

# **Final Report of the Diversity Advisory Council**



THE UNIVERSITY OF  
**CHICAGO**

**January, 2017**

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## *Report of the Diversity Advisory Council – January 2017*

### **Summary**

More than a decade since the preceding comprehensive review, the Diversity Advisory Council, at the charge of the President and Provost, has undertaken an assessment of University policies and resources related to diversity on campus. The present moment has proven timely for renewing these inquiries. The question of how – and whether – communities and institutions ought to embrace human variation as ideal, and in practice, has proven a fundamental challenge of our age. It has reshaped understandings of global conflict, agitated public debate, informed changing conception of rights and legal protection, and emerged as a primary question for national government. More directly, diversity has emerged as a ubiquitous mission for colleges and universities, even as critics from opposite sides have questioned how effective diversity measures are in advancing the aims of education. These concerns have given rise to often intense debates concerning the efficacy of diversity measures in relation to campus civility, freedom of expression, social responsibility, and adherence to basic tents of equality.

This Council's deliberations and discussion have yielded an ambitious list of recommendations, joined by several undergirding principles:

- Diversity concerns the core academic functions of our University. To treat it mainly as a question of culture celebration or student affairs is to exempt environs in which this institution's most cherished values are articulated from proper scrutiny. If diversity is understood as among these values, it must hold a more prominent place in our specifically academic affairs;
- Diversity should be viewed as having an enlarged scope of meaning and application, constituted through composite and intersecting social attitudes. This means that few, if any, can claim to belong to a consistent majority, and none are exempted from considering how their own bias, interests, or worldview might lead to marginalizing or diminishing others. Put simply, all have a stake in helping create

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and maintain a campus environment that affirms the right to learn, inquire and grow for everyone;

- In order to secure this enlarged understanding of diversity's meaning, it must be accompanied by parallel institutional commitment to inclusion and equity as essential conditions for both invigorating debate and cohering common trust.

Several of the recommendations contained in the report below are, in the eyes of the Council, especially critical to realizing these general principles, including:

- the establishment of a senior faculty diversity leader in every School and Division, together with a faculty-student Board addressing those same issues;
- the assignment of a target goal of doubling the number of underrepresented faculty at the University by 2026;
- the implementation of a campus-wide program of training workshops to discuss the role of implicit attitudes, including unconscious bias;
- the incentivizing of curricular experimentation and broadening, consonant with the aims of diversity, inclusion and equity, through Divisions, Schools and Departments, in a manner consistent with assessment of greatest need made by those local units.

The Council is grateful for the cooperation of many individuals and offices in supporting its work over its term, and to the President and Provost for entrusting their charge to address these matters. Its members look forward to close and spirited discussion of these recommendations, as befits the character of our University, and to the opportunity to work with the President, Provost, and fellow campus members to meet the goals outlined in this report.

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### ***Charge***

The Diversity Advisory Council (DAC) was formed in February 2015 by the President and Provost of the University of Chicago. The DAC's charge was to review institutional practices in consultation with members of the campus community in order to "insure an intentionally open community of learning, for all." The Council was encouraged to consider all forms of diversity and inclusion; advise on best approaches to attracting and retaining underrepresented faculty, students and staff; identify promising approaches to cross-cultural awareness and inclusivity; submit recommendations designed to enhance the priority of diversity and inclusion within the University; and suggest measures for improved institutional coordination of existing initiatives.

A commitment to diversity, inclusion, and equity bespeaks the core mission of a university: namely, the robust production and exchange of knowledge and the encouragement of learned critical thinking. Meaningful diversity requires motivation that is both epistemological and ethical in character. Such a notion of diversity yields path-breaking research, challenging methodologies, new archives of experience, and innovation in teaching to educate a student body ever more representative of the scope of human capacity, endeavor and aspiration.

The following report aims to promote this conception of diversity, by developing a campus environment where all members have a sense of inclusion and belonging, complementing the unique institutional culture of the University of Chicago, in which a multiplicity of perspectives are called upon to enhance knowledge and promotes individual, institutional, and societal advancement.

### ***History***

This Council's charge is not the first occasion that the University has sought to review its commitments related to diversity. In 1986, a faculty committee, chaired by Delores Norton, Professor in the School of Social Services Administration, addressed problems specific to the

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recruitment and retention of African American faculty, and recommended the crafting of specific measures for improvement in these areas.

In 2003, the Provost's Initiative on Minority Issues (PIMI), a faculty and staff committee co-chaired by Kenneth Warren, Professor of English and the College, and Vice President and Dean of Students, Steve Klass, was directed to review "all issues related to enhancing diversity at the University." The two reports by this committee identified three components as key to fulfilling this mission:

1. Improved recruitment of faculty, students and staff of color.
2. Relating numerical diversification of these groups to coordinated measures to "improve quality of experience" for both current and future students, faculty and staff.
3. Establishing mechanisms for holding offices and departments of the University accountable to progress related to these recommendations.

Importantly, the PIMI group specified that goals related to diversity needed to be "measurable, as well as in alignment with the culture of the institution."

Several recommendations from the PIMI process emerged as cornerstones of the University's recent policies in support of diversity:

1. The establishment of a Deputy Provost office to coordinate recruitment and retention of underrepresented faculty.
2. An expanded Office of Multicultural Student Affairs (OMSA) housed in a new dedicated facility.
3. Creation of the Provost's Career Enhancement Postdoctoral Fellowship program (PCEP Fellowships) to identify promising young underrepresented scholars capable of securing tenure-track appointment at the University.

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4. Increased communication of diversity values through the public statements of University leaders, campus news, public relations, and strategic planning.

In part, the charge to the Council was an invitation to assess whether these measures proved successful in strengthening the institution's commitment to diversity and equity, to the extent hoped for by the PIMI group over a decade ago.

