunch On Us Discussion Series Minority Student Affairs Multicultural Advocates Native American House Special Population Program Tolerance Program Veterans Student Support Services Women's Resource Center	Illinois Leadership Center Illini Union Office of Volunteer Programs Student Affairs Advancement Stars Program Internships Awards and Scholarships Turner Fellows Strategic Initiative Grant Professional development Conferences	Scholarship Discovery Innovation Transformative Learning Experiences Societal Impact Investment resources	Enhanced Knowledge & Appreciation of Diversity Environmentally Sound and Culturally Relevant Facilities Clarity and Enhancement of the Student Experience at Illinois Engagement with and Commitment to Partners and Stakeholders Responsive to Emerging Issues in Higher Education	Assessment Conference for students	Student Cultural Programming Fee		yes http://oir.illinois.edu/our-centers	yes	
	Central Michigan	https://www.cmich.edu/Pages/default.aspx	MI GEAR UP Office of Multicultural Academic Student Services Office of Diversity Education Native American Programs Office 4S Pathways to Academic Student Success program Student Transition Enrichment Program The Upward Bound	Curricular activities Diversity training for faculty, staff, and students Soup & Substance series Exhibits Others events Community Outreach	integrity respect compassion inclusiveness social responsibility excellence innovation	inclusive and respectful community			Native American Programs LGBTQ Multicultural Academic Student Services Office of Diversity Education College of Humanities & Social & Behavioral Sciences Zibiwing Center Latino Alumni Chapter	No	yes	
	UIC	http://www.uic.edu/uic/	African American Cultural Center Asian American Resource Center Rafael Cintron-Ortiz Latino Cultural Center Gender and Sexuality Center Office of Women's Affairs Disability Resource Center	Mentoring Presentations Advising Civically Engaged Arts Research & Engaged Scholarship Artist in Residence	inclusion access equity	greater acceptance and understanding	periodic campus climate surveys among faculty, staff, and students			yes http://www.uic.edu/depts/oa/diversity/centers.html	No	
	Ball State	http://cms.bsui.edu/campuslife/diversityatballstate	Multicultural Center 325 North McKinley Ave Muncie, IN 47306 Phone: 765-285-1344 Fax: 765-285-2300	Welcome back Celebration Minority Faculty/Staff and Student Luncheon Perspectives Discussion Heritage Film Series Food Fair Celebration of Excellence	Education Culture Diversity Support Guidance	Socialization education Appreciation and promotion of diversity			Office of Institutional Diversity Student University Departments	yes. http://cms.bsui.edu/campuslife/multiculturalstudentorgs	yes	Multicultural Organizations Multicultural Center International Programs Office of Institutional Diversity Arts and Culture Student Organizations
	University Of Wisconsin	http://www.housing.wisc.edu/diversity/programs	Center for Cultural Enrichment Witte Hall 615 W Johnson St, Madison WI 53706	Center for Cultural Enrichment	Education Culture Support	education inclusion		University Housing	LGBTQ	yes http://www.housing.wisc.edu/diversity/resources	no	

Appendix 1H

DRAFT

Should NIU create brand identity based on diversity? If so, what might that look like?

Randy Caspersen, Rebekah Kohli and Judy Ledgerwood

The subcommittee met several times over the course of the summer; we undertook three main tasks. We started from the assumption that NIU should create a brand identity based on diversity and began by reviewing the ways that NIU currently “brands” itself in terms of diversity. We reviewed the printed materials on academic diversity programs and the NIU website. Second, we reached out to review how other universities present themselves, including some other universities in Illinois and some universities discussed as top schools for diversity. Finally, we came up with some preliminary recommendations for how NIU might set out on the task of creating this brand identity.

NIU’s Current Presentation of Diversity

The subcommittee reviewed printed materials from the cultural diversity programs on campus including: Black Studies, Latino and Latin American Studies, the Latino Resource Center, Asian American Studies and the Asian American Center, Women’s Studies and LGBT Studies (which have now subsequently changed their names) and the diversity programs brochure produced last year entitled “Preparing Students to be Culturally Competent and Socially Responsible: Academic Diversity Programs at NIU.” At the first meeting, our number included two other participants, Ivonne Uquillas and Adam Lopez. The Center for Black Studies brochure is the clearest, offering information on the minor in Black Studies, student organizations, programs, and a short history of the Center. The print information on the Center for Latino and Latin American Studies (CLLAS) and the Asian American Studies program are somewhat confusing about the relationship between the academic program and the student support services. Our student participant said the CLLAS materials were misleading as the courses on Latino American studies are rarely taught. The Asian American Studies program is only just restarting after languishing for several years and the relationship to the Asian American Center is not clear. The Academic Diversity Programs brochure is well named, attractive, and includes some quotations from students, but it lacks images and is limited to a listing of programs, not a wider discussion of diversity at NIU.

The NIU website’s presentation on diversity is more problematic than the print materials. From the main page, you need to select Student Life, then Diversity which provides a set of links to the cultural/diversity centers and organizations, information on study abroad and studying a foreign language, and a link to Diversity Initiatives. Diversity Initiatives takes you to two options: Diversity Development Plan and Diversity Resources and Program. Both of these pages are long lists and pages of text with no images. The recommendation of the subcommittee is that this sequence of pages be completely redesigned and modeled to reflect some of the strong features of other model university sites. It is important to note that Karen Baker, Katrina Caldwell, and Janice Hamlet designed a much more extensive Diversity Directory for NIU for the Division of Human Resources website that was previewed to a wide group last fall. This directory is not yet on-line; clicking on Diversity

and Excellence on the HR website takes you to a “page not found” message. But this extensive directory could replace the current “listing” model of the other diversity pages, and could be linked to new more visual and interactive general pages on diversity and inclusion.

The university also needs to be keenly aware of how NIU diversity is and is not presented in public images, on the website and different forms of advertising.

Comparison to other University Websites:

Randy and Rebekah both spent time visiting other university websites, comparing and analyzing what made the programs stand out. These included some websites from the US News and World Report list of top schools for diversity:

Top Ranked University Programs

<http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-universities/campus-ethnic-diversity>

1. Rutgers, NJ

<http://www.rutgers.edu/about-rutgers/we-are-diverse>

2. Andrews University, MI

<https://www.andrews.edu/life/culture/diversity/>

3. Stanford, CA

<http://www.stanford.edu/group/uga/student/diversity/index.html>

10. U of I-Chicago

<http://www.uic.edu/uic/about/accessibility/index.shtml>

A few generalizations can be made across the webpages for these institutions. First, they are far more VISUAL. They show pictures of members of various groups, have rotating slideshows, have media links to their resources. This is a stark contrast to NIU webpages. Second, some of the sites collapse their language on “diversity” with the category “cultural.” This gives the diversity program a less academic and more community-oriented feeling. Third, there is the issue of clarity. There seems to be a clearer divide on these websites between academic programs and more social-oriented student groups or “clubs.” This might be the simplest immediate fix to the NIU materials as the programs and student organizations and resources we have are very much in line with other universities, but the presentation and navigation that can be frustrating. Randy also looked at the websites of several University of California schools; the UC system has many of their diversity programs ranked in the top twenty. Their sites have some of the aforementioned strengths, but some are very similar to the wordy, non-visual (clunky?) approach of the NIU diversity pages (UC-Davis in particular). Clearly web-branding isn’t the only thing needed for a strong diversity reputation! The University of Washington

(<http://www.washington.edu/omad/>) has Diversity Resources under both current student and future student tabs on the main page; the link goes to The office of Minority Affairs and

Diversity which explains about the office, but has featured stories and small side bars on the history of the office and links to stories on diverse current students and alumni. Rebekah made a comparison between the portrayal of diversity on the University of Illinois websites with those of Illinois State University and the University of Chicago. This full comparison is attached as appendix I. The University of Chicago and the University of Illinois fully incorporate diversity as brand identity and could be used as models for revising our own materials.

The University of Illinois makes extensive use of the language and objectives of “Inclusive Illinois” including: emphasizing the three objectives of Inclusive Illinois: “to showcase the ways in which the University of Illinois demonstrates its commitment to inclusivity and diversity; celebrates its achievements; and educates the campus and the community about diversity and inclusivity,” the use of the Inclusive Illinois motto “One campus, many voices” and the “Commitment to Diversity” statement: “As a member of the University of Illinois community, I commit to supporting Inclusive Illinois. I will encourage the expression of different voices, perspectives, and ideas. I will challenge my own beliefs, opinions, and viewpoints. I will advocate for an accessible, safe, and respectful environment to enhance the living, learning, and working community at Illinois. I will acknowledge and respect the multiple identities represented in each individual. My commitment will be demonstrated by my voice and my conduct.”

These materials are an excellent combination of presenting diversity as a fact – we are a diverse – and as aspirational – we will directly challenge ourselves to improve the inclusive atmosphere on our campus.

Preliminary Recommendations:

The committee’s recommendation is that NIU should create a brand identity based on diversity. Following the pattern of the University of Illinois, this brand identity should stress both the fact that NIU is “diverse” and that diversity and inclusion are aspirational, that we are striving to create a university atmosphere where we perceive ourselves as one community. We should completely redesign our main webpages that deal with diversity issues, making them more visually appealing, including the addition of video clips and photos. We can follow the model of the University of Chicago and Rutgers University to include small sidebars with statistics and links to personal stories of a wide range of different current students and alumni. These new webpages should be prominent on the website, directly linked to the main page and appearing in other key “trees” including prospective students and current students. These diversity pages should be linked to the Diversity Directory that has already been designed for incorporation into the Human

Resources pages.

Both the webpages and the print materials should clarify the relationship between the academic programs about a world area and the support services offered to students. This should be clarified in both the print materials and the on-line presence.

Appendix I: DIVERSITY AS BRAND IDENTITY IN ILLINOIS UNIVERSITIES

Determining whether a university uses diversity in branding: If a university uses diversity in branding, there should be clear evidence of this on their websites (text, images, specific mention of diversity, etc.)

University of Chicago : University of Chicago is an excellent example of using diversity in branding; incorporates images of diverse students, faculty and staff; includes quotes; Diversity & Inclusion link incorporated throughout university's website; etc..



- Diversity & Inclusion link prominently displayed on homepage

(image/link on homepage)

- Main Diversity & Inclusion page
 - Includes 1sts for U of C (i.e., first Ph.D. awarded to an African American woman, first minority scholarship at a business school, etc.)
 - Includes News & Announcements related to diversity and featured profiles (faculty)
 - History of diversity at U of C
 - Reports & Resources
 - Diverse Notable Alums
 - Link to Diversity in Academics: Degrees; courses; research centers & projects; faculty (who are from protected categories and/or pursue research in areas related to diversity); Postdoctoral scholars & fellows; Internships, research & opportunities; Scholarships; Academic Affinity Group; Alums
 - Link to Student Resources: Multicultural resources; disability resources; LGBTQ Life; Office of Spiritual Life; International Affairs; student groups
 - Community Inclusion link: Civic engagement → partnerships, community service organizations on campus, volunteer marketplace (opportunities); events
 - Business Diversity link: Encourages diverse businesses to work with the university

- Diverse Workplace link: Programming related to diversity for faculty & staff; resources for hiring managers; job opportunities. Includes images & quotes from racially & ethnically diverse staff/faculty
 - Diverse Workplace→Faculty Life: includes “Commitment to Diversity” statement from university president; includes “Resources for Women Faculty” link; includes “Diversity Initiatives” link
- Diversity & Inclusion link appears all over the university’s website—including on pages for students, faculty, staff, and the community

University of Illinois : Incorporates diversity into brand identity—Inclusive Illinois appears throughout the university website; incorporates fewer images than U of C (more text based).

- Includes a “Diversity” link under “About Us” (Home page →”About Us”→ “Diversity” → “Inclusive Illinois”)
 - Inclusive Illinois page
 - Includes a “Statement of Diversity;”
 - Includes “Commitment to Diversity” statement:
 - “As a member of the University of Illinois community, I commit to supporting Inclusive Illinois. I will encourage the expression of different voices, perspectives, and ideas. I will challenge my own beliefs, opinions, and viewpoints. I will advocate for an accessible, safe, and respectful environment to enhance the living, learning, and working community at Illinois. I will acknowledge and respect the multiple identities represented in each individual. My commitment will be demonstrated by my voice and my conduct.
 - Individuals and units/organizations can sign
 - Has a mission and vision statement. (Focus on appreciating difference—mainly protected categories)
 - History of the initiative (began in 2007)

- FAQ (definitions of “diversity” and “inclusive;” description of initiative: programs, workshops, seminars; separate mission and objectives from their “cultural centers”)
 - Inclusive Illinois representatives (at least one representative from every college; divisions; each vice chancellor office— academic & student affairs; schools; etc.)
 - There is a statement on diversity from the dean of every college and school
 - Includes “Commitment Statement Word Art” (created by students, faculty & staff)
 - Three objectives of Inclusive Illinois: “to showcase the ways in which the University of Illinois demonstrates its commitment to inclusivity and diversity; celebrates its achievements; and educates the campus and the community about diversity and inclusivity.”
 - Inclusive Illinois motto: “One campus, many voices.” appears on a variety of pages
- Inclusive Illinois is listed on the main “Academics” page; “Athletics” page; “Engagement” page.
 - Images throughout university’s website reflect diversity of students and faculty
 - Offers financial incentives to recruit faculty & staff from underrepresented groups

Northwestern University: Diversity not as fully incorporated into brand as U of C (not linked throughout site); very text-based.

- Includes a “Diversity” link on the homepage and as a link under “About”
 - Home → “Diversity” and/or “About” → “Diversity & Inclusion” page:
 - Diversity main page → “Leadership Commitment”: Statement from the President & Provost [Includes an excellent definition for diversity: “True diversity is defined not only as differences in individual backgrounds, personal identities, intellectual approaches, and demographics; it is also the removal of barriers and the creation of

space that allow individuals to fully engage in the life of the university.”

- Diversity main page → **“Diversity at Northwestern”**: Lists “Campus Staff” and “Campus Groups” (Staff: Director of Campus Inclusion & Community—Student Affairs; Assistant Provost for Diversity & Inclusion; Director of Diversity & Inclusion for the School of Management; Director of Minority Affairs for the School of Medicine; Director of the LGBT Resource Center; Director of the Women’s Center; Director of the Office of Services for Students w/ Disabilities; University Chaplain; Assistant Dean of Student Life & Multicultural Affairs—Grad. School) AND (Groups: Diversity Council; Diversity Leaders’ Group; Campus Inclusion & Community Task Force; Bias Incident Response Team)
- Diversity main page → **University Diversity Council**: addresses a range of diversity and inclusion-related issues; comprised of faculty, students, staff, and alumni; oversees five working groups (Academics/Education; Faculty Recruitment and Retention; Campus Life; Pipeline; and Lifetime Connections); reports annually on the status of diversity and inclusion efforts.
- Diversity main page → **Initiatives**: Lists programming, month/timeframe, and sponsor/organization (i.e. MLK Commemoration, January, Office of the Provost; Black History Month, February, Multicultural Student Affairs; Luncheon for new junior underrepresented faculty, April/May, Office of the Provost, etc.)
- Diversity main page → **Historical Milestones**: History of diversity milestones at the university (i.e. 1869, began admitting women; 1883, 1st African American Student; 1961, non-discrimination policy passed for Greek Life; etc.)
- Diversity main page → **Campus Resources**: Department of Campus Inclusion & Community (RespectNU); Feinberg Medical School Office of Diversity; Graduate School Office of Student Life & Multicultural Affairs; International Office; Kellogg School of Management Office of Diversity & Inclusion; LGBTQA Campus Advisory Network; LGBT Resource Center; Multicultural Student Affairs; NW Law Office of Diversity Education & Outreach; Office of Equal Opportunity & Access; Religious Life; Services for Students with Disabilities; Supplier Diversity Program.

- Diversity main page → **Academic Programs & Centers**: Center on Aging, Health & Society; Center for Intl. & Comparative Studies; Cells to Society; Center for African American History; Center for Executive Women; Center for Global Culture & Communication; Center for Healthcare Equity; Center for the Science of Diversity; Institute for Women’s Health Research; Program of African Studies
- Diversity main page → **News** (related to diversity)

Illinois State University: Diversity not as fully incorporated into brand (not linked throughout site); very text-based.

- Rotating images on homepage are diverse (students, faculty & staff)
- Homepage → Values & Goals → Diversity & Accessibility
 - Lists Diversity & Equity administrative offices (Community Rights & Responsibilities; Dean of Students; Disability Concerns; Diversity Advocacy; Media Relations—Identity: Valuing Our Diversity; Multi-Ethnic Cultural & Co-Curricular Programming; Office of Equal Opportunity Ethics & Access); Policy & Guidelines (Affirmative Action Plan; Americans with Disabilities Act; Discrimination & Harassment Policy); Registered Student Organizations; Multicultural Programs & Services (Diversity Advocacy; Student Involvement Center; Student Counseling: Cultural Issues & Diversity; Diversity Awards); International Programs; LGBT Resources; Women’s Resources; Job Resources (for minorities); Accessibility Resources; Community Resources; Academic Support & Tutoring; Student Mentoring; Academic Minors (African American Studies; African Studies; East Asian Studies; Ethnic & Cultural Studies; International Studies; Latin American, Caribbean & Latino/a Studies; Middle Eastern & South Asian Studies; Native American Studies; Women’s & Gender Studies); Scholarships; Teaching Resources; Accessibility
 - Diversity & Accessibility → *Identity*
 - “Features profiles of faculty teaching, research and service, the service and initiatives of our support staff and news of university programs and events that center on race, ethnicity and the LGBTQA community. Also included will be issues pertaining to the concerns of those with special needs and other underrepresented groups.
 - Includes videos; rotating image banner; written stories; highlights events; etc.

- Includes links (Identity Board; International Studies & Programs; Org. of Latino/a Employees; Ethnic Studies; Latin American & Latino/a Studies; Safe Zone; AsiaConnect; LGBT/Queer Studies & Services Institute; Voices of Discovery; Association of Black Academic Employees; Women’s & Gender Studies; Native American Studies; Triangle Association (LGBT); and Multi-Ethnic Cultural & Co-Curricular Programming Advisory Committee.
- Homepage→ Points of Pride
 - Mentions diversity (26% of 2013 freshman class came from underrepresented groups—13.4% increase over previous year. Graduation rates for African American and Latino students rose.)
- Diversity at ISU link and Diversity Advocacy link on A-Z index.

Appendix 1I
Diversity and Inclusion Task Force, May –August 2014

Report of the Subcommittee on the topic
How best do we undertake an environmental assessment on the climate of diversity at NIU?

Subcommittee Members: Xiemena Burgin, Deborah Haliczner and Murali Krishnamurthi (Chair)

Our subcommittee met several times over the summer and discussed the approach for addressing the topic of “How best do we undertake an environmental assessment on the climate of diversity at NIU?” Subcommittee members discussed the question and clarified to themselves the following:

- The subcommittee’s focus is only on “climate of diversity” and not the overall campus climate as the diversity climate is part of the overall campus climate.
- The subcommittee’s charge is not design diversity climate surveys but to identify what NIU can do to conduct campus diversity assessments effectively.
- As another subcommittee is charged with developing a definition of diversity, our subcommittee will go with existing definitions for diversity for our immediate purpose.

We identified the following major tasks to pursue to meet our subcommittee’s charge and the sections below describe individual tasks and their outcomes.

1. Collect information on climate surveys, including climate surveys done at NIU in the past.
2. Organize and post the collected information on our group’s File Exchange area on the task force’s Blackboard Community.

3. Analyze issues related to undertaking an environmental assessment on the climate of diversity at NIU, and identify recommendations to respond to the subcommittee's charge.
4. Prepare and submit a brief report.

1. Climate surveys information collection

Subcommittee members collected 3 types of information related to climate surveys: (i) websites, (ii) books and articles, and (iii) past surveys and reports. The websites are links to information on climate surveys conducted at other universities and some universities also have on their websites detailed reports and outcomes related to their climate surveys. Books and articles identified contain information related to campus climate surveys and their implementation. The past surveys and reports collected include copies of actual campus climate surveys conducted at NIU and summary reports from those surveys.

The purpose of collecting information on climate surveys is two-fold: (1) Learn from past attempts and identify best practices that will help NIU to undertake an environmental assessment on the climate of diversity at NIU (but not to criticize past attempts). (2) Make information on past surveys and reports available at one location on the task force's Blackboard Community to serve as a repository for such information at NIU. The repository is not meant for public access or dissemination of such information but is meant only for quick access within NIU.

2. Organization and posting of collected information

The collected information has been posted on the subcommittee's File Exchange area on the task force's Blackboard community. Some of the information collected was in hard copy format and had to be scanned and posted on Blackboard. The other information that was available electronically has been uploaded to the File Exchange area.

The climate surveys conducted in the past at NIU have also been posted in a folder titled, "NIU Past Campus Climate Assessment" in the Documents area of the task force's Blackboard community. This is for quick access of NIU's past campus climate surveys from the main Documents area. A total of 43 documents related to campus climate assessment have been collected and posted on Blackboard by subcommittee members.

3. Analysis of Issues Related to Campus Diversity Climate Assessment and Recommendations

Subcommittee members spent considerable amount of time reading and analyzing the information collected and identifying what other institutions have done or encountered with respect to campus diversity climate assessment. The subcommittee clearly noted the difference between "campus climate" and "campus diversity climate" and the importance of not confusing them as one and the same. Campus diversity climate pertains primarily to diversity aspects of campus climate, and campus climate includes all issues including diversity. Therefore, campus diversity climate is a subset of campus climate and any diversity climate assessment should clarify this distinction.

In its analysis of past campus climate and campus diversity climate assessment initiatives at NIU, the subcommittee noted, not as a criticism, but as a cautionary note that some of the past survey designs were questionable from a statistical analysis as well as bias perspectives. The wording of the survey questions, the audience surveyed, the sample sizes, response rates, analysis and dissemination of results, and even the use of colors for distinguishing surveys distributed to different racial or ethnic groups indicated that more could have been done to ensure the validity and usefulness of those surveys. Some survey results were not even disseminated, and more importantly, there were no plans to follow-up on the results to address needs identified through the surveys. The past surveys were initiated by individuals or groups or committees, and did not include a strategic plan and commitment of resources to make a positive impact as a result of those assessment initiatives.

As the subcommittee's charge was answering the question "How best to undertake an environmental assessment on the climate of diversity at NIU", subcommittee members focused on identifying the Dos and Don'ts related to undertaking a campus diversity climate assessment at NIU. Below are some of the recommendations that subcommittee members have identified as a result of the analysis:

- i. Develop a clear definition of diversity at NIU as any campus diversity climate assessment should be based on that definition developed inclusively. Along with the definition, prepare a rationale for why diversity matters and how it affects NIU. Clarify the scope of diversity climate. For example, does the climate also include the community surrounding NIU?
- j. Get organizational commitment from the administration as well as student and employee bodies for the campus diversity climate assessment. Do not initiate an assessment that is only top down or bottom up. It is critical to obtain commitment and support at all levels.
- k. Identify all the stakeholders that should be part of the campus diversity climate assessment. Do not just include underrepresented groups or only ethnic diversity groups. Include stakeholders from all aspects of diversity.
- l. Develop a purpose for the campus diversity climate assessment initiative. Do not conduct an assessment just for the sake of doing one. The reasons for conducting the assessment should be clear to stakeholders and potential respondents, and the assessment should be linked to goals. The reasons could be to: document diversity climate and trends at the institution, communicate the benefits of a positive diversity climate, identify and address diversity issues that need improvement, advance diversity efforts at the institution and shape institutional plans and policies, provide context for allocating resources, etc.
- m. Design a plan for the diversity climate assessment. The plan should include goals, objectives, resource needs, tasks, timelines, methodology, measurement tools, outcomes analysis, dissemination methods, implementation strategies, etc. A detailed and well-thought out plan developed with the help of stakeholders and has the support

of the administration is the key for a successful campus diversity climate assessment. The plan should ensure that campus diversity climate assessment is not conducted on an ad hoc basis by various campus units, groups or individuals at different times but that all stakeholders commit to an institutionally approved campus diversity climate assessment conducted at established intervals by those knowledgeable and experienced in conducting assessment.

- n. Clarify in advance some of the issues related to campus diversity climate assessment such as how to get buy in from the audience to participate in the survey, how to ensure anonymity and confidentiality, how will the assessment results be disseminated, who can view the results, what to do if the results are overwhelmingly negative, how will the results be translated to action items, what resources the institution is willing to commit and at what timeline, etc.
- o. Enlist the help of an established body (internal or external to NIU) with considerable experience and sensitivity in conducting diversity assessment surveys and charge that body with handling the logistics instead of one of the stakeholder groups. This is critical for maintaining anonymity, confidentiality and neutrality as well as handling all the logistics effectively.
- p. Assign a central point of contact for the campus diversity climate assessment, preferably a senior administrator in charge of diversity issues on campus, who has the experience and ability to undertake a campus diversity climate assessment.

Summary

From researching other institutions' campus diversity climate assessment initiatives as well as NIU's past initiatives, the subcommittee concludes that NIU can certainly benefit from a well-planned campus diversity climate assessment effort that involves all the stakeholders in the process and aligns the results with action steps and necessary resources. The collected resources on best practices and the subcommittee's recommendations provide the necessary initial insight into undertaking a campus diversity climate assessment at NIU.

Appendix 1J

How is diversity addressed at other public Illinois Higher learning institutions? Subcommittee report: Chair: Greg Long

Subcommittee membership: Gladys Sanchez, Andrea Drott, Elizabeth Gaillard, Melanie Parks, and Jason Bolles (Note: Reports were received from Drott, Gaillard, and Parks. Bolles declined participation and Sanchez did not respond.)

Approach: The subcommittee members reviewed websites of selected Illinois public universities regarding each university's cultural centers, disability support office, Affirmative Action office, and related "diversity" resources.

Findings: Availability of information varied widely among the universities. Summaries of each university's approach to diversity follows.

Illinois State University

- Disability Concerns is the designated office to provide approved accommodation services for students.
- Activities and programs:
 - A.C.E. (the Academic & Campus-Community Empowerment) Program Mentor Program and Campus Involvement Initiative
- Diversity Advocacy- Unit of Dean of Students Office
 - Diversity Advocacy celebrates culture and diversity education throughout the year by hosting a variety of events on campus dedicated to historically underrepresented populations and current issues.
 - Diversity Advocacy hosts an annual outdoor barbeque to welcome new students to campus. This free event gives students the opportunity to enjoy food, listen to music, and meet faculty and staff from a wide variety of departments across campus. Students are introduced to lesbian, gay, bisexual and transgender (LGBT) and cultural organizations including historically African-American and multicultural Greek letter sororities and fraternities. Students also learn about upcoming programs and services provided by Diversity Advocacy and the Dean of Students Office.
 - Diversity Retreat—Each fall, Diversity Advocacy coordinates a free overnight retreat targeting student from diverse backgrounds and engage them in critical discussions and team-building activities.
- The Commitment to Diversity Awards recognize students, registered student organizations, faculty, and staff who have demonstrated outstanding curricular and co-curricular programming, service, and research that exemplifies the University's commitment to diversity.
- MECCPAC (Multi Ethnic Cultural and Co-Curricular Advisory Committee). Comprised of Illinois State students, faculty, and staff, MECCPAC provides funds to support cultural and educational programs that promote diversity and serve the needs of underrepresented members of the Illinois State community.

Governors State University

- Multicultural programs overseen by Student Life—Student Coalition for Diversity and Social Justice. Main focus: “Celebrating diversity and social justice through themed months and events including Black History month, Women’s History month, Sexual Assault Awareness month, LGBTQ History month, Hispanic Heritage month, National Coming Out day, and Universal Human Rights month.
- ISU has a variety of diversity-related student organizations including:
 - Association of Latin American Students
 - Black Student Union
 - Chinese Students’ Association
 - D.R.E.A.M. (Disability Rights Education Activism and Mentoring)

- Student Coalition for Diversity and Social Justice
- International Culture Organization
- Muslim Student Association
- National Student Speech, Language, & Hearing Association
- Sign Language Club
- The head of Human Resources' title is: Associate Vice President for Human Resource and Diversity. This individual is also the Title IX Coordinator.

Northeastern Illinois University

- The NEIU cultural centers and disability support office are housed within the Division of Student Affairs.
- The Student Disability Support services is not easy to find on the website and doesn't seem to have an entry in the A to Z index.
- Cultural centers are grouped together under the Angela Pedroso Center for Diversity and Intercultural Affairs. The center is described as "Home" for all resource centers.
- The affirmative action office is named the Office of University Outreach and Equal Employment. After many searches, I cannot find a link to this university office.

Southern Illinois University—Carbondale

- The disability support services office is well publicized and provides extensive support services.
- The cultural centers appear to be set up like NIU's in that there are separate LGBTQ Resource Center, Black Resource Center, and Hispanic Resource Center. There does not appear to be a women's resource center but there is a Women, Gender and Sexuality Studies program (<http://cola.siu.edu/wgss/>). There was no resource center for Asians.

Southern Illinois University—Edwardsville

- SIUE's has a diversity office called: Office of Institutional Diversity and Inclusion. They also have a strategic diversity plan called "We Are One Diversity Plan."
- The Office of Institutional Diversity and Inclusion is responsible for the following:
 - Develop, implement, and manage a University-wide Diversity Program, including elements of cultural and social diversity, civility, ethics, and collective responsibility.
 - Oversight and implementation of the We Are One University Diversity Plan.
 - Coordination with academic units, the Faculty Recruitment and Retention Program to promote specific diversity initiatives to recruit and retain underrepresented groups.
 - New Faculty Orientation.
 - LGBT Safe Zone Program.

- Mentoring Programs including New and Non-Tenure Track Faculty Orientations, Faculty Peer Mentoring, and Faculty Mentoring Student Athletes.
- Goal Related position review and approval in conjunction with the Assistant Chancellor for Institutional Compliance.
- Serve as the Provost's liaison to University Committees such as Black Heritage, MLK, Honorary Degree and Distinguish Service Award Committee, University Fellowship and Scholarship Committee and Charter High School Advisory Committee.
- Community Relations to organizations serving underserved population such as, Department of Children and Family Services. Serve on the Community Relations Board of the Federal Prisons-Greenville

University of Illinois at Chicago

- UIC has an Office of Diversity with associated mission and vision statements.
- The university is engaged in a Diversity Strategic Thinking and Planning Process to gather information on programs and services that support diversity at UIC. These resources have been compiled into the IUC Diversity portfolio and include:
 - Student Resources and Academic Opportunities
 - Student Organizations
 - Academic Departments and Programs
 - Cultural and Religious Centers
 - Administrative Offices and Committees
 - Faculty and Staff resources
- UIC also has the following Centers for Cultural Understanding and Social Change:
 - African American Cultural Center
 - Asian American Resource and Cultural Center
 - Disability Resource Center
 - Gender and Sexuality Center
 - Rafael Cintron Ortiz Latino Cultural Center
 - Women's Leadership and Resource Center

Summary Recommendations:

The subcommittee gathered info about how diversity was addressed at other public Illinois universities. We did not, however, arrive at any final recommendations. Some of the more interesting approaches included:

ISU--"Diversity Advocacy" is housed within the Dean of Students Office. They host a variety of social and educational programs through the year including a welcome BBQ and an overnight "Diversity Retreat" for students. ISU also has a Multi-Ethnic Cultural and Co-Curricular Advisory Committee (MECCPAC) composed of students, faculty, and staff that provides funding to support diversity programming. We were unable to identify their base budget.

Governors State--The "Student Coalition for Diversity and Social Justice" is housed within Student Life. They offer "themed months" corresponding to Black History, Women's History, Sexual Assault Awareness, LGBTQ History, Hispanic Heritage, National Coming Out, and Universal Human Rights month. There was no mention of a disability awareness month. Similar to NIU, Governors State has a variety of diversity-related student organizations.

Northeastern Illinois--NEIU cultural centers are housed within the Division of Student Affairs under the Angela Pedroso Center for Diversity and Intercultural Affairs. Their website provided very few specifics in terms of programs and activities.

SIU-Carbondale--Limited information regarding programs and activities. Cultural centers include the LGBTQ Resource Center, Black Resource Center, and Hispanic Resource Center. There does not appear to be a women's resource center or Asian resource center. They do, however, have a Women, Gender and Sexuality Studies program

SIU-Edwardsville--The Office of Institutional Diversity and Inclusion (housed within student affairs) has a strategic diversity plan called "We Are One Diversity Plan." The office provides programming, oversight, faculty orientation/mentoring, and position review and approval (in conjunction with the Assistant Chancellor).

UIC--The Office of Diversity has mission and vision statements and is engaged in a "Diversity Strategic Thinking and Planning Process." Diversity related resources are available through the UIC "Diversity Portfolio." UIC (and U. of IL) promote their Disability Resource Centers as diversity programs. Other institutions, including NIU, place disability services under "student services."

U. of IL--The Office of Diversity, Equity, and Access is responsible for issues pertaining to affirmative action, ADA, community outreach, complaints and grievances, resources, and training and education. Similar to the PCPD, U. of IL has a Chancellor's Committee on Access and Accommodations. The DRIVE faculty committee (Diversity Realized at Illinois Through Visioning Excellence) was established in 2013 to support college-level efforts to recruit faculty members from traditionally underrepresented populations. DRIVE grants typically range between \$1,000-\$5,000 per specific initiative (e.g., hosting scholars, co-sponsoring events, education and training initiatives to improve retention and campus climate). Interestingly, the website includes four "Driving to Success in Diversity Workshops." These are 45-60 minutes videos (uncaptioned sadly) that address the DRIVE committee's goals and suggestions for best practices.

Appendix 1K

How can NIU best overcome the "Diversity Turf Wars?" Subcommittee report: Chair: Karen Baker

Members: Karen Baker, Joy Coates, and Angela Baron-Jeffrey

The committee met on one occasion to discuss the above topic. Following is a summary of the findings/conclusions related to the perceived “turf wars” at NIU and how to overcome the various barriers associated with the various diversity related groups.

Dispel the myth of “turf” war: While the committee understood the reasoning behind the question, each member was not convinced that a “turf” war exists at NIU by design, but instead the lack of appreciation for the commitment by each group to its own interest and purpose is largely mis-construed as a “turf” war. Rather, the committee strongly believed that such “turfs” represent a collection of expertise in a particular subject and/or area of interest that should be championed and appreciated. Continued education and a commitment by each group to learn from others are critical in re-shaping this perception. This can be achieved by embracing each area with a true willingness to learn, accept and respect the area of interest as one of the experts on campus and valued contributor to the diverse community. In general, this would also enhance the possibility of all community members being afforded the opportunity to participate fully in all facets of NIU diversity without the belief that one has stepped outside of his or her “lane”.

Develop a consistent and deliberate support for collaboration amongst groups around a common idea and/or purpose: While the idea of collaboration is often included in many discussions regarding diversity, it is often only practiced amongst various groups with a strong voice and/or audience. When common interests emerge, such programming, activities and/or initiatives are only supported if the accepted group is conducting the program while other groups are subjected to various forms of sabotage through lack and/or no participation and/or support, resulting in the failure of the program, initiative and/or activity and a widening of the divide amongst the diverse groups on campus. We must adopt a culture of equitable support rather than a continued culture of indifference.

Refrain from the endorsement of marginalization of certain groups: It was a unanimous belief that in some cases, people of color are only welcomed to the table to show a “lukewarm” effort of inclusion. Ideas, creativity and thought are often ignored, resulting in a marginalization of the participant and his or her contribution. This is especially evident within the academic community through its overuse of people of color for initiatives grounded in diversity such as search committees. A true appreciation for the various ideas that can emerge through a combination of diversity across the spectrum requires education, acceptance and deliberate support by the leadership and many facets within the University. As diversity begins to emerge as a major part of NIU’s strategic plans, focus, goals and vision, such needs to include a focused effort to weave diversity throughout the process is critical to success. Such inclusion will be meaningful to the participant and will begin to demolish the barriers to valued participation that currently exists amongst our community.

In closing, the committee was appreciative of the opportunity to participate in this process and to voice our opinion regarding the areas of diversity and expertise on NIU’s campus. It was felt that having an area of practice that was focused upon one interest was not a negative part of the diverse culture. In our opinion, when this level of interest is utilized by the community as a vehicle to exclude, it negatively affects the mission and vision of

inclusion that all participants vocalize as the main goal of diversity at NIU. To be inclusive, all must have the same opportunity, voice, and access to feel valued, appreciated and motivated to collaborate with members of the community and contribute fully to the academy.

The subcommittee would like to add the following quote as "food for thought":

"There is a spirit in man and in the world working always against the thing that destroys and lays waste. Always he must know that the contradictions of life are not final or ultimate; he must distinguish between failure and a many-sided awareness so that he will not mistake conformity for harmony, uniformity for synthesis. He will know that for all men to be alike is the death of life in man, and yet perceive harmony that transcends all diversities and in which diversity finds its richness and significance."

Howard Thurman: *The Search For Common Ground; An Inquiry into The Basis of Man's Experience of Community.*

Additional Resources

1. "A New Beginning: Building Bridges, Engaging Leaders, Harmonizing Voices." Diversity Leadership Summit Report submitted by Janice D. Hamlet, Coordinator, Academic Diversity Programs, Office of the Provost, Associate Professor, Department of Communication Northern Illinois University.
2. Report of the Trustee Ad Hoc Committee on Diversity, Princeton University, 2013, www.princeton.edu/reports/2013/diversity
3. Williams, Damon and Katrina Wade-Golden, "The Chief Diversity Officer." Stylus Publishing, Sterling, VA. 2013.
4. Williams, Damon. "Strategic Diversity Leadership." Stylus Publishing, Sterling, VA. 2013.
5. Williams, Damon and Katrina Wade-Golden, "What is a Chief Diversity Officer." Originally published in Inside Higher Education



building bridges
engaging leaders
harmonizing voices

Diversity Leadership Summit
Hosted by Academic Diversity Programs
Office of the Provost



Diversity Leadership Summit Report

Submitted by

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Executive Summary

The vision of Northern Illinois University is to be the premier student-centered, research-focused public university in the Midwest contributing to the advancement of knowledge that will have an impact on people at the region, state, nation and global levels. In pursuing this vision, the university values a community of diverse people, ideas, services and scholarly endeavors in a climate of respect for the intrinsic dignity of each individual. Thus, diversity lies at the heart of **the university's** vision and mission and therefore needs to be integrated throughout every facet of its infrastructure.

With this in mind, on September 6, 2013, a Diversity Leadership Summit was held at Northern Illinois University. The theme for the summit was: ***A New Day: Building Bridges, Engaging Leaders, and Harmonizing Voices***. The arrival of a new president provided both the impetus and the opportunity to bring together diversity leaders and stakeholders in order to ensure that diversity plays an integral role in **President Douglas Baker's** agenda. Equally important, the summit was conceived and designed to establish a sense of community among the leaders of the various units throughout the university (administration, faculty, staff and students) who focus on cultural diversity at Northern Illinois University. Such an initial effort had the potential to ignite campus-wide conversations about diversity in efforts to build a stronger, more organized community centered on engaging and promoting diversity, inclusion and social justice.

A multicultural university begins with the acknowledgement that the administration, faculty, staff, and students must be at the forefront in building a better university. This effort has to begin with the leadership of the university. Academic

Affairs' leadership in conceiving, coordinating and hosting this summit served to communicate its role in diversity and in the **university's infrastructure**.

The expected outcome of the summit was that the diversity leaders attending the summit would go back to their units and committees and share with their constituents the ideas that emerged from the summit in order to develop and implement action steps that would make diversity a core value throughout the university. The summit was also intended to foster greater communication and collaboration among diversity leaders and stakeholders in making diversity initiatives not merely exist but work at NIU.

The responses of the participants during the summit and their responses following the summit expressed in a post summit survey provided evidence that the event was worthwhile. It created a sense of optimism that positive changes as they relate to diversity are possible.

The Diversity Leadership Summit

A New Day: Engaging Leaders, Building Bridges, Harmonizing Our Voices

On September 6, 2013, seventy-seven diversity leaders and stakeholders representing all levels of administration, faculty, staff and students at Northern Illinois University assembled in the Capitol Room of the Holmes Student Center for a Diversity Leadership Summit. We were also joined by Mayor John Rey of DeKalb and City Manager, Brian Gregory representing the city of Sycamore. The summit began promptly at noon. Following a greeting and brief introduction regarding the purpose of the summit from Coordinator, Janice D. Hamlet, President Douglas Baker was introduced. President Baker began the summit with two ice breakers which occurred simultaneously. For the first ice breaker, the president solicited the assistance of participants seated at two tables. Both tables consisted of faculty, staff, students and administrators. The first group was asked to form a human sculpture visualizing for the audience what they think diversity *currently looks like* at NIU. The second group was asked to form a human sculpture visualizing what they think diversity *should look like* at NIU. While these two groups were at work creating their sculptures, President Baker presented the other participants with a problem to be discussed and answered by the group as a whole. The problem was: *You are a scuba diver who has been asked to describe water to someone who has lived for 21 years in a tank underwater and has never seen it. How would you describe water?* After about a 6-8 minute deliberation session for everyone, the first group demonstrated how diversity looks at NIU. As they

formed a circle, some individuals faced inward while others faced outward. The members of the group described their formation like so:

We believe that there are things that are working well on campus with regard to diversity. This was represented by the people facing inward with their hands linked. One person was half in and half out, representing that some things are working and some things are not; one concern being that the conversation about diversity has to **move beyond a “black and white” issue. The three** persons facing outward represented different aspects of diversity on campus that needs **work and it is symbolized by “see no diversity, hear no diversity, speak no diversity.”**

“See no diversity” represents those who are unable or unwilling to see the continued existence of racism because it is more implicit than explicit, or as Tim **Wise says, it’s ‘Minnesota nice’ racism.** **“Hear no diversity”** portrays individuals who are unable or unwilling to truly hear about the lived experiences of those **unlike themselves . “Speak no diversity”** refers to the people who are not proficient in the English language and cannot understand people at NIU who tend only to know English. While we are individuals, we were also part of the circle, depicting the interconnections that exist on campus.

In visualizing how diversity should look like **at NIU**, the second group also formed a circle but one more unified as the members held hands resulting in the formation of a beautiful flower with petals that opened up (hands raised). They explained their formation in the following way:

The inside of the circle demonstrated the “self.” We are all individuals. The holding of hands symbolized connectivity – that even as individuals we are connected to others. The turning round while holding hands and negotiating spaces between us as we all smile in the same language emphasizes similarities among us despite our differences. And finally, the deliberate mix of the group by

gender and race and holding hands was symbolic of obvious differences and connections. We were communicating a community that embraces individualism, collectivism, differences, similarities all attached by connectivity.

The other participants were very impressed with the two groups' creativity in forming human sculptures and what they symbolized. There were no disagreements about the two perspectives offered by the two groups nor any additional comments about how diversity exists or should exist at NIU. Next, the rest of the summit participants were asked to share their descriptions of water. Remarks ranged from basic concrete descriptions of water to more symbolic definitions. The purpose of this activity, as offered by President Baker, was symbolic of the fact that we all live in our own tanks or pods with different ways of doing things and different lived experiences and we leave them to come here to integrate with others; our lives impacting others. The exercise also illustrated the many ways we can define and interpret terms contributing to our diversity, even in defining "diversity".

Following a buffet lunch, Hamlet informed the participants that each table had been assigned a specific issue to discuss and come up with action steps in addressing the issue. The issues were generated from President Baker, (former) Provost Ray Alden, and Hamlet. Unbeknown to the participants until after the deliberation portion of the session had ended, two tables had been assigned the same issue in order to cast the widest net of ideas and action steps. A facilitator for each table had also been pre-assigned. During lunch, easels with writing pads and markers had been placed by each table. Medium-size post-it pads were also placed on each table so that individuals could have an opportunity to respond to the other issues being discussed at other tables. A

space on a wall inside the Capitol Room had been designated for their post-it responses. For the roundtable discussions, participants were given about 45 minutes to discuss their assigned issue and then come up with action steps. Following are the questions that were presented and a **summary of the participants' responses**. A complete list of all of the roundtable action steps and challenges are provided in Appendix B.

Roundtable Discussions/Action Steps

Issue #1: How can we develop career-driven curricular and co-curricular programs that will prepare students to enter the workplace and society as culturally competent individuals?

The idea of a career driven education needs to be fully explained and developed as a strategy in which cultural competency can be infused as part of its implementation. Educating students in the area of cultural competency necessarily implies understanding the concept of intersectionality and the acknowledgement of diverse experiences. The continued education of faculty in the area of diversity will help to ensure that they are teaching realistic examples and not communicating stereotypes. We also need to maximize co-curricular activities integrating them with curricula assignments.

Issue #2: How can we make the university more welcoming and multiculturally sensitive for our students?

Making a university more welcoming and multiculturally sensitive for students must begin with a move diverse leadership across the university. In addition to a diverse leadership, more diverse faculty are needed to not only teach diverse courses but to provide mentoring to students. We also need to do a better job of reaching out to diverse students who apply to NIU. This has to include the images of our university that we promote in attracting students to NIU as well as the images visitors see when they arrive on campus.

Issue #3: How can we make the university workplace experience more welcoming and multiculturally sensitive for all employees creating a sense of community?

Communicating the university's commitment to diversity must begin at the initial contact with employees. Contracts should communicate that diversity at NIU is a core value.

Orientation should consist of more than one day, followed by continued dialog and training. The university needs to institute a grievance policy and implement it at every level. We must build pride and ownership of diversity at NIU. As one participant noted, **“Intention without action is insufficient.”**

Issue #4: How can we build (better) bridges and relationships with the DeKalb and Sycamore communities as it relates to diversity?

The university must engage the community by drawing people to our events and even classes. We need to develop more outreach initiatives directed to high school students to show our diversity. We need to encourage our cultural centers to engage in diversity outreach programs. It is also important that our media office work with local media in striving to offer a more balanced coverage of NIU with positive images of interactions and success and not just conflicts.

Issue #5: How can we create pathways and processes to intentionally coordinate and communicate our diversity efforts across colleges, offices, units and committees?

We need to be deliberate in our approach to diversity by moving towards an approach of **“weaving” diversity throughout the university and away from a “celebrations” only model.** We need to make diversity and inclusion a natural part of what we do and not think of it as an afterthought. There needs to be better integration of diversity in the curriculum, workplace policy, programming, **and relationships. It’s required. We need** a more integrated, organized institutional structure for diversity goals and actions. A website for diversity and a shared calendar that connects to the community would help us in this effort. More gatherings and conversations like this summit would also help. The goal of preparing students to contribute to a culturally diverse society, the enhancement of inclusivity, is a team effort, dependent to be sure, on dedicated people, but also on a sound infrastructure that is crucial to its long-term sustainability.

In addition to the roundtable sessions, one hundred and four responses were submitted by individuals and posted on the wall or easels placed near the door as participants left the summit. The responses fell into eight interrelated categories, mostly presented as action steps the university needs to take. Following is a summary

of the actions steps. See Appendix C for the complete list of comments submitted by the participants.