This Council's conclusion is that while the University has made noteworthy efforts to elevate diversity values in student admissions, civic engagement, and campus communication, too often the institution has fallen short, according to benchmarks identified by the PIMI group. While the number of underrepresented minority students, especially within the college, has increased in the past several years, the University's demographic distribution lags behind many peer institutions.<sup>1</sup> Despite stated commitment to encouraging diverse hiring of faculty, numbers of African American and Hispanic faculty at the University have not increased over the past decade. Indeed, there have been as many departures of prominent underrepresented faculty as there have been recruitments – including those of the first two African American faculty members to serve as Divisional Deans, in 2008 and 2014. Here, too, the University finds

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<sup>1</sup> Yale University's total student distribution in 2015-2016 was 10% African American, 10% Hispanic of any race, 21% Asian, 2% American Indian or Alaska Native and 1% Hawaiian or Pacific Islander. Princeton University's undergraduate student distribution in 2014 was 8% African American, 9% Hispanic, 23% Asian, and 4% multiracial. Columbia University claims 50% of its undergraduate student body is comprised of students of color. Stanford University's undergraduate student body distribution in 2015-2016 is 7.8% African American, 12.6% Hispanic, 22.9% Asian, 1.9% Native American, 1% Hawaiian or Pacific Islander. Northwestern University's undergraduate student distribution in 2013-2014 was 9.9% African American, 14.4% Hispanic/Latinx, 18.6% Asian American, 0.1% Native American, and 5.2% multiracial. Where possible figures for peer institutions are taken from data compiled internally.

For Yale University see <http://www.yale.edu/about-yale/yale-facts> (retrieved December 6, 2016); for Princeton University see <http://www.princeton.edu/diversity/documents/2014-demographic-snapshot.pdf> (retrieved December 6, 2016); for Columbia University see <https://undergrad.admissions.columbia.edu/ask/faq/question/2513> (retrieved December 6, 2016); for Stanford University see <http://diversityandaccess.stanford.edu/diversity/diversity-facts> (retrieved December 6, 2016); for Northwestern University see <http://www.northwestern.edu/diversity/docs/University%20Diversity%20and%20Inclusion%20Report%202013-14.pdf> (retrieved December 6, 2016). Figures for Harvard University are not publically available in comprehensive form for that institution.

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itself trailing several peer institutions, in total numbers as well as percentages.<sup>2</sup> The PCEP Fellowship Program, which began in 2009, has not led to appreciable increases in underrepresented hires. Top administrative positions at the University have, until very recently, not been granted to underrepresented or female members of the faculty as a rule, raising concerns as to whether diversity and equity constitute core priorities for the University's leadership. This parallels concerns raised by the Women's Leadership Council in their 2012 *Report on the Status of Academic Women at the University of Chicago* with regard to the representation of women faculty in senior positions of institutional leadership.<sup>3</sup>

Compounding these challenges have been a series of incidents reinforcing perceptions, fair or not, that University of Chicago has persistent problems with campus climate related to diversity and equity. As with many colleges and universities, these incidents range in terms of severity.

Among the most publicized of these were:

- a 2005 "Straight Thuggin'" party held in a University dormitory house, that attracted widespread media attention and inspired calls, in the midst of the PIMI process, for a campus-wide conversation about race;

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<sup>2</sup> For Yale in 2013, 3.5% of Arts and Science ladder/tenure line faculty were African American and 2.8% were Hispanic; the figures for Yale's Professional Schools, excluding Law and Medicine were 4.8% African American and 1.2% Hispanic. Princeton's figures are approximately 3% for both African American and Hispanic ladder/tenure line faculty. Columbia counts 19% of its University-wide faculty as minority, with 18% minority faculty among the Arts and Sciences group. Stanford University has 2% African American faculty across the campus and 4% Hispanic. Northwestern University in 2013 had 4.3 African American faculty in ladder/tenure line positions across the campus, and 3.4% Hispanic.

For Yale, see <http://provost.yale.edu/sites/default/files/files/Diversity%20Summit%20report.pdf>; for Princeton see <http://www.princeton.edu/diversity/documents/2014-demographic-snapshot.pdf>; for Columbia see <http://www.columbia.edu/cu/opir/abstract.html>; for Stanford see <https://diversityandaccess.stanford.edu/diversity/diversity-facts>; for Northwestern see <http://www.northwestern.edu/diversity/docs/University%20Diversity%20and%20Inclusion%20Report%202013-14.pdf>. All links accessed on December 6, 2016

<sup>3</sup> <http://women.uchicago.edu/sites/women.uchicago.edu/files/uploads/docs/finalwomensreport.pdf> (retrieved December 6, 2016)



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- the 2010 arrest of an African American undergraduate on the A-Level of Regenstein library, for questionable cause;
- two separate incidents in 2012 involving fraternities engaged in caricature of Hispanics, including one incident where pledges were found mowing lawns wearing sombreros and listening to Latin music, and a second where a different fraternity advertised a “Conquistadors and Aztec Hoes” party, where attendees were invited to “conquer, spread disease and enslave natives”;
- the January 2013 arrest by campus police of an African American Ph.D. candidate, along with three non-students, at a protest on UC Hospital property supporting extension of trauma care services;
- an October 2014 incident involving Halloween costumes found to be offensive to a wide range of students, that led to petitions calling for significant campus reforms signed by over two thousand University students, multiple leaders of registered student organizations, and supported by joint letter from forty faculty members; and most recently,
- an incident first discovered in February 2016 involving yet another fraternity, where graduated or expelled members were found to have exchanged highly offensive emails over an extended period, directed at women, Hispanics, the predominantly African American community adjacent to the campus, and students of Muslim and Arab descent in particular.

Concern over several of these campus incidents, along with the aforementioned disparities related to students and faculty, helped compel the President and Provost to convene and charge this Diversity Advisory Council, and to launch a campus-wide Climate Survey in Spring of 2016. This survey, which followed a previous survey of attitudes related to Sexual Misconduct administered in Spring of 2015, was one of the key demands of students and faculty responding to the Halloween incident in 2014. The call for these measures indicated, in part, acknowledgment that institutional efforts to promote diversity and equity lacked sufficient credibility in the eyes of an appreciable portion of the campus community. Increasing media

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attention to each of these incidents deepened concerns that the University's quality of community, along with its public reputation, had been challenged by these events.