Ideas and Action Steps about Diversity at NIU Submitted by Individual Summit Participants

Category #1: Create and Implement an Institutional Definition for Diversity

The need for an institutional definition for diversity dominated participants' thoughts about diversity at NIU. They saw it as being the most important item and challenge for the university. Along with a definition should come a mission statement and policy, or strategic plan.

Category #2: Create Diverse Leadership

In addition to an institutional definition of diversity and a mission statement, diversity needs to be operationalize at the upper administrative level. There was a call for more diversity in the president's cabinet; someone to implement the ideas that came out of the summit.

Category #3: Study the Campus Climate

Before the university can move forward it is important focus on who we are. We need to administer the campus climate survey we were going to do in 2008. It is long past due. We might also consider hiring team to assess our campus climate.

Category #4: Aggressively Recruit and Retain Diverse Faculty

We need to develop a recruitment and retention plan that measures the needs and gaps of diverse populations across NIU.

Category #5: Infuse Diversity into all Aspects of Students' Education and Engagement

Create an action plan concerning how to be deliberate and intentional about how to make cultural competency **part of every student's learning experience**. We also need to encourage chairs and deans to be supportive of faculty, esp. junior faculty of color on the tenure track. Do not overload them with teaching and committee work, and then tell them they are not making progress toward tenure. Provide a reward system for faculty/staff engaged with students/student organizations, perhaps through evaluations.

Category #6: Diversity Education and Sensitivity Training should be infused in Student Leadership and Student Organizations

Support for our student organizations in promoting cultural awareness. There are organizations trying to promote cultural awareness that do not receive much support from faculty and staff. All students should learn about other cultures in order to be more sensitive in what they say and post on facebook and other websites.

Category #7: Create and Enforce Diversity Training for all Employees

Require diversity training for all new employees – all levels of administration, faculty, staff. We need to also establish a grievance policy for people to report inappropriate comments and actions. Everyone needs to be made accountable for their actions. We need to move from a compliance model to a social justice and civil rights model.

Category #8: Strengthen Community Relations

Use initiatives, events, programs, etc. to engage the community in learning about different cultures and their history. We would understand each other more and fear each other less if we took the time to learn about each other and had accurate information. We also need to improve our outreach to area high schools to recruit students of color.

Conclusion:

The summit resulted in an afternoon of knowledge sharing, collaboration, collegiality, high energy, enthusiasm, and optimism for the future of diversity at Northern Illinois University. The week following the summit participants received a post-summit survey. The responses yielded an over 50% response rate. The responses were very positive about the summit and the opportunity to be among other diversity leaders and stakeholders. Participants felt that the topics were very relevant and they were satisfied with the ideas generated at their tables. Numerous ideas were offered as possible topics for future summits. In response to a question asking participants to rate, on a scale of one to three, **NIU's diversity efforts, an overwhelming majority rated the university with a 3 (average)**. Participants who rated the university below a 3 offered reasons for their responses which ranged from the absence of a chief diversity officer, to fragmented efforts due to poor university diversity coordination. Perhaps the most diverse responses were participants' efforts to define *diversity*. Even though the need to have an institutional definition dominated roundtable discussions, participants were not sure how it should be defined. There was a high interest in having the Diversity

Leadership Summit become an annual event in order to grapple with these and other issues. A copy of the survey and survey results are presented in Appendix A.

Diversity Leadership Summit Participants

From a mailing list of one-hundred invitees, eighty-eight persons responded to the summit invitation, seventy-seven persons attended. Following is the list of the Diversity Leadership Summit attendees.

1. Ray Alden, former Vice Provost, Vice President, International Affairs
2. Doug Baker, President
3. Karen Baker, Associate Vice President, Human Resources Administration
4. Monique Bernoudy, Associate Athletics Director; AADR Advisory Committee
5. Anne Birberick, Vice Provost
6. Jerry Blakemore, Vice President and General Counsel
7. Derryl Block, Dean, College of Health and Human Sciences
8. Felicia Bohanon, Chair, Presidential Commission for the Status of Minorities
9. F. Michelle Bringas, Director, Asian American Center
10. Dr. Kimberly Buster-Williams, Acting Associate Vice President for Enrollment Management
11. Katrina Caldwell, Assistant Vice President, Diversity and Equity, Office of Student Affairs
12. Randy Casperson, Assistant Professor, Communication
13. Joy Coates, Associate Director, Center for Black Studies
14. Winifred Creamer, Chair, Presidential Commission for the Status of Women
15. Steve Cunningham, Vice President, Division of Human Resources; Acting Vice President, Division of Finance
16. Patrick Dawson, Dean, University Libraries
17. Carolinda Douglas, Vice Provost, Academic Planning and Development; CMCT
18. Sean Frazier, Associate Vice President and Director of Intercollegiate Athletics
19. Elise Fredericks, Associate Professor, Marketing; (ADPAC)
20. Clersida Garcia, Professor, Kinesiology and Physical Education
21. Luis Garcia, Associate Professor, Kinesiology and Physical Education
22. David Gordon, Student
23. Brian Gregory, City Manager, City of Sycamore
24. Jesse Gruice, Student
25. LaVerne Gyant, Director, Center for Black Studies; CMCT
26. Janice Hamlet, Coordinator, Academic Diversity Programs
27. Denise Hayman, Director, CHANCE Program
28. Edward Heard, Assistant Director, Career Services

29. Cindy Henderson, Executive Director, Office of Career Services
30. Preeti Hinglokwala, Student
31. Richard Holly, Dean, College of Visual and Performing Arts
32. Molly Holmes, Director, LGBT Resource Center
33. Kristin Huffine, Acting Director, Center for Latino and Latin American Studies
34. Romeo Jackson, Student
35. Glenda Jones, Specialist in the Bursar's Office; AADR Advisory Committee
36. Robert Jones, Associate Professor, Law; ADPAC
37. Rebekah Kohli, Program Director, Women Studies and LGBT Studies
38. Murali Krishnamurthi, Associate Provost, Faculty Development and Instructional Design; CMCT
39. Brandon Lagana, Director, Career Services Planning and Assessment
40. Julia Lamb, Outreach Director, Center for Southeast Asia Studies
41. Rickey Layfield, Student
42. Judy Ledgerwood, Director, Center for Southeast Asia Studies
43. Greg Long, Chair, Presidential Commission on Persons with Disabilities
44. Adam Lopez, Graduate Student
45. Rosita Lopez, Associate Professor, Educational Administration
46. Jimmy Manning, Assistant Professor, Department of Communication
47. Christopher McCord, Dean, College of Liberal Arts and Sciences
48. William McCoy, Director, BELIEF Initiative, College of Business
49. Angelica Mendoza, Assistant Director, Latino Resource Center
50. Robin Moreman, Associate Professor, Sociology; CMCT
51. Kristen Myers, Director, Women Studies and LGBT Studies; CMCT
52. LaVonne Neal, Dean, College of Education
53. Bill Nicklas, Vice President for Public Safety and Community Relations
54. Andrew Otieno, Associate Professor, Technology; ADPAC
55. Ivana Padilla, Student
56. Christina Papadimitrious, Associate Professor, Nursing and Health Studies
57. Melanie Parks, Associate Dean, College of Visual and Performing
58. Tom Phillips, Chief of Police
59. Deborah Pierce, Associate Vice President, International Affairs
60. John Rey, Mayor, City of DeKalb
61. Stephen Samuels, Graduate Student
62. Denise Schoenbachler, Dean, College of Business
63. Charles Schumann, Chair, Presidential Commission for the Status of Sexual Orientation and Gender Identity
64. Ashley Silvern, Student
65. Rosalyn Snell, Assistant Director/Outreach; AADR, Division of Human

Resource Services

66. Diana Swanson, Associate Professor, **English and Women's Studies**; ADPAC
67. Melanie Thompson, Associate Vice President, Office of Student Affairs
68. Laura Vazquez, Professor, Communication; ADPAC
69. Promod Vohra, Dean, College of Engineering, and Technology
70. Carol Walther, Assistant Professor, Sociology; ADPAC
71. Randall Ward, Director, Disability Resource Center
72. Teresa Wasonga, Associate Professor, Leadership, Educational Psychology, and Foundations
73. Ron Waters, Consultant to President Baker
74. Simon Weffer, Assistant Professor, Sociology
75. Eric Weldy, Vice President, Office of Student Affairs and Enrollment Management
76. Sheldon Woods, Associate Professor, Literacy Education; President, Black Faculty Association
77. Jerry Wright, Director, Student Support Services

- ADPAC (Academic Diversity Programs Advisory Committee)
- AADR (Affirmative Action and Diversity Resources)
- CMCT (Committee for Multicultural Curriculum Transformation)

Recommendations from the Summit Coordinator

I am a visionary. I can't help it. I'm always coming up with ideas about programs and projects. So, the idea to coordinate and host this diversity leadership summit was just one the many ideas I have about diversity at NIU. I am very grateful to (former Provost) Raymond Alden and Vice Provost Anne Birberick who supported the idea from the start even before I presented them with a detailed proposal. Had either one of them said no, this summit would not have happened. I am also grateful for the support and encouragement of the Academic Diversity Programs Advisory Committee. Although the news of my initiating this summit was met with controversy by some individuals, it turned out to be a very well attended and productive, albeit successful event of which I am very proud. However, this summit was worthless if something positive does not come from it. Following the initial announcement about the summit last summer, President Baker charged Karen Baker (Human Resources), Katrina Caldwell (Student Affairs) and I (Academic Affairs) with the responsibility of exploring ways in which diversity units might collaborate and how we might be able to identify or brand ourselves as a university as it relates to diversity. This is an ongoing project. But more needs to happen.

Diversity continues to be an uncomfortable word for many Americans. Nowhere is this more evident than in academia. Such notions that diversity means lowering university standards or that achieving diversity means taking away from “the privileged” to give to “the underprivileged” continue to plague our psyche and our behavior on our campuses and in our society. Such foolish notions, however, only serve to reinforce the need for diversity education, not just for our students but for everyone. A college education must address differences of racial, ethnic, international, geographical, gender, sexuality, (dis)ability, age, lived experiences,

and so on. There are all kinds of diversities and it's important that our students, faculty, staff and administrators come to terms with differences. But it is also important that the members of our campus community understand that embracing diversity is not only about acknowledging differences, but also about exploring ways that we may come to value one another by collaborating rather than simply cohabitating alongside one another. Higher education must feel an obligation to fulfill a need by creating spaces where people from diverse backgrounds can learn from and with one another and can contribute to the university. This type of knowledge cannot be merely addressed through entertaining workshops and celebratory experiences. Our students need to read, write, and engage in critical thinking, reflective thinking, research, analyses and discussions about culture and its impact on society. They also must be willing to step outside of their comfort zones in order to learn and grow. We all must be stakeholders in providing these curricular and co-curricular opportunities.

Diversity requires genuine leadership and commitment up, down, and across the university, and that leadership and commitment must be strongly evident in our administration, faculty, staff, student body, policies, curriculum, co-curricular programs, promotional media, and relationships with stakeholders in order to experience progress. There must be genuine goals and objectives and real accountability for achieving desired goals and objectives. There must also be incentives and resources for effecting positive change, and an acknowledgement of accomplishments to reinforce the importance of a shared sense of ownership for enhancing diversity. Leadership is essential to building a more diverse, inclusive **and equitable institution. When the university's senior administrators endorse diversity** initiatives with sufficient financial and employee resources, they affirm that diversity is a core value and set the tone for action throughout the university. Creating a work environment that

is rich in diversity, inclusive and supportive of all university employees and students is educationally sound and morally right. It is my hope that the diversity leadership summit will result in visible and viable outcomes, beginning with the acknowledgement that: (1) diversity has to be recognized as being at the center of our institutional viability, a core value of our academic mission; (2) an institutional definition and mission statement about diversity, inclusion and equity so that every goal and objective, whether in academic affairs, student affairs, or human resources, is a manifestation of that institutional definition and our mission; (3) the creation of a diversity strategic plan that will be updated every three years as we acknowledge and celebrate our accomplishments, work to overcome our challenges and deliberate on the work that still needs to be accomplished; and (4) a centralized office for diversity with an administrator who reports directly to the president and/or provost and has genuine opportunities to affect lasting change through integration of diversity and inclusion **into the university's infrastructure**, accountability seeking, and ongoing assessment of diversity programs and practices.

All of these initiatives would contribute **greatly to NU's** diversity sustainability, thereby weakening if not destroying the silo mentality and practice that currently afflicts our diversity efforts and hinders the opportunity for a genuine communiversity. To achieve our goal of being the premier student-centered, research-focused public university in the Midwest, NIU must be a culturally vibrant place of learning where everyone is acknowledged, respected and supported in our collective pursuit of excellence.

- Janice D. Hamlet

Statement of Support from the Academic Diversity Programs Advisory Committee

In our capacity as the consultative body to the Coordinator of Academic Diversity Programs and as faculty, students, and staff for whom commitment to diversity has been central to our teaching, learning, scholarship, and administrative service for many years, **we welcome this opportunity to support the recommendations coming out of NIU's first Diversity Leadership Summit.** Our statement is based on the results of the Summit, on our collective expertise, and on our committee deliberations over the past five years. It is clear that NIU needs to coordinate diversity efforts across campus and build consensus **about the University's goals in this regard. The University's diversity efforts must be** based on the best current knowledge and understanding of race, ethnicity, gender, sexual orientation, gender identity, socioeconomic class, national origin, (dis)ability status, and other group identities through which social systems apportion power and resources. We believe NIU should move from a compliance model of diversity to a proactive model that capitalizes on the advantages that diversity offers to the academic **mission. Diversity efforts must support the University's central mission "to promote excellence and engagement in teaching and learning, research and scholarship, creativity and artistry, and outreach and service"** (NIU Statement of Vision and Mission <http://www.niu.edu/about/mission.shtml>). The structure, policies, and practices in all the divisions of the University should be designed to support this central mission of discovering and disseminating knowledge, designing rigorous and effective curricula, **cultivating the minds and skills of students, and creating "a community of diverse** people, ideas, services, and scholarly endeavors in a climate of respect for the intrinsic

dignity of each individual” (NIU Statement of Vision and Mission

<http://www.niu.edu/about/mission.shtml>). The co-curricular activities available to students and the services on campus and in the residence halls are crucial to student success. However, the University should focus on investing in its academic programs in order to enhance recruitment and retention. In order to recruit and retain a diverse student body and faculty, we urge President Baker and the administrative leadership to take action that places academic programs, teaching, learning, scholarship, and artistry **at the center of the University’s diversity efforts.**

Academic Diversity Programs Advisory Committee:

Diana Swanson (Grad School)
Sherry Fang (CHHS)
Connie Fox (COE)
Elise Fredericks (COB)
Robert Jones (COL)
Laura Vazquez (CLAS)
Andrew Otieno (CEET)
Melanie Parks (CVPA)
Lisa Roth (SPS)
Carol Walthers (CLAS)
Tiffanisha Williams (Grad Student)

Photo Gallery: Scenes from the Summit











Appendix A

Post Diversity Leadership Summit Survey

Thank you for attending the diversity Leadership Summit held on September 6th. In assessing our efforts, please take a few minutes to respond to the questions below. Your responses will be a part of the final report about the summit which you will receive as a participant. (Actual survey was administered via [surveymonkey.com](https://www.surveymonkey.com))

***1. I found the 2013 Diversity Leadership Summit to be a worthwhile event, bringing together diversity leaders and other stakeholders.**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

***2. Overall, I found the topics for the roundtable discussions to be important.**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

***3. Overall, I was satisfied with the ideas generated at my table.**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

***4. Participation in this Diversity Leadership Summit provided with an opportunity to (check all that apply)**

- Meet new people
- Hear different perspectives about diversity
- Generate new ideas about diversity initiatives
- Think about collaborative opportunities with others who do diversity work
- Develop personal action plans concerning diversity
- All of the above
- None of the above
- Other (please specify

***5. I recommend making a Diversity Leadership Summit an annual event.**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

***6. If you recommend making a Diversity Leadership Summit an annual event, would you be willing to commit to:**

- A full day summit consisting of diverse sessions (i.e. workshops, panel discussions, a keynote speaker, lunch) prior to the beginning of the academic year.
- A full day Saturday summit consisting of diverse sessions (i.e. workshops, panel discussions, a keynote speaker, lunch).
- A half day summit prior to the first day of the academic year, but different than this year's summit.
- A half day summit like this year's and held around the same time.
- N/A (I indicated that I do not recommend having an annual summit).
- Other (please specify)

***7. What topic(s) would you like to see discussed at possible future diversity leadership summits? List topics below.**

***8. On a scale of 1 (low) to 5 (high), how would you rate our diversity efforts at NIU so far?**

- 1
- 2
- 3
- 4
- 5
- If your response is lower than 3, please explain.

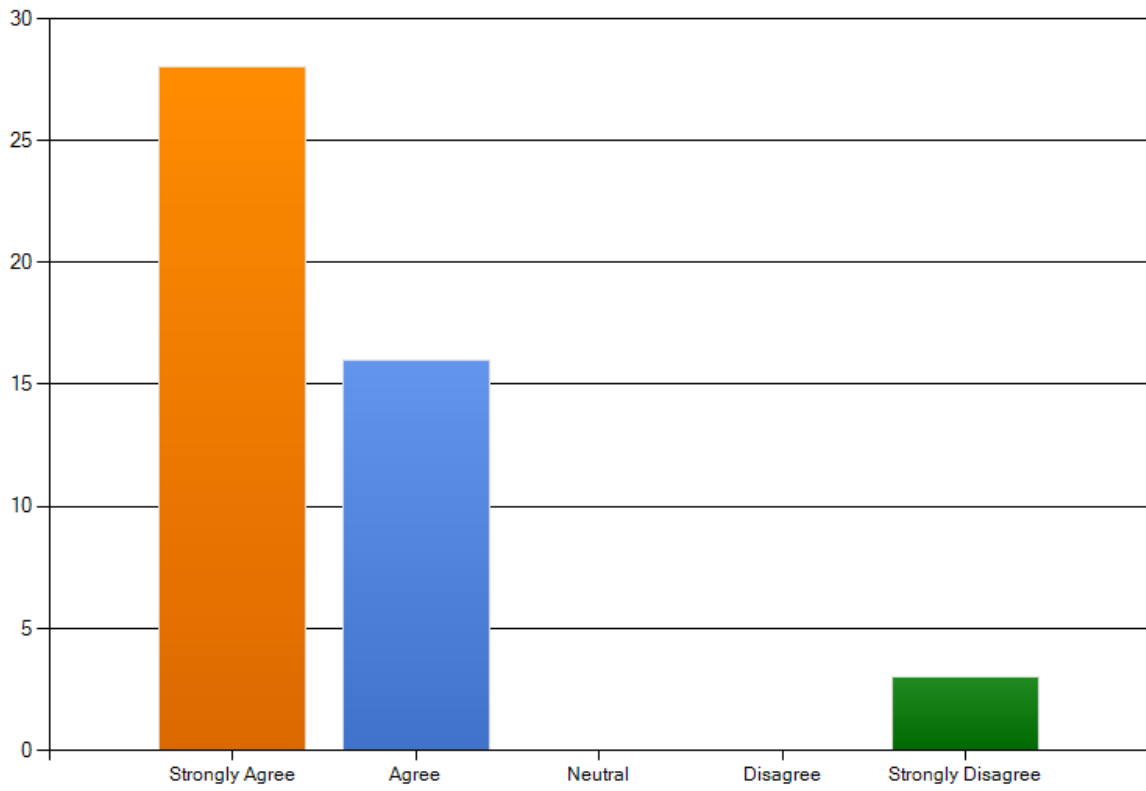
***9. When you speak about the need to have more diversity at NIU, what do you mean? In other words, how do you define diversity?**

***10. Which category best describes your current professional role at NIU?**

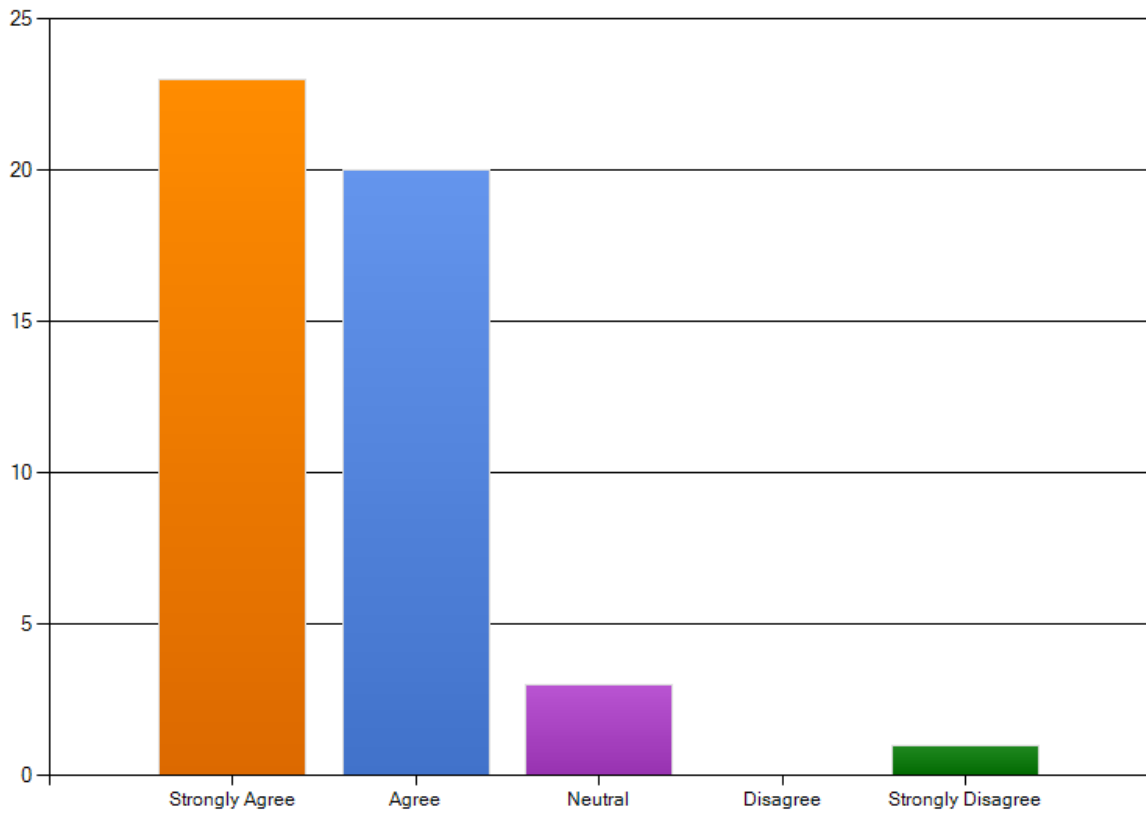
- Administrator (upper level administration)
- Administrator (Dean, Department, Chair, Program Director/Coordinator)
- Faculty
- Supportive Professional Staff
- Civil Service Staff (also known as Operating Staff)
- Student
- Visitor
- Other (please specify)

Thanks!