### ***Approach***

Over the course of its term, the Diversity Advisory Council held twenty-eight meetings, including two joint sessions with the Diversity Leadership Council (composed largely of senior staff members), one with Divisional Deans, two with successive Provosts, two with the President of the University, meetings with Vice Presidents for Civic Engagement, Legal Counsel, Campus Information, Admissions, the University Dean of Students and staff from a variety of offices within the University. The Council organized a series of forums, at which leaders of a range of student organizations and institutions (athletics, sororities, student government) shared their perspectives on campus climate as related to diversity and equity. The Council participated in the planning of the most recent Climate Survey, and took part in emergency discussions regarding the Spring 2016 fraternity email incident. The chair of the Council held multiple face-to-face meetings with additional staff, faculty and students seen as key stakeholders in campus diversity matters. And finally, every member of the Council took part in sub-committees in a particular relevant policy area. Based on these consultations and activities, the Council has arrived at a well-informed perspective on the University's policies, practices and approach related to diversity and equity; their reach and limitations, and the challenges that remain.

### ***General Principles***

Before detailing its recommendations, the Council wishes to share several suggestions for general principles to inform an institutional approach to diversity, inclusion and equity. These principles strike the Council as substantial – and necessary – changes from previous thinking within the institution:

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1. **The presumption that the policy of diversity currently constitutes an effective approach to building inclusive community needs to be reconsidered.**

From the Supreme Court's 1978 Bakke decision onward, diversity, by itself, has generally proven incapable of ensuring sufficient belonging for members of underrepresented groups, at universities as well as within other institutions. Diversity as a stand-alone policy has failed to achieve substantial alterations in incorporation of underrepresented groups, as sought through prior mandates such as affirmative action. Rather, the approach of diversity to-date has functioned to certify that institutions do not overtly exclude, without verifiable progress toward truly inclusive community. This, unfortunately, has the impact of reassuring majority populations that the low bar of trying hard is a sufficient measure of outcome, rather than more demanding ones of transforming communities and cultures to enable full participation, functional trust, and robust belonging.

For these reasons, the Council recommends, as a change in core philosophy, that the University affirm a commitment to diversity, inclusion and equity as mutually constitutive values. By defining these terms – particularly equity – as values, the Council acknowledges they serve the institution best as aspirational qualities, rather than as a precise basis for measuring outcomes or suggesting legal standards of institutional behavior. However, as qualities which the University aspires to, they should be seen as a means to affirm commitment and accountability on the part of the University, and thus a device to encourage wider public trust that the University's efforts related to diversity, inclusion and equity are both robust, and enduring.

2. **The Council finds it crucial that this expanded commitment to diversity, inclusion and equity fundamentally concern the core academic functions of the University, and not be relegated solely to Campus and Student Life, Human Resources, or other ancillary offices, however important.**

Whether or not members of the campus community trust that they belong here presents more than a sentimental test. The data compiled through the 2016 Climate Survey, recently released by the Office of the Provost, shows striking disparities in perceived quality of educational experience, based on social identity and background. While respecting the distribution of powers defined in the University's Bylaws, and acknowledging that in many cases local solutions will prove most appropriate, it is clear that both academic administrators and the faculty must take on enhanced stake in these questions, in order for the campus as a whole to achieve necessary progress in advancing diversity, inclusion and equity as institutional aims.

- 3. The Council believes ideas of what diversity entails needs to be broadened to include groups of individuals whose concerns about belonging exceed familiar and, in some cases, legal parameters of disadvantage, relative to the history of this nation.**

The emergence over the past two decades of growing challenges brought on by religious intolerance, denial of a full and often fluid spectrum of sexual and gender identification, and the rights of undocumented or unsettled peoples raises questions regarding inclusion and equity that move beyond established requirements of legal compliance. One related set of challenges accompanies the question of how to realize inclusion and equity for students, faculty and staff who enjoy various levels of physical ability. Another set of concerns instituting credible inclusion for campus members – especially students - from comparatively under-resourced socio-economic status backgrounds, given the unique challenges they face in navigating normative presumptions of financial comfort and security.

The Council strongly endorses the efforts undertaken by the University to address these issues, but notes that stronger and more ambitious measures are needed if the recommended goal of strengthening diversity while achieving both inclusion and equity for

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all members of the campus community is to be realized. Proactive efforts to mitigate and ultimately eliminate barriers to the full participation of members of these groups need not detract from efforts to do the same for groups impacted by historical patterns of discrimination that have been, and continue to be, focal points of concern regarding inclusion and equity measures in higher education. In particular, the Council's recommendation of a multifaceted program to address the effects of implicit attitudes, including unconscious bias, outlined in the Campus Climate section is meant to foster a broader and more intersectional understanding of diversity, inclusion and equity as institutional aims.

- 4. The University should revisit its relationship to society at large, so as to better appreciate how aims of diversity, inclusion and equity have emerged as governing norms, within our society and others, over the past several decades.**

Over the past decade, the University has pivoted toward greater civic engagement, evidenced by the establishment of the Urban Labs, the expansion of University-based Study Abroad programs in major global cities, the launch of Arts and Public Life as an interface with the city and neighborhoods, greater commitment, especially for undergraduates, to service- and community-based teaching, the UChicago Charter Schools program, and UChicago Medicine's evolving role as both research center and essential clinical resource for the surrounding community. This work has been consequential, and has gone some way toward repairing relationships with neighboring communities that lacked credibility or substance for decades. Nevertheless, this Council believes further reflection upon the University's relationship to social community, across the street and around the globe, is called for.

In a way that often distinguishes it from many peers, the University of Chicago prides itself on an ability to disaggregate academic inquiry and discussion from social concern or influence. As one illustration, the Kalven Committee's *Report on the University's Role in*

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*Social and Political Action* (1967), among the University's most constitutive documents, advises that the institutional responsibility of the University and the social concerns of its students and faculty ought not be correlated.<sup>4</sup> Significantly, that same Report asserted that the University's unique capacity to "(foster) social and political values in a society" derived, in no small part, from "the obligation of the University to provide a forum for the most searching and candid discussion of public issues."

Given uneven or isolated progress related to diversity, inclusion and equity, in composition of the student body and faculty, in the scope of curriculum, in the strength of partnerships with many neighbors, in the constitution of leadership, and in the fundamental understanding of mission, can it truly be said that this University has demonstrated the capacity to conduct "the most searching and candid discussion" of so many vital issues; ones, it is clear, which stand to shape the future? Is this institution properly positioned to attract the best students, faculty and staff into the future, so as to, as the Kalven Committee put it, discharge its academic responsibilities and fulfill its social role "for the long term?"

This Council firmly submits that fostering shared trust in a collective capacity to inquire, teach and learn free of the diminishment that comes from social marginalization or human devaluation is crucial to sustaining searching and candid discussion, a practice the University rightly acknowledges as essential to carrying out its academic responsibilities and fulfilling its unique role. The University ought not congratulate itself for providing an open and inclusive environment that, in the eyes of too many, does not yet exist. Rather, it should reckon squarely with the present cost, and future risk, of failing to realize, through actions and resources more so than words, a truly open community of learning, for those here now, and those yet to come.

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<sup>4</sup> <https://provost.uchicago.edu/sites/default/files/documents/reports/KalvenRprt.pdf>

**Recommendations**

In order to more efficiently distribute the research and writing responsibilities for this report, the Council divided into four sub-committees:

- 1) Institutional Vision
- 2) Representation and Advancement
- 3) Curriculum
- 4) Campus Climate

These four areas of focus provided a framework to effectively employ the full capacity of the Council and generate recommendations reflecting the various perspectives of the group. The recommendations proposed by the Council in each area are outlined below.

**1. Institutional Vision**

Successful promotion of diversity, inclusion and equity as values in higher education requires strategic vision to establish their priority, and committed leadership to maintain that same sense of priority. This has been proven true at our institution, and at others. It seems particularly true in this time as higher education enters an uncertain and volatile period. The at-times competing demands of intellectual experiment, fiscal stewardship, social vitality and civil trust – each essential to the well-being of a University – present challenges to conception of a sound institutional approach to achieving diversity that realizes ever greater senses of both inclusion and equity.

Additionally, processes thought securely established, such as internationalism and globalization, expert leadership, and even rational and deliberative decision-making, now face increasingly contestation. In some cases, these processes have in fact been disrupted as norms for personal belief and agency, social interrelation and politics writ large. Such developments

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suggest gathering conditions of conflict, rather than comity, that may soon render a number of activities deemed essential to the University more embattled – even while proving them all the more necessary. The weight of repressed and unresolved history rooted in systematic exploitation and dehumanization, in this country and in others, makes a compelling ethical argument for attending to diversity. It is this more recent, illiberal challenge to training, expertise, and rational deliberation, however, that advocates for credible and sustainable diversity, as a vital means to defend the very constitution of the University, as such.

Over its term, the Council was concerned with how best to advise leadership in the process of conceiving, vetting, and implementing policies intended to promote inclusion and equity as values, thereby realizing credible and sustainable diversity across campus. The recommendations below, specific to the domain of institutional vision, are meant to propose practical means whereby campus-wide commitment to diversity could be better secured, and also to communicate an appropriate level of institutional priority, through leadership as well as throughout the campus.

### ***Recommendations***

#### **Primary**

**a) The official language used by the University of Chicago should be changed from “diversity” to “diversity, inclusion and equity.”**

The current *University Statement on Diversity and Inclusion* (2015)<sup>5</sup> should be redrafted to reflect this change, ideally in consultation with representative campus stakeholders.

**b) The University must insure that its commitment to diversity, inclusion and equity addresses all potential forms of bias or discrimination.**

This includes those pertaining to race, ethnicity, religious orientation (including atheism), gender identity, sexual orientation, national origin or status (including the status of refugee or

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<sup>5</sup> <https://news.uchicago.edu/article/2015/11/24/university-statement-diversity-and-inclusion>



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undocumented), and different levels of physical ability. At times this may call for policies and actions beyond those mandated by the federal government and in accord with the University of Chicago's aspirational role as thought leader with an increasingly global orientation and engagement.

### **c) A University-wide Diversity, Inclusion and Equity Council should be established.**

This group, comprised of 8 faculty and students drawn from across the campus, would meet at least quarterly, or more if needed, to consult with the Vice Provost for Academic Leadership, Advancement and Diversity regarding policy, best practices, and engagement with the larger campus community, and to demonstrate both transparency and accountability, to that larger community, regarding matters of diversity, inclusion and equity.

### **Secondary**

#### **a) Increase numbers of women institutional leaders (Vice Presidents, Deans, Department and Program Chairs, as well as the Provost and President positions when those offices become available).**

While the University has recently made admirable progress in promoting women faculty to senior positions in central administration, particularly in the Office of the Provost, further work remains in installing a more representative proportion of women faculty into Deanships of Divisions and Schools and Chairs of Departments and Programs. Following prior recommendation from the Women's Leadership Council Report on the Status of University Women (2012), this Council calls for continued effort and attention to distributing leadership opportunities at all levels of the institution, in ever more equitable fashion.

#### **b) Increase numbers of underrepresented minority institutional leaders (Vice Presidents, Deans, Department and Program Chairs, as well as the Provost and President positions when those offices become available).**

Although the University also realized recent gains in the number of underrepresented minorities serving in institutional leadership positions in recent years, especially among the Vice

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Presidents and Academic Deans, departures of many of these figures, including both the Dean of the Humanities in 2008 and the Dean of the Social Sciences in 2014, have raised concerns concerning opportunities for URM campus members to enjoy the opportunity to take up leadership positions. This Council calls for greater effort and attention to distributing leadership opportunities at all levels of the institution along these lines, in more equitable fashion.

### **c) Appointment of senior faculty members as diversity leaders for each Division or School, including the College.**

In all academic units, including the professional schools, divisions, and the College, a senior Faculty member should be appointed to serve as diversity leader (i.e., an associate, deputy or vice dean) charged with overseeing matters of diversity, inclusion and equity within their unit. Some academic units of the University have already instituted these positions. These administrators will meet regularly with departmental and programmatic units, as well as students, to ensure attention to institutional values of diversity, inclusion and equity in connection with faculty searches, curricular development, student support and concerns related to climate, as appropriate to that unit. The administrators charged with these responsibilities will be under the supervision of the relevant Dean, and consult regularly with the Vice Provost for Academic Leadership, Advancement, and Diversity.

### **d) Establishment of Diversity Boards for each School or Division, including the College.**

A five-person board, composed of faculty and students (graduate and undergraduate) in a particular School or Division, would meet regularly with the senior Faculty Diversity Leader, to consult with them concerning policies, best practices, and engagement with the larger community of the unit, and to assure accountability and transparency to that larger community. Terms of service, selection and specific responsibilities of Board members would be determined by the administration of each School or Division.