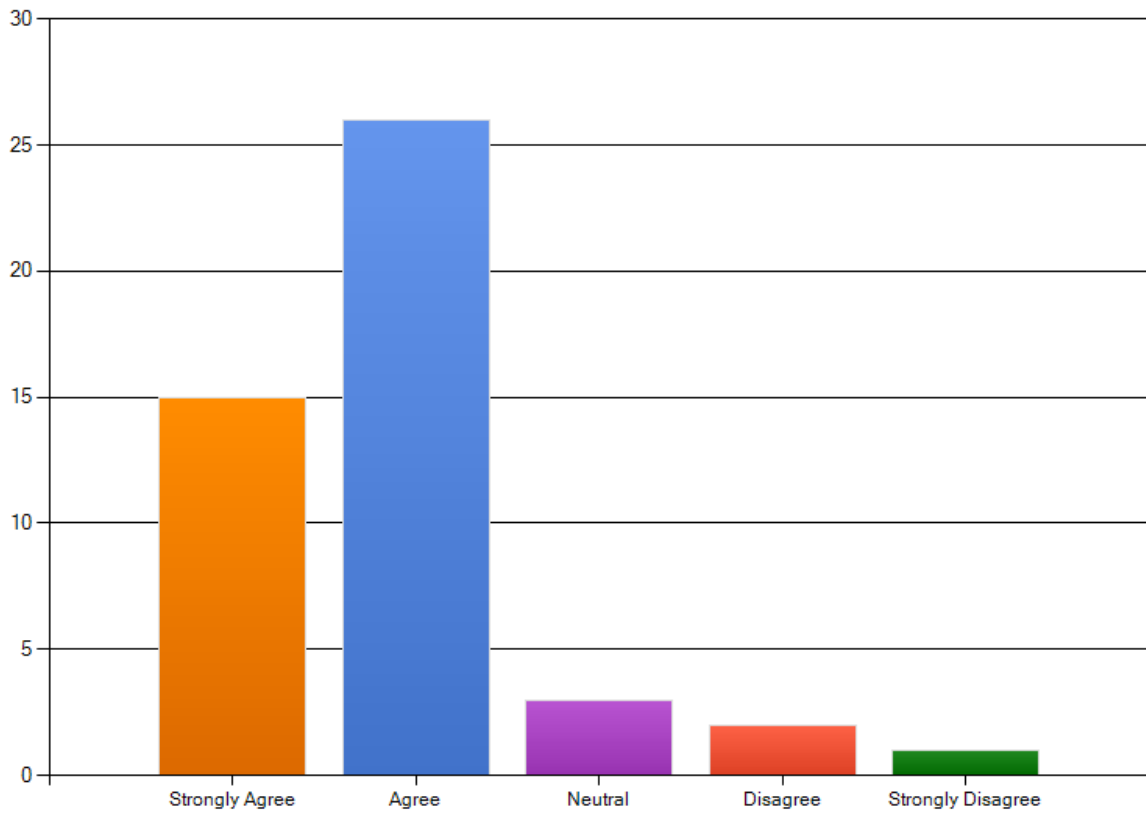
I found the 2013 Diversity Leadership Summit to be a worthwhile event, bringing together diversity leaders and other stakeholders.



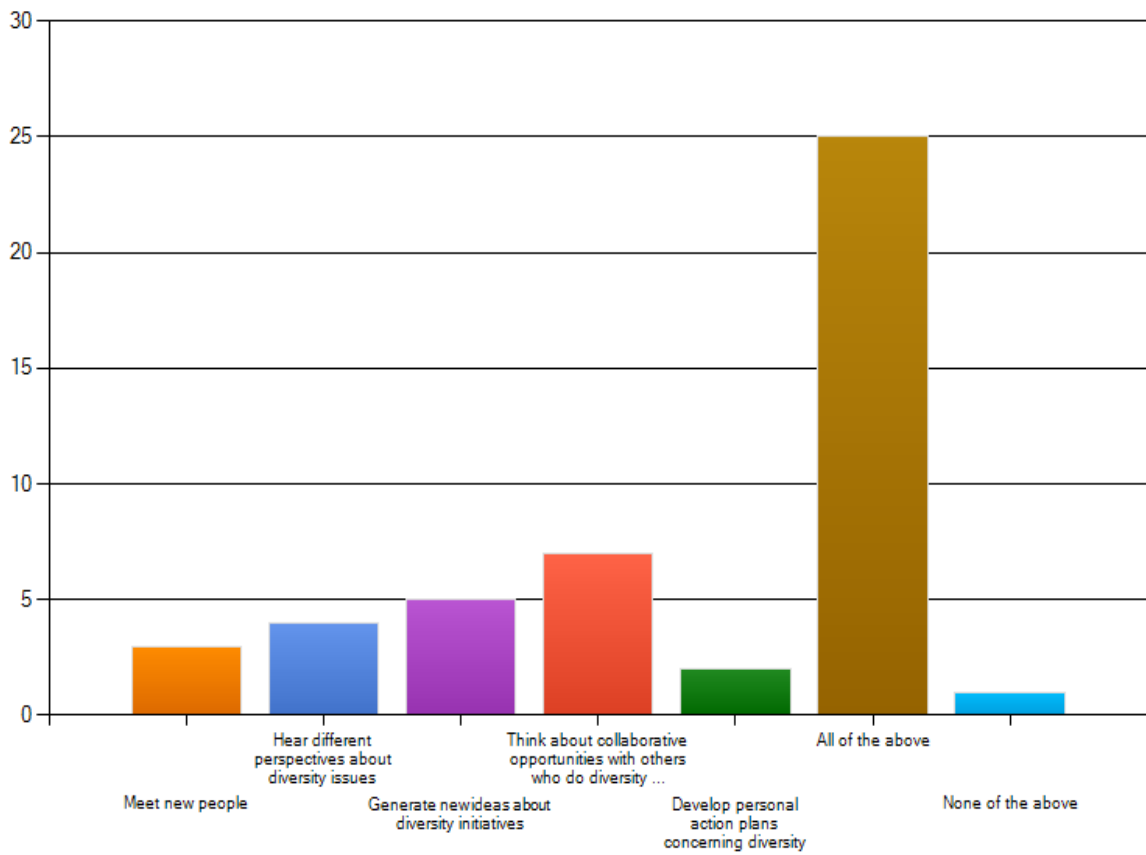
Overall, I found the topics for the roundtable discussions to be important.



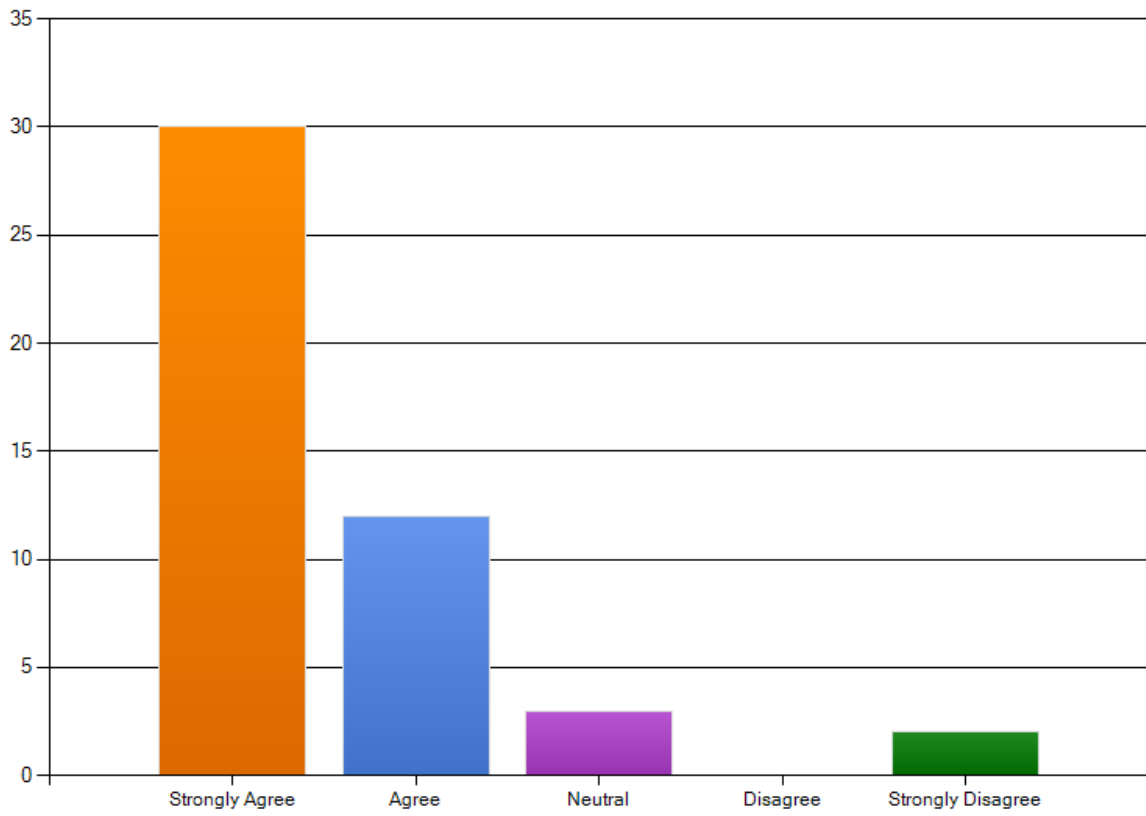
Overall, I was satisfied with the ideas generated at my table.



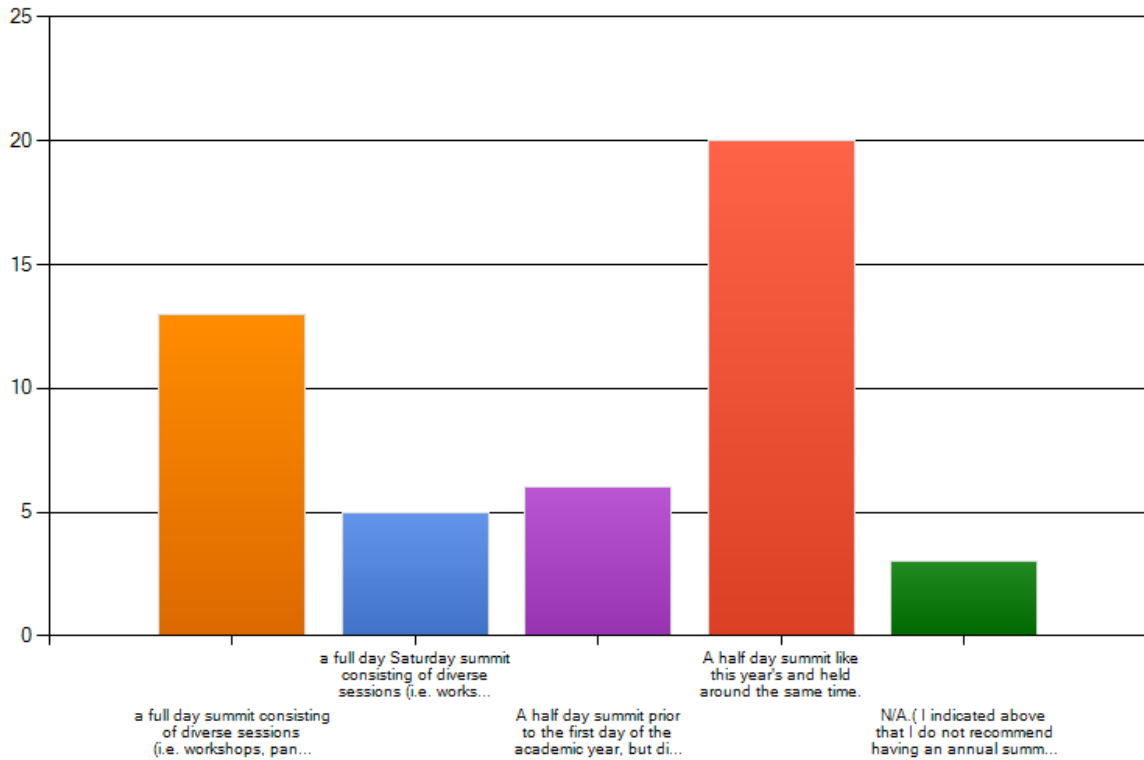
**Participation in this Diversity Leadership Summit provided me with an opportunity to
(check all that apply)**



I recommend making a Diversity Leadership Summit an annual event.



If you recommend making a Diversity Leadership Summit an annual event, would you be willing to commit to:



Other

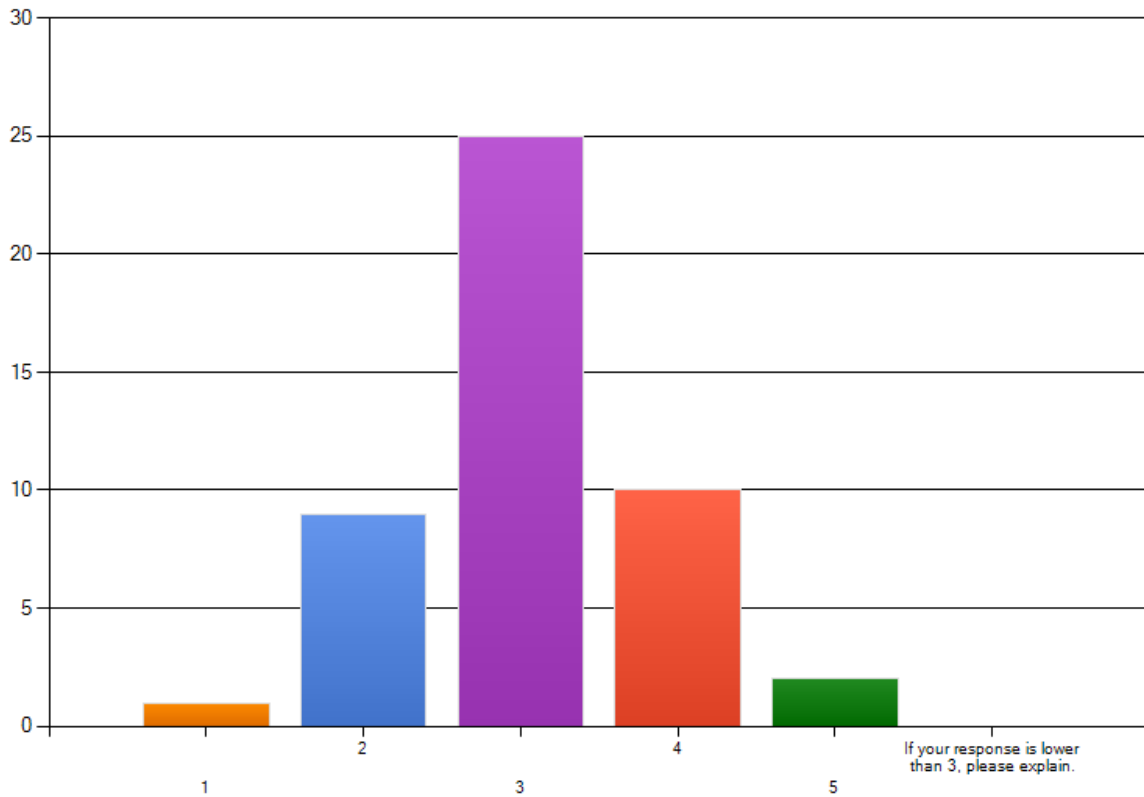
1.	One thing I really liked about this year's summit was that it was very interactive, focused on us talking together about NIU and how to make things better here, and we were not talked at for very long at a time.
2.	Actually, this should be an ongoing stakeholders initiative. The way NIU has done this in the past has clearly not worked, thus to fall back into the routine of making this a once a year event is self-defeating.

What topics would you like to see discussed at possible future diversity leadership summits? List topics below.

1.	Discovering how to support students to achieve success (financial, counseling, involvement) integrating academic, student affairs & athletics.
2.	How to develop a comprehensive university program that integrates diversity into the fabric of all we do.
3.	Impact of diversity across US universities and colleges.
4.	Action plans and possible funding to back up the action plans (i.e. research grant possibilities).
5.	Diversity in the classroom setting. Teaching diversity. How to capitalize on diversity in the classroom.
6.	Accessibility for individuals with disabilities.
7.	Discussion of issues of race and the double talk given them.
8.	What has actually happened as a result of the summit; Continued and follow-up actions being implemented.
9.	More inclusion of workers.
10.	A real living/working definition of diversity (It's not just color, race, etc.)
11.	Clear definition of "diversity" at NIU.
12.	International diversity with focus on immigrant students and staff.
13.	The truth and real solutions.
14.	GLBT issues addressing issues in the classroom by people who do it well.
15.	Measures for assessing students' knowledge of diversity issues. Teaching and learning models informed by social justice education. Ways to interact and partner with the community on diversity issues.
16.	Gender (women of color), language (ELL) and administrative opportunities in academe.
17.	Include some accountability aspect with feedback from participants' experience with various diversity initiatives throughout the organization (NIU) and communities (DeKalb and Sycamore).
18.	How can we identify change that occurs from year to year? We talk about diversity, but are we getting anywhere?
19.	More important than a summit is to follow up on topics raised at this summit across the year.

20.	Dealing with challenges to diversity issues in the classroom.
21.	Target of Opportunity hires, internships (paid).
22.	A cabinet level diversity officer for NIU Changing public images that represent the campus.
23.	Diversity climate survey.
24.	Student experience based on student feedback: MCTI students had some very specific experiences they shared. A Review of Campus resources, and the dynamic nature of them. Integration into the curriculum and the resources required for that to happen.
25.	Latino issues How to educate the white population faculty.
26.	Implementation of diversity training for faculty and staff.
27.	Hiring process at the university.
28.	Plan of action that the board has taken.
29.	Structural resources in place to facilitate/reward successful diversity work on campus.
30.	The personal challenges of doing diversity work, evidence of the rewards from doing diversity work.
31.	Diversifying academic curricula; diversifying NIU faculty and staff; getting students involved in diversity initiatives; student affairs and academic affairs working together on diversity initiatives; best practices for diversity initiatives; defining “diversity.”

On a scale of 1 (low) to 5 (high), how would you rate our diversity efforts at NIU so far?



Other

1.	We need to have a Chief Diversity Officer to help direct diversity efforts.
2.	In some areas, such as disability, I think NIU is pretty low in its efforts.
3.	Poor efforts to recruit and retain diverse faculty. Poor efforts to create leadership positions for faculty of color. White male privilege is still highly celebrated while the administration simultaneously utters the words diversity. It appears to be merely lip service.
4.	Scattered and diffuse. There is a need for coordination across all areas and silos need to be broken down. The silo mentality is a barrier to fostering diversity.
5.	All colleges need to be proactive with faculty/staff training and genuine feedback from student and employees.
6.	We make a lot of effort but change is slow in coming.
7.	Efforts are good but not well coordinated.
8.	One need only look at the leadership across campus and the lack of diversity to see that diversity isn't that important. Moreover, actions such as collapsing the women's and LGBT Center shows a lack of understanding of issues of gender and sexuality.
9.	We are isolated in our areas of expertise, and one needs to question the buy-in from all faculty.
10.	I think all too often NIU thinks it is empowering its students but really they are tokenizing them.

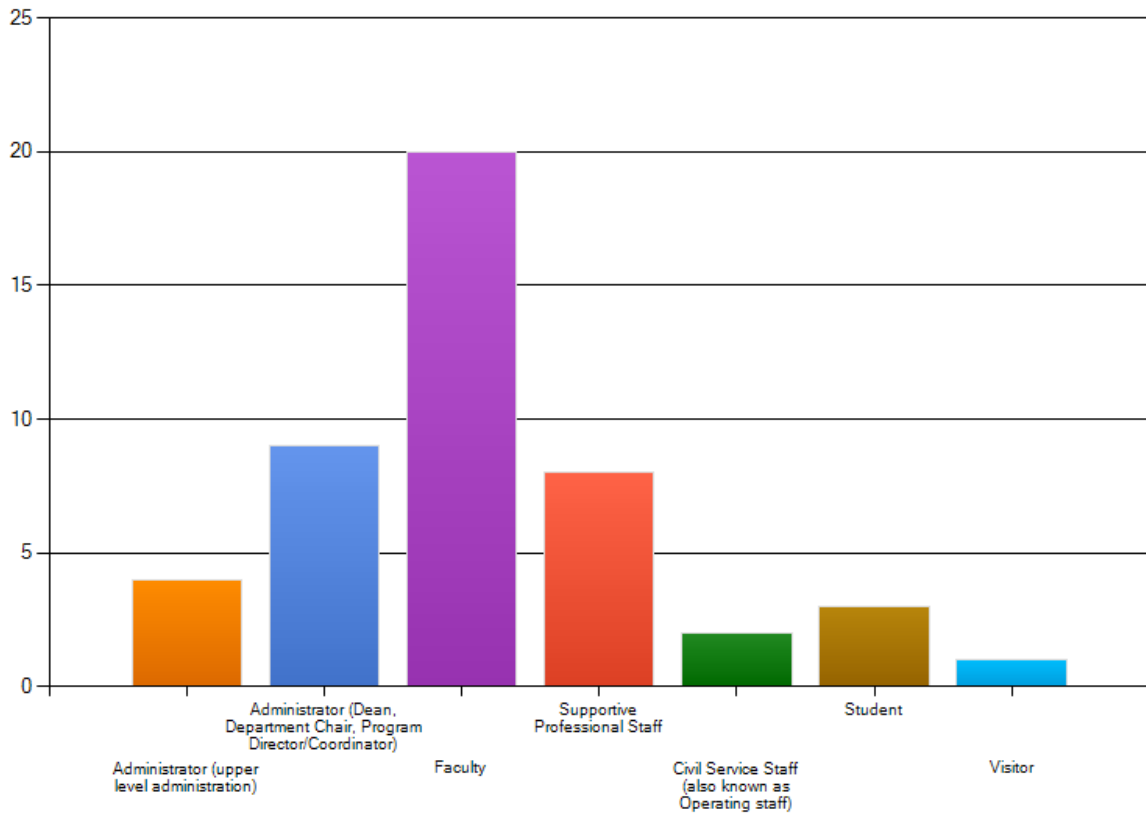
When you speak about the need to have more diversity at NIU, what do you mean? In other words, how do you define diversity?

1.	Diversity is an inclusive environment where all an equal opportunity to success and differences are celebrated and integrated (e.g. ethnic, geographic, religious, nationality, ability, sexual preference, age, veteran status, language).
2.	Different groups not just everything “white male.”
3.	Knowing your own cultural background and then having the opportunity to express yourself in a multicultural setting that respects each others’ unique voices.
4.	IDK
5.	Achieving the educational benefits of all types of diversity: racial, ethnic, socio-economic, etc.
6.	To embrace overall diverse populations in all levels of the university and to be sensitive to them and their background experiences, welcome and reach out them, instead of ignoring, rejecting, criticizing them or pretend that they are invisible or do not exist.
7.	People of color in faculty and administrative positions.
8.	I see diversity as a broad collective term not limited to issues of race, but includes sexual orientation, gender, socioeconomic status, physical ability, and religion.
9.	Diversity for me is the desire and effort to teach/learn from each other with respect and ability to dialog without needing to be “politically correct.” We are all people with unique differences that we bring to the table of living, growing, learning and helping each other.
10.	Creating a space for all individuals to be their authentic selves –beyond the current traditional categories – in order to account for intersectionality and difference.
11.	Diversity includes all human beings in their many hues, cultures, and beliefs.
12.	I define diversity at NIU in terms of sex, gender identity, race, ethnicity, sexual orientation, economic class status, religion, disability status, and age.
13.	I am focusing on actions based on what we preach.
14.	It is social justice issue first and foremost. Therefore, we might need affirmative action types of strategies, a change or update of policies, new constitution, etc.
15.	I speak about the need for a shared understanding of diversity. It’s not just race or ethnicity, but multiple tenets of diversity. It was clear during the summit that diversity is defined and quantified differently by various constituency groups.
16.	To me, diversity at NIU means that the campus community reflects the broader regional, national and international community that we are a part of, which includes people from a broad range of backgrounds and with a vast array of experiences. Diversity refers not only to race, ethnicity, gender, sexual orientation, religion, class and physical and mental abilities, but also to different political and philosophical ideologies.
17.	This is an excellent question that I struggle with.
18.	Diversity is the need for a variety of people from different backgrounds, cultures, ethnic groups with a diverse perspective and skill sets that enhance our ability to reach our goals.
19.	Subjective Question.
20.	I believe we have good diversity. We just need to do more with it.
21.	Diversity is the acknowledgement and inclusion of different ethnic and cultural groups,

	perspectives and lived experiences.
22.	The ability to move beyond mere exposure to culturally different others, but to develop the capacity to engage others meaningfully in a discussion and respect of differences, to place social justice in a historical and political context. To put culture at the core of transformative learning
23.	I define diversity very broadly. I'm personally interested in promoting the concept of disability as a diversity and civil rights issue.
24.	It is not only about color or race, it includes diverse ways of thinking, cultural understandings, generational differences, etc.
25.	Leadership concern for inclusivity and sensitivity to perceptions from various stakeholders.
26.	Diversity involves establishing a system that demonstrates respect for and attention to the concerns of a wide range of voices, people of different ethnic, religious, and personal backgrounds.
27.	I would like to see more diverse faculty (people of color) in Physics, Chem and Math, more women as well). We need excellent Latino faculty and all other groups.
28.	Race. Culture. Gender. Power. Voice.
29.	Respect for, empowerment of, integration of individuals and ideas that are different from your own.
30.	School population (faculty, staff & students) reflect the greater population.
31.	In addition to the protected classes (e.g. race, ethnicity, religion, sexual preference, etc.) we need to appreciate differences of opinion and experience as well.
32.	I would like to have an atmosphere where everyone who is not a member of the dominant culture is respected and treated with equanimity. I think we talk about diversity but do not take the action that is needed to be inclusive to all.
33.	Diversity in all senses – racial, ethnic, gender, sexual orientation, age, religious , disability, etc. but also diversity of ideas and an understanding and appreciation of how we are all better off because of the strength in our diversity.
34.	Persons who are different than I.
35.	Inclusion, acceptance, and respect for people with differences such as race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs.
36.	It is apparent in every aspect of the university.
37.	Diversity as including people of color, women, disabilities, LGBTQ community.
38.	More representation of people of color – faculty, administration (more Latinos).
39.	While there is diversity in the student body, and a commitment to increasing student diversity (specifically Latina/o student recruitment/retention)the faculty and administration is mostly white and mostly male. If you just examine the social sciences, there are only 2 Latino faculty in all of Sociology, Political Science, Economics, History and Anthropology. The situation for African American faculty is not much better. At the Dean level, there are 0 Latinos and only one African American though there are 6 women in deans positions. The president's cabinet is devoid of Latinos or Asians. The Provost/EVP office also seems to lack any Latinos. If the campus is committed to diversity, it can't just be white men and women in the key positions.
40.	I frame the conversation to say we need to be more welcoming, we need to be more inclusive, we need to provide for needs that may be different than our own needs.
41.	Racial, cultural, gender, particularly in the classroom.

42.	Awareness and needs to accommodate and embrace different cultures at NIU.
43.	People from more different places than just Illinois, i.e. California, New York, etc.
44.	Diversity, I think, is undefinable. My best shot: it is the awareness and celebration of difference. This is about more than race and gender.
45.	We have diverse students – we need to retain them. We need to make sure we met them where they are rather than dropping them in the deep end and walking away. We need more faculty of color, and we need to retain them.
46.	Diversity is the acknowledgement, respect and inclusion at all levels for people representing all walks of life, i.e. race, ethnicity, gender, age, religion, socio-economic levels, education, sexual orientation. Respect for diversity is truly manifested in how we treat people in action, words and deeds. Diversity facilitates excellence. The absence of it is a hindrance to excellence.
47.	Racial.

Which category best describes your current professional role at NIU?



Other

1.	Graduate Student and Instructor
2.	Community Member/Alumnus –MBA - 1970

Appendix B

Data from the Roundtable Discussions: Questions and Responses

(unedited)

Question #1: How can we develop for students career-driven curricular and extra-curricular programs that will prepare them to enter the workplace and society as culturally competent persons?

1. Feedback from students first; what they need to move through NIU experience. Professionally, personally & culturally.
2. Self-assessment of ourselves
 - a. First, do we have these conversations?
 - b. Genuine
 - c. Who are we hiring?
 - d. **Who's** in our classes?
3. Menu of diverse experiences.
 - a. Internships
 - b. Study Abroad (in Chicago!)
4. **Out of comfort “ponds” zones (we help guide – not only self-select).**
5. Dialogue (meaningful) with others.
6. Exposure to diverse and non-diverse environments.
7. Cultural currency
8. Challenge them – make it a safe environment to change in.
9. Reflect on experiences (risks & rewards).
10. What is “career driven”? How appropriate is career driven?; What do we mean by cultural competency?; How do we infuse the 2nd in light of the 1st?
11. Experiential exercises – pushing people out of water.
12. Interrogate privileged positions.
13. MCTI approach – curriculum is King.
14. Group work is a mode of experience that transcends all disciplines.
15. Develop empathy in the technical sense.
16. Reinstate/any vague requirement.
17. Diversify student body internationally.
18. Maximize co-curricular programming for all kinds of diversity. We have student & faculty already doing this. Amplify/facilitate/celebrate.
19. Electronic collaboration outside US.
20. **SA funds tied to collaboration w/groups who are atypical whom they wouldn't normally associate with.**
21. World citizens.
22. Intersectionality.
23. We need to make sure that our teaching examples are not examples of stereotypes.

Question #2: How can we make the university more welcoming and multiculturally sensitive for our students?

1. Identify and remove barriers that impact certain diverse students in a strategic and collaboratively (across identities) way
2. Provide MCTI training for all new faculty within the first 3 years of employment.
3. Create spaces for students to be their authentic selves – beyond the current traditional model – does not account for intersectionality.
4. Hire competent staff & faculty who have a proven track record of success with diversity.
5. Identify and modify systems on campus that marginalize our students

6. Incentive – reward – recognize awareness of diversity
7. **Central tenet of NIU’s mission is zero** tolerance of offensive language.
8. Increase cultural competence of staff (MCTI – like)
9. **Make our values visible, transparent (i.e. Berkeley) “Walk the Walk”**
10. Inclusive Excellence
 - a. Language
 - b. Diversity – what does this mean?
 - c. Sensitive
11. Cross-fertilization in programming between the diversity centers.
 - a. Intersectionality.
 - b. Fewer programs, larger in numbers.
 - c. Reach more students.
 - Images (media, website) are mostly white (ex. Mural between library & Swen Parson).
12. We need diversity leadership at the cabinet level over student affairs & academic affairs; both need to organize orientation & welcome & provide a vehicle for communication. A person of power – Chief Diversity Officer.
13. More diverse faculty members to teach & provide mentoring.
14. All recruitment & admissions & safety materials need to be in Spanish & English (and perhaps other languages too).
15. More classes on the Latin American experience in the U.S.
16. Need creative retention programs that deal with money management.
17. **We need to “preach” beyond the choir.**
18. Support for undocumented students.
19. We need to do a better job of reaching out to diverse students who apply to NIU.
20. We need to integrate SA, Academic affairs & Athletics in all aspects of the University.
21. We need to support cultural centers.
22. We need to integrate cultural centers during orientation.

Question #3: How can we make the university workplace experience more welcoming and multiculturally sensitive for all employees creating a sense of community?

1. NIU definition of diversity needed and disseminated.
2. Employee contracts conveying the value of diversity, multicultural sensitivity.
3. Orientation (3 days – 1 week) for all employees.
4. Emphasize our core values.
5. Ongoing dialog & training.
6. Celebrate diversity, unified campaign to promote workplace diversity.
7. International students & faculty/staff values as part of diversity.
8. Hold people/units accountable when they deviate from core values.
9. All types of diversity should be valued including disabilities/abilities/LGBT, etc.
10. Workplace community extends to DeKalb/Sycamore the local community and should also be welcoming.
11. Build pride & ownership of diversity at NIU.
12. Recognition for those who contribute to making workplace more welcoming.
13. Provide avenues for all classification of employees to mingle & not be in their silos.
14. Institute grievance policy and implement on department level.
15. Revise governing documents.
16. Develop common definition of diversity.
17. Develop a transformation plan that is tied to budget and performance.
18. Be clear about what we need/want when recruiting.
19. Provide support & resources for success (student/faculty/staff).
 - a. Environment is NOT welcoming, inclusive (physically, culturally, and visually)
20. Cluster hiring, promotion.

21. Why do people stay?
 - a. Relationship
 - b. Environment
22. Define who we are and provide financial support.
 - a. Success in planning
23. Active conversations with stakeholders
24. Intention without action is insufficient
25. Be Nice!

Question #4: How can we build (better) bridges and relationships with the DeKalb and Sycamore communities as it relates to diversity?

1. Public space for all w/education, entertainment, and food/celebrate like NIU night.
2. Engagement w/others different than themselves, outside comfort ZONE .
3. Weekly dialogue
4. Town & gown
5. Police in housing
6. Police & potluck
7. More business people want to live in Sycamore/DeKalb – Blend different groups through sports
8. Engage community
9. Draw more people w/honey than salt
10. Draw people to events
11. A bus route in some nights
12. Get the university into the communities, ex, programming events, classes, performance
13. Parking rules discourage NIU visitors
14. **Encourage “immersion”, tolerance and engagement as two-way**
15. Work on more balanced media coverage with positive images of interaction, not conflict.
16. Everyone needs to commit to modeling openness & fair judgment.
17. Develop more outreach to high school students to show our diversity
18. Encourage our centers to reach out

Question #5: How can we create pathways and processes to intentionally coordinate and communicate our diversity efforts across colleges, offices, units and committees?

1. Do not assume past = future; communications – **what’s already – what’s next**
2. Rapport & respect building
3. Avoid duplication
4. Each of us commits to working w/someone new
5. Website
6. Shared calendar>Connect to community
7. Diversity resource guide
8. Work together on a single goal, ex. Retention of students, faculty, staff
9. More gatherings and conversations like this
10. Instill support from the top
11. Full-time diversity person for university
12. Hands on with students
13. Conversation about faculty evaluation
14. Define Diversity – what does diversity mean at NIU
 - a. Move away from the compliance model to social justice model
 - b. Educate ourselves about diversity
15. **Move towards an approach of “weaving” diversity throughout the university and away from “celebrations” only mode. Diversity is not a light bulb.**

16. Be deliberate in our approach through integration of the concept of diversity in **the curricular, workplace, programming and interactions, and relationships**. It's required.
17. Understanding the challenge and supporting the effort and values of this effort.
18. Not being punitive. Embrace this new challenge as a way to learn what has been done to either offer ideas in areas that have not performed or strengthening existing programs to be better.
19. Two big take-aways: Culture and Structure
 - a. Culture: We need to develop a conducive climate, atmosphere, culture through communication, rapport-building, and respect-building.
 - b. Structure: We need more integrated, organized institutional structure for diversity goals and actions.
20. What are obstacles to this type of coordination?
 - a. Ignorance of what others are doing
 - b. Different understandings of diversity
 - c. Territorialism
 - d. Competing agendas
 - e. Lack of trust
21. What are some ways to overcome these obstacles?
 - a. Greater communication and thus awareness across divisions, units, colleges, offices, etc.
 - b. Develop shared definitions of 1) diversity and 2) core values for the university
 - c. Conversations such as this summit
 - d. President can communicate definitions of diversity and core values to the whole university
 - e. Presidential Commissions are currently working together—**let's do more of this among various groups, units**
22. Directly address territorialism and competing agendas
 - a. Find ways to identify distrust and competition
 - b. Find ways to encourage and enable dialogue across units, divisions
 - c. Find common values and goals
23. Rapport and respect building activities, with room to disagree
24. Respect the expertise of others while communicating our own
25. Collaborate on mutually-agreed upon goals/projects
26. Bring people together from around campus, across divisions and colleges to work on a particular goal
 - a. Example: retention (of students, faculty, and/or staff): this would involve Academic Affairs units, Student Affairs units, and HR with a specific focus on expanding and improving our diversity activities.
27. Everyone in this room could commit to reaching out and working with one person or unit this semester that you have not worked with before.
28. Central diversity web site with
 - a. Shared calendar
 - b. Diversity Resource Guide
 - c. Email announcements list/function—to help communication across campus
29. A university-level diversity person/coordinator/officer
30. Support and leadership needs to come from the top
31. Evaluation criteria for faculty for merit, tenure, and promotion need to include diversity goals
32. Coordination and collaboration needs to extend beyond the university to the community
 - a. Community partners can enhance our ability to coordinate and to think creatively.
 - b. Community partners need to hear from us, as well
 - One example: police and race/ethnicity discrimination/profiling.

Appendix C

Ideas and Action Steps about Diversity at NIU Received from Individual Summit Participants (unedited)

I. Develop an Institutional Definition for Diversity

1. Create a shared definition of diversity that has institutional “buy-ins.”
2. **Define NIU’s core values, wordsmith them with positive, welcoming languages, makes them visible in as many ways possible and disseminated frequently.**
3. **The university needs to come up with a “universal” definition of diversity**, we need some form of branding.
4. **NIU’s definition of diversity.**
5. Define Diversity. Set a committee to define diversity in a concise manner and in an expedient manner.
6. Having a set diversity definition and sharing it with everyone on campus. Having professors share the definition and get them to take a class survey on student beliefs and values.
7. Develop a diversity policy plan statement for the university.
8. Develop a diversity mission statement and goals.
9. Develop a mission statement to promote our diversity efforts.

II. Create Diverse Leadership

1. Diversify the leadership team of the university from the Dean level on up.
2. More diversity especially at the Provost/Assistant/Associate Provost levels.
3. Seriously consider a Chief Diversity Officer (reporting to President Baker).
4. Appoint a chief diversity officer for NIU to manage and enact all of these ideas. This person needs to be over Student Affairs and Academic Affairs. Give this person power and money.
5. Hire a chief diversity officer.
6. Hire a Chief Diversity officer with responsibility and power to make diversity changes.
7. Hire a chief diversity officer.
8. More women of color in leadership and administration.
9. Create a centralized institutional diversity office with a full staff and an administrator, i.e. Vice President or Vice Provost or Special Assistant to the President who reports directly to the president and has an office that is located in Altgeld.

III. Study the Campus Climate

1. We need to do the campus climate survey we were going to do in 2008. It is long past due.
2. Re-evaluate the campus climate survey that was going to be administered throughout the university in 2008 and post it again. Recall it was stopped and removed after the campus shootings in 2008.
3. Hire a diversity team to assess the campus climate.
4. Climate survey and focus groups to benchmark diversity climate on campus.
5. Establish focus groups of the different diverse groups on campus to get a true sense of the climate for each of these diverse groups.

IV. Aggressively Recruit and Retain Diverse Faculty

1. Be clear about who we are and what we want when hiring, promoting and retaining.
2. Hire Latino faculty.

3. Recruit more Black and Latino professors. These are our (black and Latino) mentors and sources of inspiration.
4. **Use NIU's open position for a Director** for the Latino Studies and Latino Resource Center as opportunities to bring in Latino directors who speak Spanish and can teach Latino Studies courses.
5. Hire diverse faculty. They also need support groups.
6. Develop a retention plan that measures the needs and gaps of diverse populations across NIU.
7. Make diversity a priority in the selection processes and search committees.
8. Human resource personnel should take more of an active role in recruiting diverse faculty by holding mandatory workshops for search committees.
9. Administrators should express interest in retaining faculty of color. Many are not supportive.
10. Salaries of faculty of color are not at the same level of white faculty even though they may be at the same rank.

V. Faculty Challenges: Teaching/Research/Student Engagement

1. Create an action plan concerning how to be deliberate and intentional about how to make **cultural competence part of every student's learning experience**
2. Provide a reward system for staff/faculty engaged with students/student organizations; perhaps through evaluations.
3. Get faculty members to teach each other about embracing diversity in class.
4. Faculty and staff need to break out of comfort zones and silos and engage on a personal level with students and colleagues.
5. Encourage and have chairs and deans to truly be supportive of faculty, esp. junior faculty of color on the tenure track. Do not overload them with teaching and committee work, then tell them they are not making progress toward tenure.
6. Ensure all new faculty participate in the Multicultural Curriculum Transformation Institute (MCTI) in first three years.
7. Require all new faculty to attend MCTI within three years of hire and create something similar for staff.
8. Develop guidelines for new faculty and hold them to the standards.
9. Hire more faculty of color; people who can teach classes on race and social justice for our increasing enrollment of Latino students.
10. Take action. Communicate to faculty that they should incorporate diversity into their existing curriculum.
11. Learn about the students who we are teaching in class.
12. Initiate revisions of faculty evaluation guidelines/protocols to give greater weight to diversity work and curriculum development and revision for promotion and tenure.
13. Be the agent of change and impact your work environment decisively and quickly.
14. Faculty should encourage students to read, write and learn about individual from various backgrounds as part of the curriculum, i.e. Alain Locke, California migrant workers.
15. Engage students in all we do from the ground up. They live it.

VI. Challenges for Students and Student Organizations

1. Support for our student organizations in promoting cultural awareness. I feel like there are organizations trying to promote cultural awareness, just not much support from faculty and staff.
2. Have events for students where they must bring someone who is different from them.
3. Require all graduating students to report their jobs or graduate school plans before they leave NIU.
4. Create spaces for students to be their authentic selves beyond the current traditional models in order to account for intersectionality and diversity.
5. Allow students to self-identify on the admission forms (instead of checking boxes, have blanks).
6. Create places where students of color can go to socialize.

7. All students should learn about other cultures in order to be more sensitive to others in what they say and post on facebook and other sites.
8. More incentives for students to gain something out of going to campus events.
9. Students of color need leadership development experiences so they will know how to effectively present their ideas to a diverse audience.

VII. Diversity Training Needed for all NIU Employees

1. Require diversity training for all new employees – administrators, faculty, and staff.
2. Establish a grievance policy.
3. Culturally competent diversity training for executive level leaders (VP, Deans, BOT, etc.)
4. Orientation for all new employees that includes diversity training, education and exercises.
5. Weeklong diversity training.
6. Develop an online diversity training program which all employees must take and pass similar to our annual (state-enforced) mandatory ethics training. It will help everyone to stay current on diversity issues, policies and challenges.

VIII. Community Relations

1. Develop community partnerships.
2. Media should reflect positives about all the diverse people in the university or DeKalb.
3. Use initiatives, events, programs, etc. to engage the community to accurately learn about different cultures and their history. We would understand each other more and fear each other less if we learn about each other. The unconscious brain is stronger than the conscious brain and we consciously embrace diversity and unconsciously fear or dislike diversity.
4. More parking spaces.
5. Free parking for campus activities for DeKalb and Sycamore guests.
6. Free visitor parking lot.
7. More transportation from Chicago to NIU – Train
8. Train stop in DeKalb.
9. DeKalb, Sycamore and other areas need university events.
10. Dual patrols with NIU and DeKalb police. Confront the racist image of DPD directly with action.
11. Police in DeKalb and sycamore should stop profiling all students who are African American and Latino.
12. NIU should sponsor a youth football team and have students from DeKalb and Sycamore on the team. The NIU team would compete against DeKalb and Sycamore teams. This will create interaction between DeKalb, Sycamore and NIU.
13. DeKalb and Sycamore should play football at NIU for new faculty/staff to support the community.
14. Visibility of business in greater community.
15. Find way to encourage local businesses to be welcoming and open to hiring students of color.
16. Celebrate diversity during a home football game.
17. Organize community and university events together to celebrate diversity.
18. Improve outreach to area high schools to recruit students of color.
19. Create more spaces like the one beside Gilbert for faculty, staff and students to gather in high traffic parts of campus.

IX. General /Other

1. Revise governing documents.
2. Break down barriers.
3. NIU Externship program where student can have experiential opportunities with NIU departments.
4. Have social events for faculty and staff too.
5. Reuse, Reform governing documents and communication outlets.

6. Provide funding for diverse initiatives and diversity centers.
7. Get diversity as a topic within units (at meetings and committees).
8. Infuse diversity into all aspects of the university, including hiring – not just diverse faculty/staff but what they research, teach and value – recruitment of students, policies, recognition, etc.
9. Show commitment to diversity by committing resources (time, money, etc.) to events, programs and persons engaged in diversity issues.
10. Need to welcome whole families to NIU, not just our employees. Employees come with husband, wives and kids and they all need a place – campus should be family friendly both culturally and structurally.
11. I really wanted to hear more from the president about his views and ideas on diversity and what his goals are about diversity.
12. Women of color on campus feel isolated but are used to fulfill double bonus of having two underrepresented groups on their committees – women and minority – then wanting them to keep quiet on committees.
13. Talk to someone from you. Meet them for drinks.
14. **What's next? Action planning without action is pointless.**
15. Move from a compliance model to a social justice and civil rights model.
16. Internet for faculty and staff information.
17. Resources and freedom to support diversity.
18. Create initiatives that promote collaborations
19. Provide human resources necessary to carry out diversity initiatives.
20. Meet again to plan and put into place concrete steps to achieve goals.
21. Re-evaluate our current structure, especially the cultural centers.
22. Be Nice!

***Coming together is a beginning,
Keeping together is progress,
Working together is success.***

- Henry Ford

REPORT OF THE TRUSTEE AD HOC COMMITTEE
ON DIVERSITY

September 2013

 **PRINCETON UNIVERSITY**

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Supplemental materials, including a literature review and a catalog of best practices relating to diversity and inclusion, are available online at: www.princeton.edu/reports/2013/diversity.

A. The Charge to the Committee

In January 2012, President Shirley M. Tilghman created the Trustee Ad Hoc Committee on Diversity with the goal of identifying ways to make Princeton University a more diverse and inclusive community. Co-chaired by Brent Henry '69, vice-chair of the Board of Trustees, and Deborah Prentice, the Alexander Stewart 1886 Professor of Psychology and Public Affairs and chair of the Department of Psychology, the Committee encompassed a variety of backgrounds and perspectives and included eight trustees, two academic deans, five additional faculty members, two graduate students, and two senior administrators (see Appendix I for a full list of members).

In her charge, President Tilghman asked the Committee to consider two broad sets of questions:

- (1) In what ways does a richly diverse community enhance learning, scholarship, civic leadership, and service? To what degree do diverse perspectives and experiences currently affect the quality of education and experience at Princeton, and how can this be improved?
- (2) How can Princeton do a better job of attracting and retaining talented individuals from populations that have historically been underrepresented in academia and at Princeton, including women and people of color? While there are numerous initiatives under way to increase and enhance diversity in all the populations within the University, given the particular challenges we have encountered in attracting and retaining a diverse faculty, graduate student body, and senior administrators, what are Princeton's successes, opportunities, and challenges in these categories?

To address these questions, the Committee conducted Princeton's first comprehensive review of diversity across multiple campus populations. Previous efforts had been primarily population-specific, focusing on changing the demographics of the undergraduate student body or improving the campus experience for various constituencies. This time, the Committee took a broad-based approach. It engaged more than 2,500 members of the University community through four surveys and 20 focus groups; convened an academic conference and commissioned a literature review; and amassed a wealth of Princeton, peer, and national data. In addition to exploring well-documented demographic categories such as gender, race/ethnicity, and citizenship, the Committee made a concerted effort to solicit perspectives from the lesbian, gay, bisexual, and transgender (LGBT), international, religious, and disability communities.

The Committee's work was presented to and approved by the Board of Trustees in April 2013 before being made publicly available in the form of this report.