**e) All academic units at the University of Chicago develop a Diversity, Inclusion and Equity Strategic Plan.**

Strategic plans will be developed, based on the conditions of each unit's particular field and the practical opportunities for broadened hiring, training, and teaching. These plans would be submitted to the senior Faculty Diversity Leader and Dean for the unit, before transmission to the Vice Provost for Academic Leadership, Advancement, and Diversity.

## **2. Representation and Advancement**

A crucial index of the University's commitment and effectiveness in prioritizing aims of diversity, inclusion and equity is its ability to attract underrepresented students, faculty and staff, including those holding positions of institutional leadership, in a manner more representative of the actual composition of society. As at other leading institutions of higher education, better representation of underrepresented communities at the University of Chicago constitutes, at once, a commitment to identify intellectual excellence in a manner consonant with the composition of national and global society, a resolve to foster a campus community that can both challenge and include, and an acknowledgement that established norms are best tested through ceaseless recruitment of new perspectives and novel experience, as the source of original ideas.

Since the implementation of a set of modest recommendations from the 1986 Norton report, designed to halt the decline in African American student enrollment at that time, the University of Chicago has steadily increased its numbers of Black and, more recently, Hispanic/Latino undergraduate students. This has paralleled a sizable increase in the numbers of other non-traditional cohorts, notably Asian American students and international students drawn from a variety of origins. The institution has found less success in increasing its numbers of underrepresented faculty and graduate students, after a decade of increases following the Norton Report. This is unfortunate, given the prominent role the University's faculty play in helping establish directions in approach and inquiry in a wide variety of academic disciplines, and given the role of those trained in our graduate programs to perform this function in the future.

**Recommendations**

**Primary**

**a) The University sets a goal to increase the number of faculty members from underrepresented minority (URM) backgrounds by 100% by the year 2026.**

The goal would be to increase the percentage of URM faculty to 12% of total projected faculty, up from 6% as of 2016.<sup>6</sup> There should be special emphasis within this program to increase both URM female faculty and Hispanic faculty, in reaching this proposed target by 2026. Recruitment efforts should seek thoughtful distribution of underrepresented faculty within particular departments and schools. Importantly, steps should be taken to ensure that this increase is largely comprised of new teaching faculty (undergraduate and graduate) rather than clinical faculty.

**b) The University seeks to reduce the faculty gender imbalance.**

Academic Departments and Programs whose percentages of women faculty fall significantly short of figures for the available pool of applicants in that field, should incorporate hiring goals and measures into their unit diversity plan, to be submitted to their School or Division's Senior Faculty Diversity Leader, and the Vice-Provost for Academic Leadership, Advancement and Diversity.

Wherever appropriate, Divisions and Schools, as well as Academic Departments and Programs, need to develop measures to reduce the imbalance between associate and full professor ranks for women faculty, relative to male faculty. This recommendation follows that offered by the Women's Leadership Council, in their 2012 Report on the Status of University Women. These

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<sup>6</sup> The Council recognizes that in some fields, scholars of color from other groups are significantly underrepresented – particularly Asian American faculty in the Humanities and Social Sciences, and indigenous and black faculty who are not US citizens across disciplines – and recommends tailored strategies to recruit from these groups where they serve the aims of diversity, inclusion and equity as determined at the unit level. The Council discourages the automatic counting as "minority" faculty from groups not included in this 1998 Higher Education Act definition, particularly Hispanic faculty of European origins.

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measures should be conceived and implemented in consultation with the Vice Provost for Academic Leadership, Advancement and Diversity.

**c) In order to meet these goals, the University should employ a range of positive incentive measures, including:**

- i. Joint or “cluster” hires, authorized by the Provost’s office for Divisions/Schools or individual department, intended to recruit two or more underrepresented scholars;
- ii. Structured, layered mentorship should be provided to URM faculty, from within and beyond their units, from entry through promotion levels. Mentoring plans are crucial not just for URM faculty but for female faculty as well, across levels of rank, to support their productivity and cultivate their leadership. While the home department would take a lead role in defining the scope and purpose of early career mentoring, any proposed plan would need to be reviewed by the relevant senior Faculty Diversity leader for the Division or School in question, as well as the Vice Provost for Academic Leadership, Advancement and Diversity. Mentorship training should be developed in order to provide such customized support;
- iii. Support for emerging scholars conferences, and expansion of “diversity champion” initiatives located within departments implemented by the Provost’s office in the past two years;
- iv. Bridging resources that build upon the recent changes to the Provost’s Postdoctoral Fellowship program, previously known as the Provost’s Career Enhancement Program (PCEP). These may include reasonable and equitable assistance with partner or spousal employment, housing assistance and child educational support.

**d) Establishment of Residency Research Fellowships.**

The Center for the Study of Race, Politics, and Culture (CSRPC), in partnership with the newly formed Committee on Comparative Racial and Ethnic Studies, would receive authorization and funds to offer 3-5 residency research fellowships, similar to the provisions of the Franke

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Institute. These grants would allow faculty on campus, both underrepresented as well as majority, engaged in research related to the themes of comparative race and ethnic studies broadly conceived, to receive helpful support for their research and writing, and also better establishing the Center as a vital center of intellectual exchange and innovation.

### **Secondary**

#### **a) Programs directed to increase numbers of women graduate students in all departments or programs.**

Where representation falls short of figures for the available pool of applicants should be implemented within those units, in consultation with the relevant Senior Faculty Diversity leader, and the Vice Provost for Academic Leadership, Advancement and Diversity.

#### **b) Achieving gender parity for underrepresented minority students in The College.**

The College, working with the Office of the Vice President for Admissions should strive to reduce the disparity between URM *male* and URM *female* students (especially undergraduates) in admission, retention and graduation, and attempt to eliminate it by 2021.

#### **c) Strengthening collective campus activities.**

In order to meet these goals, plans should be developed to strengthen collective campus activities for URM students through existing student organizations, targeted intellectual events and challenges, and incentivized mentoring programs involving faculty, graduate students and staff. This would be done in consultation with the Office of Campus and Student Life, the Center for Identity and Inclusion, and the Diversity Leadership Council.

#### **d) Connecting students to the local community.**

A menu of year-long service projects, connecting students to local community partners, should be offered to all students, with an emphasis on encouraging interested URM to engage in these opportunities. The intention of these projects would be to emphasize the value of a University degree to offering service, advocating for, sharing leadership within and realizing a sense of

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belonging in city communities beyond the campus that may, but do not have to, correspond to the student's sense of background and identification. Conception and organization of this program would involve the Center for Identity and Inclusion, the University Community Service Center, and the Office of Civic Engagement, and consult the model of undergraduate internships currently administered by the Office of Career Advancement. This program would be opened to student participation in the Fall of 2018. It might prove possible after a pilot period to extend such an initiative to URM graduate students, in consultation with the UChicagoGrad program and the Senior Faculty Diversity leader for each Division or School.

### **e) Convening events and conferences for students.**

The Senior Faculty Diversity Leader in Divisions and Schools would collaborate with URM student councils and organizations to organize annual research symposiums or conferences. In some cases, these symposiums or conferences could be cross-Divisional, and possibly involve graduate cohorts from peer institutions with closely aligned academic interests, based on student application. UChicagoGrad would work closely with Divisions and Schools on these conferences, to be named UChicago Graduate Research Exchanges.

### **f) Mental health and wellness counseling *and* outreach targeted to URM graduate students.**

This should be significantly enhanced, in a manner to be determined through a process of review involving Campus and Student Life, Student Health and Counseling Services, and relevant student leaders from among the campus' graduate students, in consultation with the Vice Provost for Academic Leadership, Advancement and Diversity. This recommendation acknowledges the need for these offices to attend to the important needs of undergraduate students in this area. However, it stresses that graduate students, unlike most undergraduate, lack key resources of institutional engagement, such as widespread participation in the housing systems, a full spectrum of registered student organizations, the Greek system, varsity athletics, and College student advising, which underscores the challenges to maintaining personal wellness for that group.



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**g) Establish URM graduate alumni networks for every Division and School within the University.**

Senior Faculty Diversity leaders for specific Schools and Divisions should develop effective contact banks for current URM graduate students to reference when embarking on their own job searches.

### **3. Diversity in the Curriculum**

Diversity is, by definition, a constitutive element of any robust intellectual community. Without a multiplicity of perspectives, archives, visions, sensitivities, and styles, inquiries fall into the *logic of the same* and lose the tense dynamism that defines strong intellectual dispositions and pursuits—with their willingness to take risks and to face the non-familiar, uncomfortable or uncertain. In this age and time, diversity in the curriculum is an essential element within the academic training we provide our students, given the demands of a multi-ethnic, multilingual, multicultural, and gender- and sexually-plural society and work-force, as well as those of an increasingly globalized world economy.

While curricular diversity may have different expressions within each discipline or area of study, a common goal concerns development of basic tools (and sensitivity) for mutual understanding and respect. It is not about a condescending "tolerance" for "the other," but about fostering capacity among students to engage difference in a fearless and affirmative manner, and have confidence that each of them is welcomed as a full and active partner in inquiry, investigation and intellectual exchange. Realizing such a capacity requires greater efforts across many areas of the campus. As members of the Council heard from many students and some faculty, it has been perfectly possible for students to graduate from the University of Chicago without ever having been formally exposed to a challenging and intellectually rigorous consideration of questions of diversity, one of the most complex features of the society in which they live.

#### ***Recommendations for Strengthening Diversity in the Curriculum***

##### **Primary**

**a) Senior Faculty Diversity leaders in the various Divisions and Schools would pursue the following recommendations, related to curricular development, together with the appointed Diversity Boards for their Division or School:**

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i. **Administer grants for the development of courses related to diversity and inclusion.**

The effective development of new courses requires an investment of both time and funding. Divisions and Schools should invest resources to develop such courses, in some cases through partnerships outside the Division (i.e., with other Divisions and interdisciplinary units such as the CSRPC). The newly-developed courses can span the entire quarter or immerse students in a topic for a few weeks.

ii. **Facilitate and augment curricular engagement with the greater Chicago community.**

In addition to fortifying curricular diversity by introducing students to experiential learning within their discipline, such engagement provides resources to, and strengthens relationships with, the surrounding community. Division and Schools should assist with securing new partnerships and expanding existing programs. The curricular engagement should be graded / for credit.

iii. **Advise Division or School on issues of diversity with regard to faculty hires.**

In order to improve diversity in the curriculum, the Dean and departmental search committees must consider such goals during the faculty recruitment and hiring process. The senior Faculty Diversity leader should consult with faculty search committee, concerning these goals.

iv. **Provide resources to faculty acquainting them with best practices for planning courses and approaching difficult conversations.**

Divisions would benefit from dialogue on diversity, inclusion and equity in the classroom. The senior Faculty Diversity leader should participate in Divisional meetings and sponsor relevant activities such as a forum for faculty to share pedagogical strategies.

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- v. **Design course evaluations in a manner that captures bias and cultural insensitivity in the classroom to create an effective learning environment.**

Conditions of the learning space must facilitate intellectual growth. Divisions and Schools should create a unified reporting mechanism that creates accountability and ensures that concerns are addressed swiftly and transparently.

- vi. **Support the advancement of diverse students.**

The University attracts students from myriad backgrounds. Divisions and Schools should provide the social capital required to succeed in a diverse institution and eventually, a diverse workplace. Divisions and Schools should oversee student orientation events that introduce incoming students to the particularities of the Division's intellectual work. Mentoring and tutorial services should be put in place to provide continued support throughout the year. In some cases, these resources may already be in place.

- vii. **Require anyone working in a research environment to undergo diversity training in addition to lab safety training.**

Even when studying topics sufficiently removed from human affairs, researchers are still humans working together to generate knowledge about these topics. Because in all fields of knowledge diversity comes into play in the collaborative spaces where knowledge is learned, produced, and worked through, the university should recognize the inherently social facets of all fields and insist upon fostering conditions under which diversity can thrive in research spaces.

**b) Formation of a faculty committee to consider institutional pathways toward an academic department of Comparative Race and Ethnic Studies.**

This committee would meet until December 2017, at which time, the group would have the opportunity to submit a formal proposal for departmentalization. Such a unit would enjoy

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hiring powers equivalent to other departments, and would have sufficient lines earmarked to fulfill its advising and curricular responsibilities.