B. Where We Stand Today

Princeton aspires to be a truly diverse community in which individuals of every gender, race, ethnicity, religion, sexual orientation, and socioeconomic status can flourish equally; in which all parts of society are both well represented and well supported. The University's primary policy document, *Rights, Rules, Responsibilities*, commits Princeton to "actively seek students, faculty, and staff of exceptional ability and promise who share in our commitment to excellence in teaching and scholarship, and who will bring a diversity of viewpoints and cultures." It goes on to underscore the critical link between heterogeneity of thought and experience on the one hand and the pursuit of excellence, both inside and outside the classroom, on the other. "By incorporating a broad range of human experiences and a rich variety of human perspectives, we enlarge our capacity for learning, enrich the quality and texture of campus life, and better prepare for life and leadership in a pluralistic society."

Beginning with the presidency of Robert F. Goheen (1957-1972), Princeton has made significant progress in transforming an institution established in 1746 to educate white males into one that welcomes people of every race, creed, nationality, and walk of life. The introduction of coeducation and the recruitment of African American students, starting in the 1960s, represent early efforts to increase undergraduate diversity. That diversity expanded with Hispanic, Asian American and Native American students beginning in the 1970s. More recently, bold expansions of the University's financial aid program have increased the presence of low- and moderate-income and international undergraduates. Today, the undergraduate population is all but evenly divided between men and women; the number of first-generation college students is on the rise; and the Class of 2016 — 42 percent of which is composed of students of color — is the most diverse in Princeton's history.

Other efforts have sought to improve the experience and promote the equitable treatment of particular constituencies, with an emphasis on campus culture and the curriculum. Under President Tilghman and her predecessor, Harold T. Shapiro (1988-2001), these efforts included such initiatives as the establishment of the Center for African American Studies and the Program in Latino Studies; the creation of the LGBT Center, the Davis International Center, the Office of Disability Services, and the Ombuds Office; the construction

of the Center for Jewish Life and the appointment of Muslim and Hindu chaplains; and the creation of several diversity- and equity-focused positions in key administrative offices. These include the appointment in 2004 of Princeton's first associate provost for institutional equity (now vice provost for institutional equity and diversity) and the appointment, in 2007, of an associate dean for academic affairs and diversity in the Graduate School. Two other important initiatives are discussed elsewhere in this report: the Program for Diversity and Graduate Recruitment in the Department of Molecular Biology, which has focused on increasing diversity among the graduate student population in the life sciences, and the Target of Opportunity Committee, which has worked for more than a decade to diversify the faculty.

These initiatives have enriched campus culture but have had limited effect on the presence of women and racial/ethnic minorities in the graduate student, postdoctoral, faculty, and senior administrative ranks. Here, as **Figure 1** suggests, progress has been uneven and, in the case of black and Hispanic individuals, disturbingly slow.

At Princeton today, as at other selective colleges and universities, people of color are generally more strongly represented among undergraduates than among graduate students, postdoctoral fellows, faculty, and senior administrators, though black and Hispanic individuals are underrepresented in all university populations relative to their national numbers. Thus, as **Figure 2** demonstrates, while 13 percent of the general populace is black, just 3 percent of doctoral students and 1 percent of postdoctoral fellows at Princeton identify in this way. Similarly, while 16 percent of Americans are of Hispanic ethnicity — the country's fastest growing demographic — they represent only 2 percent of full professors and senior administrators.

Gender disparities are also apparent in most populations, with the exceptions of the undergraduate student body and senior administrators. **Figure 3** presents a spectrum ranging from near gender parity among undergraduates and staff to a dramatic gender imbalance between male and female full professors, where long tenure slows the rate of change.

Implicit in both Figures 2 and 3 are the distinct ways in which different demographics flow through the so-called academic pipeline, which stretches from undergraduate

Figure 1:

Race and Ethnicity Demographic Trends, 1980 → 2010

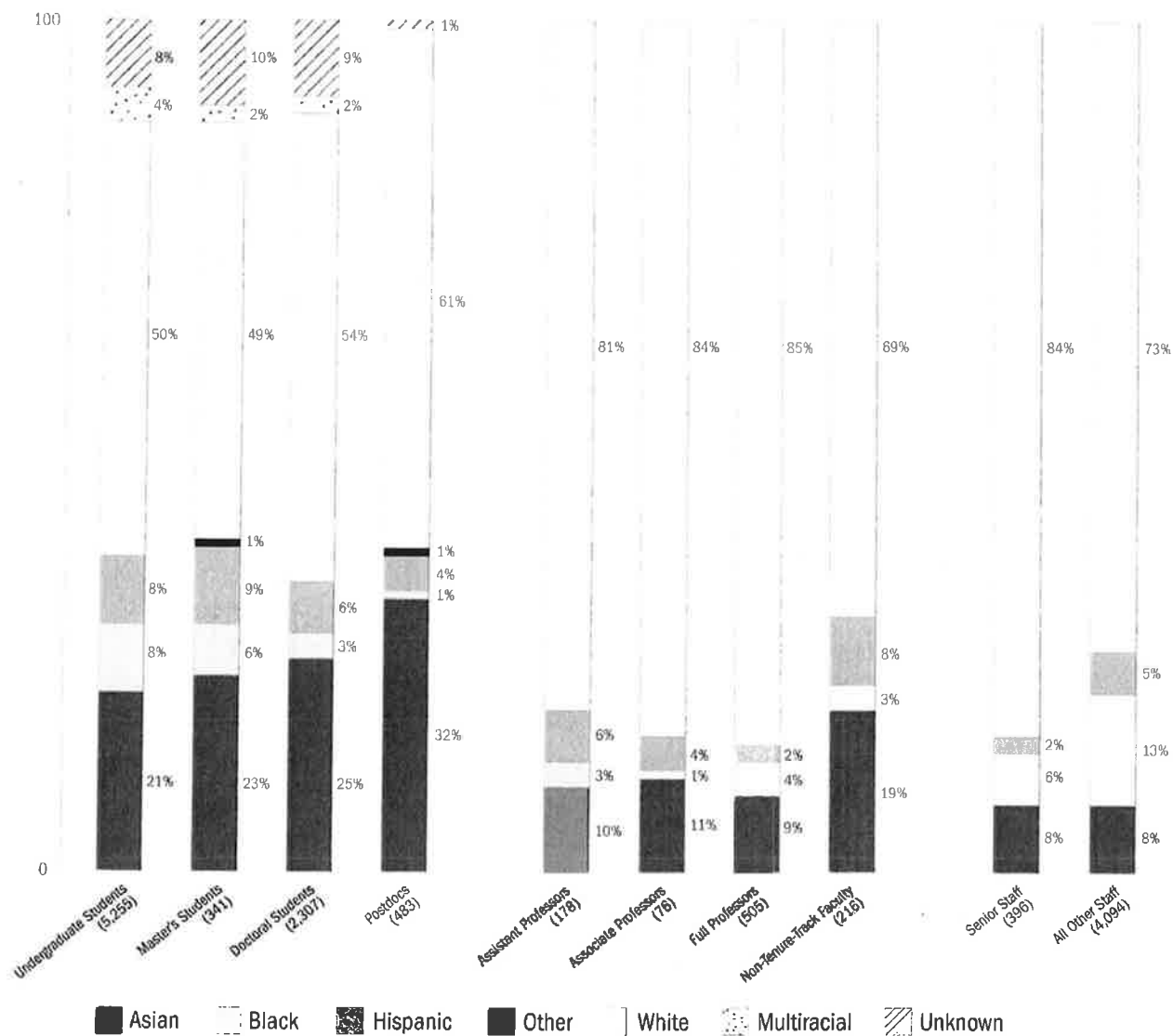
Population 1980 → 2010	Doctoral Students	Postdocs	Assistant Professors	Associate and Full Professors	Senior Staff
Asian	11% → 24% +13	20% → 28% +8	4% → 10% +6	4% → 9% +5	0% → 8% +8
Black	2% → 3% +1	0% → 2% +2	2% → 2% 0	1% → 4% +3	4% → 6% +2
Hispanic	3% → 5% +2	0% → 5% +5	3% → 5% +2	1% → 2% +1	0% → 1% +1
White	83% → 53% -30	80% → 65% -15	92% → 82% -10	94% → 85% -9	96% → 85% -11
Other/ Unknown	0% → 15% +15	0% → 0% 0	0% → 0% 0	0% → 0% 0	0% → 0% 0

Gender Demographic Trends, 1980 → 2010

Population 1980 → 2010	Doctoral Students	Postdocs	Assistant Professors	Associate and Full Professors	Senior Staff
Men	69% → 63%	82% → 70%	80% → 62%	97% → 78%	88% → 50%
Women	31% → 37%	18% → 30%	20% → 38%	3% → 22%	12% → 50%

Notes for Figure 1: “Senior Staff” includes (i) non-faculty administrators at grades 8-11 and (ii) information technology professionals at grades 4 and 5. “Other/Unknown” includes Native American, Native Hawaiian/Pacific Islander, multiracial, and those who chose not to disclose their race/ethnicity. Because of differences in federal reporting requirements, doctoral students have the option to choose “Other” or not to disclose. This option was added beginning in 2005. Because of new federal guidelines concerning the collection and reporting of race and ethnicity, which Princeton adopted in 2009-10, exact comparisons to previous years are not possible. Percentages may not add up to 100% due to rounding.

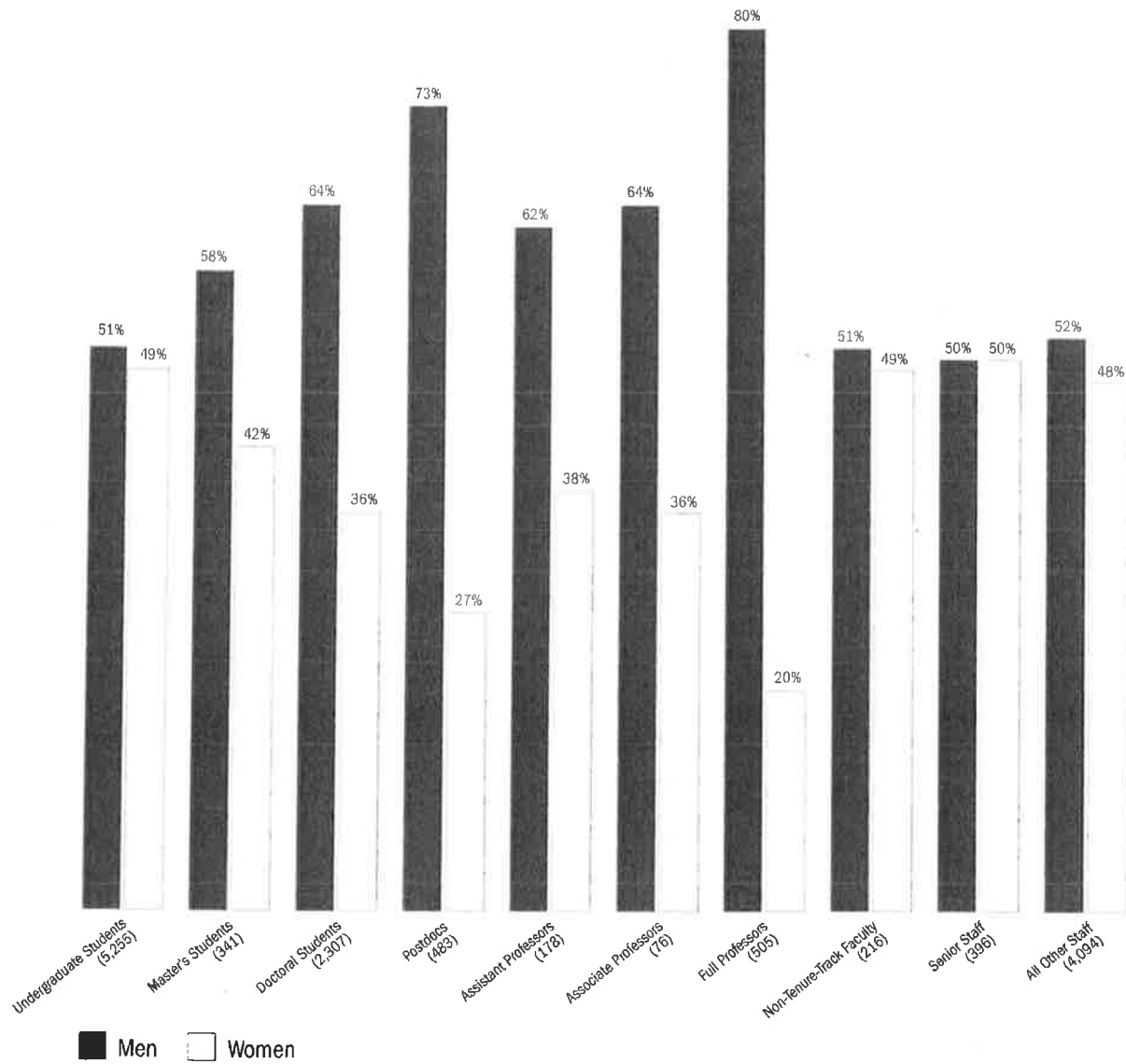
Figure 2:
Race/Ethnicity of Princeton Campus Populations (2012)



Notes for Figure 2: Numbers in parentheses on the X-axis represent the total number of individuals in each population. Opening enrollment data for undergraduate and graduate students is for academic year 2012-13. Data for all other populations is from December 2012. “Other” includes Native American, Native Hawaiian/Pacific Islander, and undisclosed. “Unknown” accounts for those who did not specify race or ethnicity. “Non-Tenure-Track Faculty” includes instructors, lecturers, and senior lecturers. “Senior Staff” includes (i) non-faculty administrators at grades 8-11 and (ii) information technology professionals at grades 4 and 5. “All Other Staff” includes all benefits-eligible non-faculty employees and grade levels across campus (e.g., administrators, librarians, professional researchers, postdocs, clerical and support staff, technical professionals, and service workers). Percentages may not add up to 100% due to rounding.



Figure 3:
Gender of Princeton Campus Populations (2012)



Notes for Figure 3: Numbers in parentheses on the X-axis represent the total number of individuals in each population. Opening enrollment data for undergraduate and graduate students is for academic year 2012-13. Data for all other populations is from December 2012. “Non-Tenure-Track Faculty” includes instructors, lecturers, and senior lecturers. “Senior Staff” includes (i) non-faculty administrators at grades 8-11 and (ii) information technology professionals at grades 4 and 5. “All Other Staff” includes all benefits-eligible non-faculty employees and grade levels across campus (e.g., administrators, librarians, professional researchers, postdocs, clerical and support staff, technical professionals, and service workers).

students to senior professors. The representation of white Americans increases 75 percent through the length of the pipeline, whereas that of African Americans, Hispanics, and Asian Americans declines by roughly 50 to 65 percent. (The percentage of Native Americans and Native Hawaiian/Pacific Islanders remains very small at all levels.) A similar pattern manifests itself among men and women, with the latter falling from roughly half the undergraduate population to 37 percent of doctoral students, to around a fifth of full professors.

In contrast to the decline in the number of women and people of color in the faculty pipeline, there has been an increase in the representation of international (non-citizen) individuals, who contribute substantially to the diversity of the campus. Compared to 11 percent of Princeton's undergraduates, 37 percent of its graduate students and 56 percent of its postdoctoral fellows come from international backgrounds. Most international faculty eventually adopt American citizenship, but survey data suggests roughly 50 percent of Princeton's faculty are foreign-born.

Many explanations are offered for gender- and race/ethnicity-based disparities in the academic pipeline, including some that Princeton cannot by itself address. For example, the candidate pools for doctoral programs are shaped by the qualifications and choices of undergraduate students, which, in turn, are shaped by inequities in K-12 educational systems and other factors beyond the University's control. This said, a significant factor in the relative diversity of Princeton's undergraduate student body is a unitary undergraduate admission process, which lends itself to accomplishing the goal of creating a broadly diverse class.

In contrast, the relative homogeneity of Princeton's other populations arises out of the decentralized nature of graduate, postdoctoral, faculty, and staff recruitment. Comprehensive and consistent strategies designed to promote diversity are harder to implement when authority is devolved among scores of academic and administrative units. One outcome of decentralized selection processes is that graduate students, postdocs,

and faculty members tend to be selected from a relatively small group of institutions. At each stage of the faculty pipeline, the selection becomes more exclusive as the proportion of individuals from an elite group of "feeder" schools increases. As of academic year 2011-12, 49 percent of tenured/tenure-track faculty had Ph.D.s from six institutions: Princeton, Harvard, Stanford, UC Berkeley, Yale, and MIT.

There are, of course, sound reasons for the devolution of admissions and recruitment authority. The demographics within each academic discipline vary dramatically, and departmental leaders are the best judges of their priorities and needs. However, this eclecticism has made it very difficult to set or execute University-wide goals. Thus Princeton's lack of progress in diversifying the ranks of its graduate students, postdoctoral fellows, faculty, and senior administrators has been largely unaddressed, and departmental leaders have not been — and indeed could not be — held responsible for the diversification of their units.

It is important to note, however, that some departments have achieved meaningful results when they have taken a comprehensive and goal-directed approach in their pursuit of diversity. An outstanding example is the Department of Molecular Biology's Program for Diversity and Graduate Recruitment, established in 2007. Thanks to the department's efforts, the percentage of African American, Hispanic, and Native American doctoral students in each entering molecular biology class increased from just 3 percent in 2003-07 to 23 percent in 2008-13, which is well above the national percentage for college biology majors, and the students have received numerous fellowships and awards. This initiative was launched in response to requirements imposed by the National Institutes of Health — an example of increasingly common federal diversity mandates, which are only likely to intensify in coming years. The success of programs such as this demonstrates that it is possible to effect significant change, provided departments have strong leadership, effective tools, adequate resources, and an incentive to challenge the status quo.

C. The Case for Greater Diversity

Diversity is not an end in itself but, rather, a precondition for academic excellence, institutional relevance, and national vitality. Engagement with this issue is central, not tangential, to Princeton's mission and to the maintenance of its leadership position in higher education. There are three broad rationales for fostering diversity on this and other campuses.

To begin with, ours is an increasingly pluralistic society, and, simply put, Princeton and its peers do not come close to looking like America today. Indeed, according to the most recent census data, the United States is projected to become a racially majority-minority nation within the next three decades, which means that more than half the population will come from minority groups. Because the majority of infants born in this country are already racial/ethnic minorities, the pool of potential college students will become majority-minority in less than 20 years. As President Tilghman has pointed out, "All of this has profound social implications, and it demands an educational response that will prepare the rising generation of Americans for a new reality. The glue that will hold tomorrow's America together is empathy — a capacity to identify with the concerns and aspirations of others. And empathy can only be acquired through shared experience," which colleges and universities are uniquely equipped to offer. Cultural sensitivity and adaptability are also vital traits in a globalized society, and those exposed to cosmopolitan environments in their formative years will have an innate advantage in the international marketplace of ideas and products.

In fact, Princeton's very legitimacy, like that of the future leaders it is educating, demands that its campus be broadly representative of the nation as a whole. To the extent that people of color and women continue to be seriously underrepresented in its own populations, the University runs the risk of becoming a place whose

relevance is diminished and whose graduates are ill-equipped to exercise leadership in contexts where the backgrounds and perspectives of the public increasingly differ from their own. Only when Princeton and its peers encompass the talents of all qualified Americans can it be said, to paraphrase President William G. Bowen (1972-1988), that these institutions have completed their progress from "bastions of privilege" to "engines of opportunity." To serve a diverse nation, Princeton must itself embrace diversity.

National purpose lies at the heart of the second argument in favor of diversity. If equality of opportunity is the bedrock on which the United States was built, diversity is the litmus test of whether this equality is being truly achieved. The underrepresentation of some Americans at many colleges and universities constricts the pool from which future leaders in all fields will arise. And unless the United States cultivates the talents of its entire population, including those who have historically lacked the advantages of higher education, its prosperity and security will be challenged by nations that educate and mobilize a greater proportion of their citizens.

Last but by no means least, a heterogeneous and inclusive campus is inherently more stimulating — intellectually, creatively, and socially — than a homogenous and exclusive one. The wider the range of views in play, the more likely students, faculty, and staff are to reconsider long-held convictions, to engage in robust debate, and to break new ground. A diverse campus presents a constant challenge to approach oneself and others with an open mind, which is what higher education is all about. The interdependence of diversity and excellence has been documented in numerous studies, including many reviewed by the Committee. This research is summarized in a literature review included in the online materials.

D. Toward a More Inclusive Future

In the face of insufficient progress and with compelling reasons to move forward, the Committee believes that Princeton must renew its commitment to diversity with a sense of urgency. At its current pace, the diversification of the University's graduate, postdoctoral, faculty, and senior administrative populations will continue to fall behind the demographic shifts that are reshaping the United States. Princeton must not let this happen. It needs to make substantive changes to its culture and structure if it hopes to remain a great American and global university, where the most gifted and promising individuals from every segment of society feel welcome and thrive. To this end, the Committee has proposed a comprehensive plan that reaffirms the critical importance of diversity and inclusion and describes how these core values can, in time, be fully actualized.

In her charge, President Tilghman challenged the Committee to develop bold strategies with sustained impact. Based on a thorough assessment of scholarly research and best practices on this and other campuses, the Committee concluded that there is no "silver bullet." It further believes that it would be counterproductive to invest in "showpiece" projects that are not supported by systemic changes. Accordingly, the plan set forth by

the Committee in this report includes a comprehensive suite of recommendations designed to embed diversity in the behaviors and practices of the entire institution, with particular focus on graduate students, postdoctoral fellows, faculty, and senior administrators. A summary of these recommendations is included at the conclusion of each section of this report; a comprehensive list of recommendations is given in Appendix II. The Committee's plan demands strong leadership from senior administrative and academic leaders, and it depends on their willingness to hold themselves and others accountable. It also calls for rigorous goal-setting, training, analysis, and a commitment to constantly assess achievements, refresh strategies, and press forward with innovations.

If Princeton ambitiously and assiduously pursues this plan in a spirit of continuous improvement and shared accountability, it will, in a decade, be a substantially stronger University. Princeton could also serve as a model and as a leader by demonstrating the dynamism and heterogeneity of its campus and the effectiveness of its diversity and inclusion practices.

E. University-Wide Recommendations

Statement on Diversity and Inclusion

If Princeton is to be truly heterogeneous, it must publicly articulate why this is fundamental to its understanding of itself and to its future. The University must also commit itself to crafting and implementing policies that will allow a diverse community to flourish. To this end, the Committee has drafted a Statement on Diversity and Inclusion (see Appendix III) designed to place “a policy of diversity and inclusion at the core of our educational mission and commit ourselves to the actions required to achieve it.” The statement declares in part that “only by including people with a broad range of experiences and perspectives are we able to realize our potential — to expand our capacity for teaching and learning, to increase opportunities for innovative research, and to equip students for lives of service and leadership in an increasingly pluralistic society.” In addition to this articulation of core values, the statement describes how and why Princeton’s culture and unique characteristics are strengthened by its diversity.

The Committee recommends approval of this statement by Princeton’s Board of Trustees and other governing bodies and that it be adapted for and incorporated into official University policy.

Supporting an Inclusive Campus Culture

In order for Princeton to reap the benefits of heterogeneity and address the under-representation of certain populations on its campus, individuals from diverse backgrounds must not only come to Princeton, but they must also thrive, choose to remain, and encourage others like them to follow in their footsteps. In an insufficiently diverse community, these individuals lack role models; are more likely to feel isolated, invisible, or unwelcome; and may feel burdened by the responsibility to “represent” or “speak for” their respective populations.