### **c) A substantial expansion of the curricular offerings related to Hispanic, Latin American, and Latino Studies.**

Establishing coverage of curricular needs in these areas should constitute a priority in planning to meet targets for the hire of underrepresented faculty by 2026, and a crucial factor in the recruitment of URM in years to come. These needs also recommend the creation of an exploratory committee to discuss appropriate avenues for the development and strengthening of the study of Hispanic literatures and cultures at the university that would meet until December 2017.<sup>7</sup>

### **Secondary**

#### **a) Divisional Forums to address Matters of Curricular Diversity.**

The Council recommends that every Division and School, including the College, convene forums to discuss the status of issues of diversity within the curriculum, and consider the merits of encouraging courses that address issues of diversity, in a manner reflecting the priorities of those units, and in accord with University By Laws reserving the formal power to determine curriculum for faculty. Any new courses proposed to address issues of diversity could be designated as requirements or electives, as specific academic units see fit. The Council also

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<sup>7</sup> Spanish is currently, and by far, the second language spoken and taught in the country. According to a 2015 report by the Instituto Cervantes, the United States has actually become the second Spanish-speaking nation in the world, after México. This statistic includes 11.6 million speakers who are bilingual (cf. "Más 'speak Spanish' que en España". *El País Digital* (Spain), October 6, 2008; [http://elpais.com/diario/2008/10/06/cultura/1223244001\\_850215.html](http://elpais.com/diario/2008/10/06/cultura/1223244001_850215.html)). According to the US Census Bureau, 40 million U.S. residents age 5 and older speak Spanish at home (<http://www.census.gov/newsroom/facts-for-features/2016/cb16-ff16.html>). In 2011, Bureau demographers Jennifer Ortman and Hyon B. Shin had projected that by 2020 the number of Spanish speakers in the US will be anywhere between 39 million and 43 million, depending on immigration. (cf. Hugo López and Ana González, "What is the future of Spanish in the United States?" Pew Research Center, September 5, 2013, <http://www.pewresearch.org/fact-tank/2013/09/05/what-is-the-future-of-spanish-in-the-united-states/>). Such cultural and linguistic reconfigurations entail intellectual and pedagogical challenges that the university ought to be fully equipped to meet.

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endorses the process, underway currently, for faculty to design and propose a new College Core class dealing with race and society.

### ***4. Campus Climate***

Campus Climate refers both to the quality of human relations enjoyed by individuals and groups that comprise the University community, and perceptions of those relations, by community members. A dynamic, generative and trusting atmosphere within a University is essential to insuring that all those who comprise it enjoy opportunities to enhance and share their intellectual capacity through research, teaching and learning, campus work, and sustained, meaningful exchange. Far from incidental, the condition of campus climate can either encourage its members to affirm and lay claim to the most fundamental values of a University, or cause them to grow cynical about and alienated from those same values.

### ***Recommendations for improving Campus Climate***

Keeping in mind the findings of the 2016 Climate Survey, the Council offers four recommendations specific to fostering a robust and resilient campus climate, as related to diversity, inclusion and equity. Additionally, the Council has provided a statement on the relationship of diversity, inclusion and equity to freedom of expression as a foundational value for the institution and its community, which has been included in the appendix section of this report.

#### **Primary**

##### **a) Expansion and strategic coordination of campus training programs related to the topic of implicit attitudes and their consequences.**

These programs should be voluntary, yet strongly encouraged, with institutional leaders participating in order to inspire others' active involvement. The workshops would address particular themes (such as unconscious bias, difference anxiety, or stereotype threat) and be

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directed toward campus cohorts most impacted, engaged or implicated by these topics. The goal here is to reduce the stigma associated with social bias through acknowledgment of its ubiquitous and (often) unintentional expression, while at the same time institutionally affirming the existence of social bias and its consequential impact on interactive and selection processes vital to the functions of the University. Additionally, focus on implicit attitudes would serve to remind campus members of the composite and intersectional character of social perspective, thereby preventing any individual, regardless of background or experience, from presuming themselves immune to inclination toward some form of bias or another. Various models for especially well-conceived programs related to implicit attitudes, including unconscious bias, exist among peer institutions.<sup>8</sup>

**b) The University, led by the Office of Campus and Student Life, should craft restorative justice protocols, as an alternative to punitive University disciplinary procedures, in cases of incivility or intolerance on campus.**

This is especially needed given the wide protections afforded most forms of campus expression through the policy suggested by the *Report of the Committee on Freedom of Expression* (2015). The decision as to whether to employ this protocol should be made by the Office of Campus and Student Life or the relevant Dean (in the case of faculty or staff) or Dean of Students (with

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<sup>8</sup> Examples include the STRIDE faculty committee (Strategies and Tactics for Recruiting to Improve Diversity and Excellence) at the University of Michigan Ann Arbor, the Office of the Vice Chancellor for Equity, Diversity and Inclusion at the University of California, Los Angeles, and the Kirwan Institute for the Study of Race and Ethnicity at Ohio State University. See <http://advance.umich.edu/stride.php>; <https://equity.ucla.edu/about-us/>; and <http://kirwaninstitute.osu.edu/>. For helpful overviews on the state of research into implicit attitudes, and their relationship to priorities of diversity, inclusion and equity, see Jerry Kang and Kristen Lane, *Seeing Through Colorblindness: Implicit Bias and the Law*, 58 *UCLA Law Review* (2010): 465-520; Rachel Godsil, Linda R. Tropp, Philip Atiba Goff and John A. Powell, "The Science of Equality, Volume 1: Addressing Implicit Bias, Racial Anxiety and Stereotype Threat in Education and Health Care," (The Perception Institute, 2014); Cheryl Staats, Kelly Capatosto, Robin A. Wright and Victoria W. Jackson, *State of the Science: Implicit Bias Review 2016 Edition* (Kirwan Institute, 2016). For examples of criticism of the validity of implicit bias measures, and of implicit bias as an interpretive concept, see, Hart Blanton, James Jacquard, Jonathan Klick, Barbara Mellers, Gregory Mitchell and Phillip E. Tetlock, "Strong Claims and Weak Evidence: Reassessing the Predictive Validity of the IAT," *Journal of Applied Psychology* (2009) Vol. 94, no. 3, 567-582; and Fred L. Oswald, Gregory Mitchell, Hart Blanton, James Jacquard, Philip E. Tetlock, "Predicting Ethnic and Racial Discrimination: A Meta Analysis of IAT Criterion Studies," *Journal of Personality and Social Psychology* (2013), vol. 105, no. 2, 171-192.

students), in consultation with appropriate campus stakeholders, including students.<sup>9</sup>

### **Secondary**

#### **a) Maintain and build on measures meant to mitigate incidence of sexual misconduct on campus.**

Changes in University policies, including new measures for reporting, intervention and student orientation, related to sexual misconduct, have constituted an important step toward needed culture change on campus. However, these measures need to be continued and, where necessary, strengthened. The Council views this as essential to the broad program of campus diversity, inclusion and equity, in that such measures are mandatory to establishing a campus in which all enjoy equal opportunity to research, teach and learn without burden of marginalization, diminishment or threat of harm.