Although this report focuses primarily on diversity in terms of gender and race/ethnicity, there are many other forms of identity that shape how students, faculty, and staff experience the University. Religion, sexual orientation, gender identity, disability, age, citizenship, and life experience are among the factors that may shape an individual’s worldview or result in stigma or bias. There are also individuals who are members of multiple minority groups. Since we cannot know what identity-based characteristics or life experiences are important

to any given individual, it behooves the University to construct the most inclusive and supportive environment possible. In this regard, Princeton has made uneven progress in reducing barriers to full inclusion, and some services are less integrated and comprehensive than others.

As part of its efforts to foster an inclusive campus environment, Princeton must confront the phenomenon of unconscious bias — culturally based attitudes and split-second judgments that influence our perception of others. Although the Committee found no evidence of intentionally discriminatory practice or treatment, research strongly indicates that implicit and unintentional biases shape decisions about recruitment, merit, and retention, creating a pattern by which leaders self-replicate in hiring and selection, mentor inequitably, or pay disproportionate attention to arbitrary perceptions of “fit.” Although unconscious bias is a consequence of basic psychological processes and therefore cannot easily be eliminated, it can be mitigated through training and procedural adjustments.

Princeton’s ultimate goal should be a diverse community supported and informed by many mutually reinforcing elements, including curricular and co-curricular opportunities, as well as informal interactions, that spark discussion, build scholarly networks, and introduce the entire campus to rigorous but civil discussions of diversity-related issues. Here interdisciplinary academic programs that focus on specific populations, such as the Center for African American Studies or the Program in Gender and Sexuality Studies, have a leading role to play. Other critical elements include:

- Articulation of diversity as a core value by campus leaders;
- High quality affinity-based support networks;
- Strong mechanisms to address bias, harassment, and discrimination;
- Forums for — and a common language to promote — open dialogue;
- Development of cultural competencies that support connections between individuals from different backgrounds;
- Fostering inclusion and decreasing perceptions of isolation.

The Committee recommends that Princeton nurture an inclusive campus culture by conducting regular surveys and focus groups designed to capture a diversity of voices; assess and address the state of services to identity-based populations; and offer training to ensure that all academic and administrative leaders are familiar with the concept of unconscious bias.

Communicating Princeton's Cultural Vibrancy

In focus groups and interviews, the Committee regularly heard that Princeton's reputation does not match its reality. Faculty report that visiting candidates for professorial positions are often pleasantly surprised that the University and surrounding community do not match their negative stereotypes of Princeton as a homogeneous and "stuffy" environment. While much remains to be done before Princeton can be said to mirror America, the University is far more diverse than many who are unfamiliar with its campus and culture believe.

The Committee recommends that Princeton assess how reputational factors may be inhibiting its attempts to become a truly diverse community and that it use this knowledge to shape its communications strategy and inform its recruiting efforts.

Strategic Diversity Planning in Academic Departments

Princeton's aspiration to be a more diverse and inclusive University cannot be realized without the active participation of all academic departments. The opportunities and obstacles each department faces in its efforts to diversify depend, in part, on discipline-specific pipelines that have, as previously noted, yielded increasingly homogeneous pools of qualified candidates as one progresses from undergraduate to tenured professor.

Academic departments both depend on and contribute to these disciplinary pipelines through their graduate admission and faculty appointment and promotion decisions. The availability of graduate and faculty openings, the scholarly agenda of the department, and the dynamics within academic sub-fields all factor into departmental decision-making. To further complicate this picture, stages of the academic pipeline function differently across disciplines, including the role and duration of postdoctoral fellowships. Thus, unless departments take the lead in fostering diversity, it is

virtually impossible to make substantial institutional progress.

In order to accommodate the complex and varying dynamics that exist at the departmental level, the Committee proposes that each department craft a multi-year strategic diversity plan tailored to its particular goals and challenges, to be jointly developed with the offices of the Provost, Dean of the Faculty, and Graduate School. In this collaborative enterprise, each party would have discrete, as well as shared, responsibilities. For example, departments would be required to identify specific representational weaknesses and opportunities; central administrative units would provide critical data, incentives, and guidance; and both would share accountability and oversight.

Strategic diversity planning, which has been successfully tested at Princeton, peer institutions, and major corporations, would constitute a major evolution in how the University's central administration and departments interact around this issue. The latter would have the autonomy to define their most relevant challenges based on their own contexts, but they would be expected to set goals and would be held accountable for the fulfillment of these objectives. Every department values diversity in theory; the central administration must help each to fully realize it in practice.

Accountability is key, with an insistence at all levels of the University that strategic diversity plans be energetically pursued. Success should be measured by the degree and efficacy of progress and effort, rather than through the achievement of specific demographic outcomes or quotas. This is based on an assumption that, over time, tangible results will correlate with effort. It will take time to pilot and evaluate new initiatives, and risk-taking should be rewarded rather than penalized. Ultimately, however, leaders and departments should expect an increasing level of scrutiny with an accelerating emphasis on positive outcomes within five years.

Given their pivotal role in fostering diversity among all populations in the academic pipeline, the selection of departmental chairs should include consideration of their aspirations and record in this sphere. Accountability can also be enhanced through incentives for success and negative consequences for long-term lack of engagement. The president, provost and deans should oversee progress and be prepared to reward action and address lack of commitment. When faculty searches or new doctoral

student slots are authorized, for example, consideration of a department's commitment to strategic diversity planning should be a factor in the approval process.

Finally, the strategic diversity planning model will require financial and human investments. New resources should include dedicated staff as needed, databases, tracking systems, training, feedback mechanisms, case studies, templates, and seed funds to encourage new departmental efforts.

The Committee recommends adopting a strategic diversity planning model for academic departments that includes universal participation; a phased-in program, piloted over three years; shared responsibility on the part of departments and central administrative units; strong accountability mechanisms; written, multi-year departmental plans designed to identify opportunities, set goals, facilitate action, and measure progress; and adequate central resources, including dedicated staff support, to sustain this effort.

Oversight and Measurement

To build and maintain a diverse community demands sustained energy and a continuous improvement cycle of monitoring, adjustment, and renewal. Since Princeton currently has no mechanism to oversee diversity-related activity and progress across campus populations, it should put in place new governance structures, beginning with a high-level standing committee of faculty and administrators, to be called the Standing Committee on Diversity. This committee will monitor the development of strategic diversity plans and metrics, engage in faculty-to-faculty outreach, advise departments about accessing training and other resources, and serve as a link between them and the central administration with respect to funding issues. To ensure that senior administrators meet their commitments to advancing diversity, trustee oversight should also be instituted, including the provision of an annual report to document the University's progress.

Measuring this progress requires a pattern of consistent and comprehensive data collection, analysis, and use — something Princeton has not done in a comprehensive

manner. In the course of its work, the Committee collected data on many aspects of representation and campus experience among graduate students, postdoctoral fellows, faculty, and senior administrators, as well as contextual information regarding undergraduates and other employees. These data should be used as a baseline for future analysis and measurement for the University as a whole, each academic division, and individual departments. This will require both greater capacity on the part of participating offices and greater coordination among offices.

The Committee recommends the establishment of a Standing Committee on Diversity, composed of faculty and administrators, to facilitate the strategic diversity planning process, as well as the creation of a permanent trustee oversight mechanism. It further recommends the University develop the metrics, benchmarks, and data processes that will allow it to gauge its success in forging a more diverse community.

External Funding in Support of Diversity-Related Efforts

In order to create incentives for the development of diverse student bodies, faculties, and workforces, the federal government and independent foundations are generously funding initiatives that enhance the training and success of underrepresented individuals. Many grant-making programs at the National Institutes of Health, the National Academies of Science, the National Science Foundation, and the National Endowment for the Humanities support recruitment and retention of specific populations within academic disciplines. Foundations that support diversity-related programs for students and scholars include the Mellon Foundation, the Spencer Foundation, and the Woodrow Wilson Foundation. To date, the University has not pursued such funding opportunities in a systematic fashion.

The Committee recommends that Princeton, working through the Office of the Dean for Research, develop a proactive strategy to seek grant funding for its diversity-related activities.

F. Population-Specific Recommendations

Graduate Students

Princeton's graduate student body, composed mostly of doctoral students, with a small cohort of terminal master's students, arguably offers the most important opportunity for intervention. Without increased diversity in this population, there will be no pool from which to eventually draw a more representative group of postdoctoral fellows and faculty. Indeed, it is hard to imagine a promising strategic diversity plan that does not emphasize graduate students.

University data show that Princeton admits and enrolls all graduate students, regardless of race/ethnicity or gender, at the same rate. The biggest challenge Princeton faces, therefore, is the small proportion of underrepresented students in its applicant pools. The University must be much more aggressive in increasing the caliber and breadth of these pools, which means intervening well before candidates are ready to submit their applications. Targeted interventions at the undergraduate level can take a variety of forms:

- Personalized faculty outreach to promising undergraduates at Princeton and elsewhere to encourage them to consider academic careers;
- Bringing gifted underrepresented undergraduates to campus for site visits and academic preparation during the summer. Such academic enrichment activities are particularly important for American students, who are less likely than international candidates to have studied in focused, research-intensive undergraduate programs;
- Building networks between Princeton faculty and faculty at leading minority-serving institutions, women's colleges, and other institutions with large pools of prospective students who are currently underrepresented here;
- Providing undergraduates with information regarding the financial viability of a doctoral education, which is funded by the University.

Even if undergraduates who participate in Princeton-sponsored programs choose to attend other institutions, the University will be contributing to the pool of qualified candidates nationally and will be demonstrating its commitment to diversity.

Pool-building must be accompanied by energetic recruitment strategies. These include:

- Identifying and tracking students before, during, and after the admission cycle, including those who are admitted to Princeton as undergraduates or graduate students but do not enroll;
- Inviting prospective students to campus in order to interact with faculty and current students;
- Offering application fee waivers;
- Sending faculty and staff to recruiting events organized by discipline or population, such as the Annual Biomedical Research Conference for Minority Students.

Faculty have a natural inclination to select students who have worked with colleagues or graduated from programs that they know well; one-quarter of Princeton's doctoral students received their undergraduate education at only 12 institutions. Recruitment efforts must overcome this tendency and introduce the widest possible range of exceptional students to the faculty who will ultimately select them.

Once a candidate has applied, it is a best practice to use a holistic applicant review process that considers the factors most correlated with doctoral attainment — research experience, creativity, and persistence — and places less reliance on grades and standardized test scores, which are not the strongest predictors of student success. Holistic applicant review requires that faculty and the Graduate School as a whole be sensitive to the phenomenon of unconscious bias, read applications carefully and with an open mind, and, in some cases, reconsider their assumptions about how merit and promise are best assessed.

Finally, it is critical that enrolled students thrive in their course of study. As previously noted, many American students lack intensive research training, which means that programs such as “boot camp” summer experiences for newly enrolled students, mentoring groups, and other forms of professional development can help close gaps in preparation. The development of a formal tracking system to allow departments to follow promising students and early-career scholars throughout the academic pipeline would complement and amplify the informal faculty-student contacts that now exist, lessening the possibility of students falling through the cracks.

Note: A catalog of best practices for supporting graduate student diversity is included in the online materials.

The Committee recommends that increasing the diversity of graduate students be a priority in departmental strategic diversity plans; that departments improve the identification, recruitment, admission, enrollment, and tracking of well-qualified applicants from underrepresented groups; that departments support the transition of these individuals from undergraduate to graduate education and increase the likelihood of their success through skill-building and mentoring. The Committee also recommends that the University support such initiatives with seed funding and that it assist departments in adopting a holistic application review process.

Postdoctoral Fellows

In many fields of study, the postdoctoral fellowship is an important but neglected part of the academic pipeline. This is especially true of recently minted Ph.D.s in the sciences and engineering, who frequently spend two to five years pursuing intellectual autonomy and developing a distinct research agenda. In the humanities and social sciences, postdoctoral positions are increasingly common and highly prized. Postdocs may be hired either by individual faculty members to work on specific research projects or through academic programs that seek to develop a cohort of early-career researchers. They need strong guidance, annual reviews of their progress, and mentoring to develop the skills and experiences required to succeed in the professoriate and elsewhere.

Although Princeton's postdoctoral population has grown substantially in recent decades, the University's support has not kept pace. This is especially unfortunate as the postdoctoral fellowship is a particularly "leaky" stage of the academic pipeline. During these years, large numbers of scholars leave the academy due to self-doubt about their capacity for innovative scholarship, limited job prospects, concerns about financial security, and family considerations. These issues result in disproportionate attrition among African Americans, Hispanics, and Native Americans, as well as women in scientific and engineering fields. Moreover, due to the highly decentralized recruitment and selection of postdocs, individual faculty and departments are not sufficiently aware of opportunities to diversify this population.

One strategy in this regard is to broaden the focus of postdocs to include not only research, the primary activity of most, but also teaching, thereby increasing the possibility of intellectual and demographic diversity. Another approach, in which there is significant faculty interest, involves launching or expanding University-funded honorific programs to identify outstanding postdoctoral candidates with the potential to diversify the junior faculty pipeline, particularly in the sciences and engineering. Princeton's Society of Fellows in the Liberal Arts is an example of such a program, bringing an exemplary cohort of humanities scholars to the campus for three-year fellowships. A number of these scholars have been recruited to the faculty. Successful models also exist at other institutions, such as the University of Pennsylvania's Postdoctoral Fellowships for Academic Diversity, which provides three years of support for a postdoctoral experience in any field, or in the form of multi-institution consortia, such as the University of California's President's Postdoctoral Fellowship Program, which funds approximately two dozen recent doctoral recipients to spend a year at one of the system's campuses.

While honorific postdoctoral fellowships are themselves a significant recruitment tool, Princeton must broaden its outreach efforts if it hopes to attract a diverse population of postdocs. Strategies include:

- Creating campus visitation programs for advanced doctoral students underrepresented in Princeton's postdoctoral population;
- Increasing faculty participation in recruiting at conferences and other events;
- Developing tracking systems for promising underrepresented postdocs;
- Helping individual faculty members conduct effective searches and build diverse candidate pools when hiring postdocs.

Once they are recruited, Princeton must strengthen basic services for postdocs. At present, they receive limited central institutional guidance regarding access to University services and benefits, such as housing and childcare, and little support in integrating into the community. The Committee heard in its focus groups that this problem is especially acute for international postdocs, who sometimes struggle to adapt both to Princeton and to the United States. In order to prepare for faculty careers, postdocs also need the same kind

of professional development and mentoring that help graduate students make a similar transition.

Note: A catalog of best practices for supporting postdoc diversity is included in the online materials.

The Committee recommends increasing the diversity of Princeton's postdoctoral population through honorific postdoctoral fellowship programs and expanded recruitment activities, for which seed funding should be made available. It also recommends that the Office of the Dean of the Faculty strengthen the academic and non-academic support available to postdocs, increasing the likelihood of their persistence and success, as well as their overall integration into University life.

Faculty

The composition of Princeton's faculty depends on the successful retention of diverse populations through earlier stages in the academic pipeline. In almost every field, both at Princeton and nationally, there is significant erosion in the proportion of people of color and female candidates who emerge from the pipeline into tenure-track faculty positions. Reasons include discrepancies in academic preparation, family pressures, unconscious bias and discrimination, financial considerations, and insufficient mentoring. The very slow turnover of tenured faculty — and therefore limited opportunities to bring about change — reinforces these patterns.

For tenure-track faculty, successful diversification is driven by the caliber and breadth of the applicant pool. Many of the same obstacles found in graduate student and postdoc recruitment also apply here, including a lack of mechanisms to track promising scholars and an over-reliance on personal recruiting networks. For faculty candidates who are considering relocation to Princeton, successful recruitment may also be inhibited by misperceptions about Princeton's culture and a fear of isolation. Enhancements to the recruitment process should be incorporated into departmental strategic diversity plans and could include:

- Creation of discipline-based "watch lists" and tracking systems for promising early-career scholars, including those the University does not hire;
- Additional attention to visits by job candidates and their families in order to guarantee they will receive an accurate understanding of the campus and community;

- Development of an online toolkit of best practices for faculty searches;

- Peer-to-peer training of faculty on unconscious bias.

Many underrepresented early-career scholars receive multiple job offers. Creative use of postdoctoral appointments to support these scholars prior to the start of the tenure clock has been an effective way for Princeton to attract potential stars and launch them successfully. In recent years, several departments have successfully used this strategy, which should be made more widely known.

While departments play the primary role in recruiting and retaining faculty of every rank, the Office of the Dean of the Faculty supports this work at all stages and has spearheaded important adjustments in recent years. A key initiative is the Target of Opportunity Committee, which has existed since 2001. This committee provides incentives to departments to identify potential faculty who will diversify the campus in intellectual or demographic terms. Although the committee is generously funded, it is an underutilized resource that would benefit from additional outreach and visibility. Departments should be encouraged to apply for Target of Opportunity funds to hire a cluster of faculty within one or more related disciplines, since cluster hiring is among the most effective ways to develop institutional expertise in a particular scholarly area. In addition, academic units should develop their own Target of Opportunity committees to identify promising young scholars for review by the central committee.

In the last few years, the Office of the Dean of the Faculty has exercised greater oversight of searches by requiring prior approval of the short list of candidates to be invited for interviews. This oversight should continue and expand, with close attention paid to the development of search criteria and candidate pools, the selection and training of search chairs, and the progress of the search itself through status reviews. Departments should be encouraged to construct their search committees with an eye toward appropriate gender and racial/ethnic representation, perhaps drawing on senior colleagues in related fields. Finally, external review committees, which assess departments on a regular cycle, should be heterogeneous and asked to assess departmental success in advancing diversity.

Princeton competes aggressively around the world to recruit senior faculty and, increasingly, junior faculty as well. Competition is especially fierce to recruit faculty from demographics that are underrepresented in their disciplines. To be successful in this competition, the University must continue to address limited opportunities for faculty spousal employment and quality childcare.

For non-tenure-track faculty, recruitment challenges are intensified by a comparative lack of attention on the part of departments and the Office of the Dean of the Faculty. Although some non-tenure-track faculty are relatively transient, others are longstanding employees who serve as role models and mentors to students. It is important, therefore, that the strategic diversity planning process include attention to non-tenure-track faculty.

Once hired, the retention of faculty, especially early-career tenure-track faculty, is critical. Improved recruitment has little effect if individuals do not achieve tenure and do not continue to thrive post-tenure. In its focus groups, the Committee heard about the particular need for continued support of female associate professors to ensure that their careers did not stall when family pressures increased once tenure was achieved. Access to convenient childcare is a regular concern for faculty and is a factor in recruitment as well. When surveyed, junior faculty repeatedly expressed the desire for additional mentoring, including traditional one-to-one mentoring, as well as advocacy by departmental leaders, sponsorship for developmental opportunities, and access to expanded professional networks. An enhanced mentoring program should include training for both mentors and mentees on how to optimize the experience, incentives for faculty members to serve as mentors, and possible use of cross-departmental and emeritus faculty mentors.

Note: A catalog of best practices for supporting faculty diversity is included in the online materials.

The Committee recommends that departmental strategic diversity plans incorporate best practice-based initiatives focused on faculty identification and recruitment; that the resources of the Target of Opportunity Committee be more fully utilized and that its mission be pursued at the departmental level; and that the oversight of faculty searches by the Office of the Dean of the Faculty be strengthened. It further recommends that additional efforts be made to ensure that all faculty receive the mentoring, skills training, and quality of life support they need to succeed at Princeton.

Senior Administrators

Princeton's almost 400 senior administrators, including the president's 20-member cabinet, play a critical role in shaping the University's mission, culture, and composition. In partnership with the trustees, they set the University's direction, develop and implement institutional strategies, formulate and prioritize major ideas and initiatives, control financial and other resources, and oversee the work of some 5,000 employees. These individuals are also among Princeton's most visible role models and public representatives. If the senior administration does not include individuals with sufficiently diverse backgrounds and experiences, it will be virtually impossible for Princeton to achieve the cultural change to which it aspires.

Although Princeton's senior administrative ranks have made great progress in reaching gender parity, their racial/ethnic composition still trails both national and regional workforce availability. In contrast, the ranks of lower-level staff are much more diverse. The resulting disparity means that the University's relatively heterogeneous workforce is led by a predominantly white — and in some units, predominantly male — team of managers. Addressing this imbalance should be a high priority.

Diversifying the senior administration requires a similar strategic planning model to that proposed for academic departments (see pages 10-11). Multi-year strategic diversity plans involving assessment of data, training, goal-setting, measurement of progress, and accountability should be implemented with appropriate adjustments for a non-academic context. In order to accomplish their diversity-related goals, managers will need access to data regarding the demographic representation and perceptions of campus climate within their units, as well as the composition of their candidate pools.

The staff in Human Resources will be key partners in developing this process and providing the necessary tools and guidance, including training in such topics as unconscious bias and best practices in recruitment, retention, and leadership development. Human Resources will also need to analyze trends in workforce composition and applicant pools, hires, promotions, and terminations.

In order to provide the necessary framework for these efforts, Human Resources will require additional capacities. During the past decade, it has gradually expanded its resources for hiring through a centralized

Role Models
Cultural Change

online job postings site, assistance in writing job descriptions, support in building and vetting candidate pools, and coordination of candidate interviews. However, practices remain relatively reactive and tactical; there is a need for a new recruiting model designed to improve the quality of job descriptions, strengthen candidate pools, build professional networks, and support hiring managers. Indeed, the entire search process requires more oversight, including a structure of checkpoints and candidate reviews for critical positions similar to the one employed in faculty searches.

Human Resources also offers some tools to assist in retaining and developing highly performing staff members, including individualized coaching and a management certificate program. There is not, however, a formal structure for identifying these high performers or coordinating retention activities. A comprehensive approach to retention is needed, including more support for staff development and training, mentoring, and professional growth.

As elsewhere in the University, robust accountability mechanisms are essential if diversity is to be achieved. Responsibility for diversity-related activities and outcomes, including the implementation of strategic diversity plans, should be a consideration in the performance appraisals of all senior administrators. Ultimately, a commitment to diversity must begin at the top, and cabinet members will be asked to set expectations and assure accountability for the units they supervise. The capacity to build and lead diverse teams of employees is a leadership competency that needs to be developed, especially at the highest levels —

a competency that will make every senior administrator more successful and Princeton as a whole more vibrant. However, it is the diversification of the University's leadership itself that will signal most strongly Princeton's commitment to inclusion.

One of the most important factors for employee success is the ability to build relationships and support networks based on identity and affinity. Through Human Resources, Princeton manages a modest program of Employee Resource Groups designed to encourage employee engagement. These groups should be provided with increased operational support and resources to expand their activities and, when appropriate, to more closely coordinate their activities with student-focused support services. There may also be a role for Employee Resource Groups to play in recruiting and retaining employees.

The Committee recommends that emphasis be placed on diversifying Princeton's senior administration and that this be accomplished by adopting a strategic diversity planning model comparable to the one proposed for academic departments. The Committee also recommends that Human Resources expand its internal capacity to promote diversity, including improved recruiting, staff retention and development, and data collection and analysis. It further recommends that Employee Resource Groups be strengthened and that the ability to develop and guide diverse bodies of employees be considered a key leadership competency and fostered accordingly, especially among cabinet members.

Appendix II. The Recommendations

Statement on Diversity and Inclusion

1 Through the Trustees and other University governing bodies, approve the University Statement on Diversity and Inclusion and adapt and incorporate it into the official policies of the University.

Supporting an Inclusive Campus Culture

2.a Conduct an assessment of the coordination of and gaps in services to diverse members of the campus community.

2.b Include training on unconscious bias in the University's expectations for all academic and administrative leaders and managers.

2.c Implement a regular cycle of campus culture surveys for graduate students, postdocs, faculty members, and staff; and ensure that the information from the surveys be incorporated into institutional and departmental planning.

Communicating Princeton's Cultural Vibrancy

3 Conduct an assessment of reputational factors that may influence the University's ability to diversify and address underrepresentation, and apply this knowledge to shape its communication strategy and enhance its recruiting efforts.

Strategic Diversity Planning in Academic Departments

4 Adopt a strategic diversity planning model for academic departments that includes the following key elements:

- Participation of all academic departments
- A phased-in program, piloted over three years
- Shared responsibility between academic departments and the offices of the President, Provost, and Deans
- Written, multi-year departmental plans designed to identify opportunities to increase diversity, set activity goals, implement, and measure progress
- Consideration of the graduate student experience as a potential priority in all plans
- Maintenance of campus and peer data for measurement purposes

- Development of centralized resources (training, case studies, databases, communications tools, feedback mechanisms, tracking systems) designed to support success
- A centralized funding source sufficient to encourage successful start-up of departmental implementation.

Oversight and Measurement

5.a Create a Standing Committee on Diversity composed of faculty members and administrators to facilitate the strategic diversity planning process, including monitoring and coordinating activity; consideration of funding implications; and providing faculty-to-faculty guidance about accessing training and other resources.

5.b Provide dedicated staff support as needed to guarantee the successful implementation of the strategic diversity planning process.

5.c Establish mechanisms to ensure appropriate accountability, including rewards for positive effort and negative consequences for lack of sufficient effort. These mechanisms should include Dean and Provost-level review, coordination with the Standing Committee on Diversity, and consideration of the role of the faculty chair.

5.d Establish and regularly review a set of comprehensive metrics and comparative benchmarks for the entire University, as well as at the divisional and departmental levels, supported by a robust data collection process and infrastructure.

5.e Establish a permanent oversight mechanism for diversity outcomes at the level of the Board of Trustees, including an annual report by the administration to the Trustees.

External Funding in Support of Diversity-Related Efforts

6 With assistance from the Office of the Dean for Research, develop a strategy to seek grant funding for its diversity-related activities.

Graduate Students

7.a Support best practice-based diversity initiatives focused on strengthening the transition from undergraduate to graduate education for underrepresented students, to be conducted by departments as part of their strategic diversity plans. Efforts might include:

- Supporting faculty outreach and mentoring to undergraduates at Princeton and elsewhere in order to encourage promising students to consider academic careers
- Developing faculty relationships with institutions that educate large numbers of undergraduates underrepresented in our graduate programs
- Creating summer research programs and/or campus visitation programs for undergraduates underrepresented in our graduate programs
- Offering advice about graduate education funding
- Developing tracking systems for promising underrepresented students
- Providing seed funding for some of these initiatives.

7.b Support best practice-based diversity initiatives focused on graduate student identification, recruitment, admission, and enrollment, to be conducted by departments as part of their strategic diversity plans. Efforts might include:

- Increasing faculty participation in recruitment at conferences and other events
- Creating campus visitation programs for accepted graduate students in order to encourage their enrollment
- Developing tracking systems for promising underrepresented students, including those who are admitted to Princeton as undergraduates or graduates but do not enroll
- Offering application fee waivers
- Providing seed funding for some of these initiatives.

7.c Assist each department to adopt a holistic application review process. Efforts might include:

- Training in unconscious bias and how to mitigate its effects
- Assigning a faculty representative from the department to work with the Graduate School to guarantee holistic review of applications.

7.d Support best practice-based diversity initiatives focused on graduate student success, to be conducted by departments as part of their strategic diversity plans. Efforts might include:

- Research-intensive summer programs or other skill-building projects for newly admitted students
- Mentoring and academic support groups.

Postdoctoral Fellows

8.a Support resources for postdoc recruitment, to be conducted by departments in conjunction with their strategic diversity plans. Efforts might include:

- Creating campus visitation programs for advanced doctoral students underrepresented in our postdoc population
- Increasing faculty participation in recruiting at conferences and other events
- Developing tracking systems for promising underrepresented postdocs
- Helping individual faculty members conduct effective searches and build diverse candidate pools when they are hiring postdocs
- Providing seed funding for some of these initiatives.

8.b Establish and/or expand competitive, honorific postdoctoral fellowship program(s) to identify and attract outstanding individuals who would diversify our postdoc population.

8.c Through the Dean of the Faculty's Office, expand services to increase the persistence and success of postdocs through annual reviews, mentorship programs, training to prepare them to be faculty members, support in accessing University benefits and resources, and social integration.

Faculty

9.a Support best practice-based diversity initiatives focused on faculty identification and recruitment, to be conducted by departments in conjunction with their diversity strategic plans. These initiatives should include all types of faculty, including tenured, tenure-track, and non-tenure-track faculty. Resources might include:

- Expectations for faculty to participate more actively in recruiting
- Creation of discipline-based "watch lists" and tracking systems for promising early career scholars, including those that Princeton does not hire
- Additional use of postdoctoral positions to support early career scholars prior to the start of the tenure clock
- Expanded web-based search resources
- Peer-to-peer training on unconscious bias
- Improved coordination of campus visits for top candidates and their families.

9.b Through the Dean of the Faculty's Office, expand the activity of the Target of Opportunity Committee by explicitly encouraging cluster hiring and expanding departmental-level Target of Opportunity activities.

9.c Through the Dean of the Faculty's Office, continue to expand its oversight of faculty searches including the training and selection of search chairs; development of search authorizations and criteria; selection of search committee members and processes; development of candidate pools; mid-search status reviews; and charges and membership of External Review Committees.

9.d Through the Dean of the Faculty's Office, develop additional resources and programming to support faculty mentoring activities and skills training to prepare faculty members for success.

9.e Remain attentive to matters of work/life balance for faculty, including opportunities for spousal hiring and the need for sufficient childcare options.

Senior Administrators

10.a Adopt a strategic diversity planning model for administrative units that includes the following key elements:

- Participation of all administrative units
- A phased-in program, piloted over three years
- Shared responsibility between administrative units and central university offices with facilitation by Human Resources
- Written, multi-year departmental plans designed to identify opportunities to increase diversity, set activity goals, implement, and measure progress
- Maintenance of campus and peer data for measurement purposes
- Development of centralized resources (training, databases, communications tools, case studies, and feedback mechanisms) designed to support success.

10.b Include in the performance appraisals of senior administrative leaders an annual review of their progress toward their unit's diversity goals, as articulated in their strategic diversity plans.

10.c Through Human Resources, expand its internal capacities to lead diversity and inclusion activities, including:

- Developing a new recruiting model designed to improve the quality of job descriptions, strengthen candidate pools, build professional networks, support hiring managers, and guarantee sufficient oversight at key points in the search process
- Developing a comprehensive approach to retention, including more support for staff development and training, mentoring, and professional development
- Developing a metrics-based approach to analyzing trends in workforce composition and applicant pools, hires, promotions, and terminations.

10.d Develop a leadership competency-based approach to diversity that provides training and resources to senior administrators, including an emphasis on members of the Cabinet.

10.e Support the enhancement of the work of the Employee Resource Groups and coordination between those groups and student-focused support programs.

Appendix III. Statement on Diversity and Inclusion

Princeton University is a community devoted to excellence in education and scholarship. We believe that only by including people with a broad range of experiences and perspectives are we able to realize our potential — to expand our capacity for teaching and learning, to increase opportunities for innovative research, and to equip students for lives of service and leadership in an increasingly pluralistic society. Thus, the goals of excellence and diversity are inextricably linked.

The 21st century will see shifting conceptions of “majorities” and “minorities” as demographics change in the United States and as global contexts frame all social endeavors. In this world, excellence will emerge from communities that succeed at being both heterogeneous and inclusive. Creating such a community requires extraordinary diligence. Because Princeton’s attainment of excellence is commensurate to its success in educating the most promising individuals from the broadest possible spectrum of society, we place a policy of diversity and inclusion at the core of our educational mission and commit ourselves to the action required to achieve it.

Aspirations

In striving to be the world’s leading research and teaching university, Princeton recognizes that education does not occur solely inside classrooms, libraries, and laboratories. It transpires wherever members of the campus community encounter peers and role models and sample new experiences and different points of view. With its emphasis on scholarly independent work from all its students and faculty, the University prides itself on maintaining a thriving environment that encourages such unstructured learning.

With this in mind, Princeton selects a student population that is small enough to celebrate each individual but large enough to nurture a microcosm of society. A dedicated single faculty, a cohesive workforce, and a famously loyal and generous alumni body support the student cohort; and a magnificent residential campus in a suburban setting offers intimacy as well as expanses where imaginations can roam. These qualities only heighten the challenge to remain involved in humankind; and that compels the University to exert itself in attracting talent and experience from all quarters.

Even with its strong campus-based identity, Princeton grows increasingly mindful of the international dimension of its aspirations — to flourish “in the Nation’s Service and in the Service of All Nations.” That global a vision demands a diversified community — one whose students, faculty, and staff can collaborate across cultural boundaries.

Benefits

Diversity enhances intellectual and social development. Academic rigor and innovation demand the need to challenge prevailing knowledge and thought. The wider the range of perspectives, the more far-reaching the thinking. It therefore behooves us to identify, attract, and develop the most promising individuals from as many segments of society as we can. A heterogeneous and connected population increases empathy and civic engagement and reduces bias. It challenges orthodoxy.

In a time when a click can link continents, cross-cultural understanding and the ability to collaborate with those from different backgrounds are essential to human thought. A scientific discovery, artistic invention, or social solution can impact virtually every demographic group. Only a diversified Princeton can prepare students to become well-rounded citizens of the world who excel in a multicultural society with its global economy.

Commitments

Princeton plays a dynamic role in higher education. In articulating and enacting its values of heterogeneity and inclusion, the University has the power to influence our peer institutions and the rest of society. In an increasingly interrelated world, Princeton believes that cultivating leaders with legitimacy requires a path that is open to talented and qualified individuals of every background.

In the classroom, the work place, and informal settings, we commit to fostering a sense of common purpose in bettering society. At Princeton, this quest begins with a shared responsibility for each other’s well-being and for the well-being of the University as a whole.

Princeton University maintains and vigorously enforces policies regarding harassment and discrimination. In the words of its Equal Opportunity Policy, the University is committed to the principle of not discriminating against individuals “on the basis of personal beliefs or characteristics such as political views, religion, national or ethnic origin, race, color, sex, sexual orientation, gender identity, age, marital status, veteran status, or disability.”

As institutional stewards, we strive for continuous improvement in realizing our core values of inclusion and diversity, and we hold ourselves accountable for tangible progress. Although our metrics of success may vary over time, our underlying commitment does not.

Adhering to these principles, the University can provide the best possible education, advance the most innovative research, and cultivate leadership to meet the challenges of the future.

H. Acknowledgments

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What Is a Chief Diversity Officer? By

Dr. Damon A. Williams & Dr. Katrina C. Wade-Golden

To meet the needs of increasingly diverse campuses, many institutions have developed executive positions to guide their diversity agendas. In many instances, these individuals and their units are the “face” of diversity efforts and carry formal administrative titles like vice provost, vice chancellor, associate provost, vice president, assistant provost, dean, or special assistant to the president for multicultural, international, equity, diversity, and inclusion — to cite only a few of the most frequently used titles.

Yet despite so many different monikers, if you ask most officers what they do, they often respond in a remarkably similar manner, noting that they are the institution’s “chief diversity officer” (or CDO, as many say), using the title more commonly found among their counterparts in the corporate world. We’ve just finished a national study of these positions: why these roles are emerging, their main characteristics, and the key knowledge, skills, and abilities that institutions should seek when searching for a new officer.

In the last five years, no fewer than 30 institutions have created these new roles. A review of recent higher education job listings illustrates the scope of this phenomenon, as institutions moving towards the CDO are swelling in number and differ by type, control, size, and geographic location. Institutions like the Berklee College of Music, Oklahoma State University, Harvard University, Xavier University, Miami University, Marquette University, Washington State University, and the University of Virginia, have recently hired inaugural officers. These roles have been constructed in an effort to build diversity capabilities similar to those found at institutions like the University of Michigan, University of Connecticut, Indiana University, the University of Washington, Brown University, the University of Denver, and Rensselaer Polytechnic Institute, to name a few of the places that have had these positions for some time.

The emergence of these offices in higher education is not without historical precedence, as some institutions had “vice president for minority affairs” roles in the 1970s, when the first large group of African Americans enrolled at what were nearly all-white colleges and universities. These early units were often criticized as a symbolic appeasement to protesting minority groups and others demanding infrastructure for newly admitted minority populations and campus change.

While these positions have been consistently mentioned in diversity plans, senior leadership and others were often resistant, falsely criticizing these roles as “ghettoizing diversity” by putting the full burden on the shoulders of one person, and creating a campus police officer who would “tell people what to do.” Additionally, many individuals believed that these officers would simply be “student development specialist” or “affirmative action officers” in new clothing.

What distinguishes the current executive diversity officer from its historical predecessors is the functional definition of diversity as a resource that can be leveraged to enhance the learning of all students and is fundamental to institutional excellence, in addition to its historic definition as the presence of individuals that differ by race, gender, or some other social identity characteristic.

The most influential of these officers is also distinguished by ability to infuse diversity into the most important academic issues of the institution. For example, the chief diversity officer may collaborate with the academic senate to develop a general education diversity distribution requirement; lead international negotiations for establishing a sister campus in Dubai; or develop incentives to develop new programs and initiatives that infuse diversity into the curriculum and co-curriculum. These types of initiatives are distinct from the traditional responsibilities of affirmative action officers, although chief diversity officers may play a key role in resolving sexual harassment and workplace discrimination complaints, or supervising the unit that performs this function.

Defining the CDO Role

Where others work on issues of diversity as a matter of second or third priority, chief diversity officers engage matters of diversity as a matter of first-priority. Although the structures and vertical portfolios of the CDO range from basic one-person offices, to more complex multi-unit configurations, a number of threads define this emerging administrative role across all areas of corporate, higher education, health administration, non-profit and other areas of organizational life.

A Functional Approach: Chief diversity officers have responsibility for guiding efforts to conceptualize, define, assess, nurture, and cultivate diversity as an institutional and educational resource. Although duties may include affirmative action/equal employment opportunity, or the constituent needs of minorities, women, and other bounded social identity groups, chief diversity officers define their mission as providing point and coordinating leadership for diversity issues institution-wide.

Building a robust chief diversity officer capability insures that the institution has expertise on diversity related matters and infusing this understanding throughout the campus environment. For instance, at the University of Connecticut, the Office of the Vice Provost for Multicultural & International Affairs leads the execution of a five-year board-sponsored strategic plan for diversity and provides key input and leadership to several committees focused on minority faculty mentoring, undergraduate student retention, and increasing the number of historically underrepresented students of color and women studying in the science, technology, engineering and mathematics areas. Moreover, members of the office's senior leadership team participate in many of the most substantive non-diversity centered committees at the university, ranging from information technology usage, to space allocations, to athletics.

Collaboration: Given complexities like infusing diversity into the curriculum, enhancing

the compositional diversity profile of students, faculty, and staff, and developing policies designed to improve the campus climate, the challenge of diversity is beyond the capabilities of any one individual, division, or team. Hence, chief diversity officers serve as powerful integrating forces for diversity issues, collaborating and working through the lateral networks of the institution no matter how large or small their staffs.

Like comparable roles in other administrative areas, such as the “chief financial officer” or “chief technology officer,” the work of the chief diversity officer does not fit into a traditional administrative box. Like diversity, the role of the chief diversity officer spans the boundaries of the institution as officers and their units collaborate with areas like admissions, human resources, faculty development, marketing and communication, academic deans, and institutional advancement in an effort to enhance diversity up, down, and across the institution.

Collaboration is often achieved through consultative relationships. Many officers regularly co-author, write letters of support, and build relationships with community colleges and historically minority serving institutions to support and strengthen the grant writing efforts of faculty members interested in obtaining National Science Foundation and National Institute of Health awards that often emphasize diversity and collaborative relationships. Others work closely with their development offices, playing a key role in identifying prospective donors, cultivating new relationships, and securing resources to fund everything from scholarships, to study abroad opportunities in developing nations.

Because of the boundary spanning nature of the chief diversity officer role, the types of possible relationships is nearly endless. Consequently, these officers must be malleable, innovative, and committed to fluidly adding value in areas outside of their core area of expertise and experience.

Leading Through Status and Influence: Chief diversity officers generally have no formal authority to command, reward, or punish individuals outside of their formal span of control and leadership. As a result, their source of “power” is often grounded in status, persuasion, and symbols. For example, no chief diversity officer has the authority to hire faculty members without support of the academic department or dean, even if they have the resources to provide a portion or all of the salary necessary for the position. Nevertheless, some officers can persuade department chairs to pool resources and hire a potentially high caliber diversity candidate by offering these resources as a start-up incentive. This is one of the main reasons that it is important for chief diversity officers to have resources allowing them to encourage behavior that advances the diversity goals of the institution.

Another primary source of power for these officers is their location at the presidential or provost level of formal administrative hierarchy. Participation in the executive cabinet of the institution insures that the position has visibility, access, and symbolic impact. For that reason, chief diversity officers can infuse diversity into highly politicized discussions about budget allocations, new initiatives, and future priorities of the institution. If these officers were not present, these issues may not be mentioned, nor understood in a

manner consistent with diversity goals so often mentioned in institutional academic plans, websites, and marketing materials.

By titling officers at the vice or associate vice president, provost, or chancellor level, a powerful symbolic message is sent to the entire campus community regarding the important role of the CDO and diversity on campus. Some of the most influential officers often have a dual title like academic affairs, student development, international affairs, or faculty development, in addition to their “diversity” title. According to one officer that we interviewed, the presence of a title like “vice provost for diversity and academic affairs,” in combination with a portfolio of units and responsibilities in both areas, signals that the officer is “more than simply a resource on matters of diversity and suggests a fundamental connection between diversity and academic excellence.”

Promoting Change: Chief diversity officers are best defined as “change management specialists” because of the importance that they place on strategies designed to intentionally move the culture of their institutions. At least at the surface, no CDO is hired to maintain the status quo, although some institutions are not serious about change and extend only superficial support to the efforts of the officer.

Nevertheless, change is a fundamental aspect of the chief diversity officer role leading campus-wide diversity planning and implementation efforts, seeding new diversity initiatives to create bubble-up energy and involve others in change projects, developing diversity training and educational strategies for executives, faculty, staff, and students to shift their mental models and skills regarding diversity, developing high profile and symbolic campus diversity events to suggest diversity’s relationship to institutional excellence, and creating new systems to insure that faculty and staff search committees cast a broad hiring net. Although diversity is the targeted domain area, each of these initiatives and projects is intended to affect some type of intentional change in the systems, structure, and culture of the institution.

The Making of a Good Higher Education CDO

When a higher education institution specifically decides to hire a CDO and develop this new capability, great care must be given to finding the right candidate. This task can be difficult with applicant pools that regularly yield between 120 and 150 persons, and include faculty members with a diversity research agenda, lawyers well-versed in affirmative action law, student development specialists, individuals from the corporate community, and others.

In gearing up for a search, a number of tough issues are often bantered by senior administrators and others designing the position and thinking about the type of knowledge, skills, and abilities that define a qualified candidate. These issues include whether the individual should possess a Ph.D. or other terminal degree; qualify for tenure in an academic department; have a legal background and experience with federal and state compliance issues; and whether or not the person charged to do the work must be a member of an ethnic, racial, gender, or other minority group, to name a

few of the most common challenging topics for discussion.

While these issues remain the source of debate, the ultimate decision must be determined by the institutional context, and predicated on factors such as core job responsibilities, span of units and offices that the chief diversity officer may supervise, and the degree to which the officer intersects with issues such as tenure, promotion, faculty hiring, and curriculum development. To say that a person is qualified simply because he or she is an African American and a tenured member of the faculty in art history, for example, is as inaccurate as rendering an Irish American, with expertise in botany qualified to serve as the department chair for European Studies or as the vice president for information technology. The superordinate goals of providing leadership for diversity and guiding change must guide the selection of the candidate, or institutions run the risk of hiring individuals that are woefully under prepared for the demands of such a complex, high profile, and politically charged position.

Although the exact mixture of degrees, experiences, and qualifications is hard to define, we believe that the most successful officers will illustrate seven key attributes regardless of academic and administrative background:

Technical Mastery of Diversity Issues: The CDO should have an excellent command of all aspects of diversity issues in higher education, including faculty recruitment and retention issues, identity development, access and equity, diversifying the curriculum, assessing the educational impact of diversity, measuring the campus climate, and the policy and legal dynamics of affirmative action and diversity in higher education. Furthermore, a CDO must be comfortable leveraging the social justice, educational benefits, and business case rationales for discussing diversity's importance.

Political Savvy: The CDO must be particularly astute at navigating an institution's political landscape; responding well to politically charged or politically sensitive situations. He or she must possess an ability and willingness to find win-win solutions when contentious circumstances arise, and know how to build consensus, accrue buy-in, and work through competing interests.

Ability to Cultivate a Common Vision: The CDO must be able to develop and cultivate a collaborative vision of diversity on campus. This requires resonating as authentic with students, faculty, staff, and administrators, and being committed to working collaboratively with other senior executives to build positive vision, direction, and results through strategic initiatives that holistically impact diversity.

In-Depth Perspective on Organizational Change: The CDO should possess an outstanding command of the elements and dynamics of organizational change, and also have entrenched experiences having led or been involved with these efforts in the past. Change is rarely easy, and given the inherent difficulties embedded in this often politicized process, the CDO must have a commitment to see the change process through its challenges and rough spaces to effect deep structural change. They must exhibit passion and patience, realizing that change does not happen quickly, and

oversee the organizational change process from a holistic point of view — guiding the design, implementation, assessment, and evolution of key milestones over time.

Sophisticated Relational Abilities: The CDO must possess a high degree of emotional intelligence, charisma, and communication abilities. Given that much of the work will be accomplished through lateral coordination, a CDO must have ability to cross numerous organizational boundaries with a fluid ability to adapt language and styles to different audiences.

Understanding of the Culture of Higher Education: The CDO should possess in-depth knowledge and experience regarding the culture of the academy. Colleges and universities are different than any other type of organization, and to achieve success, the CDO must understand the culture of shared governance, tenure and promotion, multiple and competing goals, decentralized campus politics, and the unique needs of students, faculty, staff, and executives with respect to diversity.

Results Orientation: Although not singularly responsible for results, the CDO must be results oriented and committed to encouraging the change agenda along to achieve significant results. Consequently, it is fundamental that they illustrate how diversity is an integral component to the successful fulfillment of the institutional mission, and a fundamental aspect of academic excellence in the 21st century.

As more institutions grapple with the challenge of building diversity capacity, changing demographics and ever broadening definitions of diversity, these positions will become even more a part of the educational landscape in higher education. Understanding the role and skills necessary to accomplish the job can help higher education institutions insure that diversity units are populated by leaders that have the best chance of supporting the organization, and helping it to obtain its long range diversity goals.

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Appendix 1B



**Northern Illinois
University**

Learning Today, Leading Tomorrow

Diversity Task Force Subcommittee Report Focusing on the Question:
How Does Diversity Impact Enrollment, Recruitment and Retention?

Subcommittee Members

Janice D. Hamlet, chair
Guadalupe Lopez
Lucero Martinez
William McCoy
Anthony Roberts
Donald Rodman
Julia Spears

August 2014

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