#### **b) Surveys and focus groups to investigate issues relating to campus climate.**

As a follow-up measure to both the Climate Survey and the Council's own inquiries, this process would target relevant underrepresented groups among faculty, student, staff, to richly gauge their experience of the campus climate over a two-year time period. Given disparities related to senses of belonging, dignity and respect, and quality of research and learning environment for African American faculty, students and staff, the Council particularly advocates that one such focus group inquiry be addressed to African Americans on campus. Models for such group-specific investigations can be found from among our peer institutions.<sup>10</sup> An additional area that

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<sup>9</sup> Although not yet widely established within higher education, a growing number of colleges and universities have implemented restorative justice approaches as a significant component of their institutional response to student misconduct of various kinds. A pioneer in this approach is Skidmore College in Saratoga Springs, NY, which has maintained a distinct program in campus restorative justice since 2012. Other campuses that utilize restorative justice approaches within student affairs include Michigan State University, University of Vermont and University of Florida. A helpful introduction can be found through the writing of David R. Karp, Director of Skidmore College's Restorative Justice Program. See Karp, *The Little Book of Restorative Justice for Colleges and Universities: Repairing Harm and Rebuilding Trust in Response to Student Misconduct* (Intercourse, PA: Good Books, 2015). For a helpful overview of the development of restorative justice as a form of adjudication, access the Skidmore College Restorative Justice Program's history of the approach, at <https://www.skidmore.edu/campusri/aboutrestorativejustice.php> (Accessed December 8, 2016)

<sup>10</sup> The most recent and extensive example was Northwestern University Black Student Task Force, "The African American/Black Student Experience – Final Report (Summer 2016), accessed December 8, 2016



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such focus groups could concentrate would be students from lower Socio-Economic Status (SES) backgrounds. Although the University has embarked on a number of ambitious programs meant to lower financial barriers to enrolling in the College and other units to study, there is little reliable data on whether the climate of the institution and campus is adequate to foster a necessary sense of inclusion and respect. Unfortunately, the latest Climate Survey was not formulated in a way that afforded the chance to gather this information.

The outcomes of these focus group investigations should be discussed annually with concerned or interested organizations and cohorts on campus, and a report assessing the findings of these investigations, and how they offer assessment of the level of success of University policies addressing diversity, inclusion and equity should be publically circulated at the end of two years. If necessary, the University should conduct further climate surveys, in order to obtain necessary data at a more comprehensive level.

**Conclusion**

As the scope and seriousness of these recommendations make clear, this Council finds the University of Chicago to be at a significant juncture point, both in relation to advancing interrelated aims of a more diverse, inclusive and equitable campus, and in recognizing the correlation of those aims with the core mission of liberal education. Our decision to share these recommendations, thereby challenging the University and its members to an exceptional level of commitment, is inspired in no small part by the University's past history of welcoming exceptional individual students and scholars, regardless of background. Too, we believe this University's special commitment to core tenets of liberal education – the role of the academic disciplines in organizing knowledge, freedom of expression, the symbiotic relationship of teaching and research, and the need for inquiry tested by debate – underscores why commitment to diversity, inclusion and equity helps secure the ideal of the University, at a time when the project of liberal education finds itself increasingly questioned and challenged.

The Council also believe that diversity, inclusion and equity as aims imply deep strategic interests of the University. The coming turn of the United States, from which most of our students, faculty and staff originate, to a majority-minority population, is merely one of many indices informing the urgency to recognize human diversity, as much as individual excellence, as a guiding principle in the mission and organization of key institutions, like colleges and universities. Institutions of higher education that demonstrate awareness and sophisticated understanding of these aims will realize significant advantages in adaptability, resourcefulness and utility, thereby strengthening claims to merit ongoing public trust.

These proposals to transform and deepen the University's commitment to diversity, inclusion and equity as aims, then, speak to the desire to strengthen the University for the future. When this campus can promise that all those who enter it can teach, learn and research absent burdens of marginalization or diminishment, it will celebrate aligning everyday practice with core ideals. When this University demonstrates a commitment to diversity, inclusion and equity as aims that correspond to the coming constitution of society generally, it establishes a claim on public trust that will secure its reputation and enable its unique mission to endure.

## ***Appendices***

**Appendix 1**

**Report of the Subcommittee on Representation and Advancement: Undergraduates**

*We must ensure that our scholarly community is composed of a **rich mix** of individuals who, through their own distinctive viewpoints, contribute to the intellectually challenging culture of the University.<sup>1</sup>*

Since the implementation of a set of modest recommendations from the 1986 Norton report designed to halt the decrease of African American student enrollment, the University of Chicago has made some progress in its efforts to recruit and retain a diverse faculty and student body.<sup>2</sup> President Zimmer’s public statement on diversity, quoted above, describes the role and value of diversity in the University’s commitment to rigorous inquiry.

Within this statement, President Zimmer notes a number of firsts in diversity at the University of Chicago: refusing to implement quotas for Jewish students, the first black woman to receive a PhD, one of first non-minority institutions to tenure a black faculty member. Highlighting the University’s historical leadership in the area of diversity is important, but the University falls short on its commitment to a ‘rich mix’ of individuals, based on the representation of under-represented minorities across the institution. In addition, the progress made to date is not in keeping with current trends of increasing numbers of African American and Latino students in higher education, as stated by the National Center for Education Statistics.<sup>3</sup>

The sections below will highlight areas of opportunity to increase the numbers of under-represented minorities at the undergraduate, graduate/post-doctoral and faculty level in the institution.

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<sup>1</sup> <http://diversity.uchicago.edu/the-power-of-diversity/statement-from-the-president/>

<sup>2</sup> <https://omsa.uchicago.edu/page/omsa-history>

<sup>3</sup> <http://nces.ed.gov/fastfacts/display.asp?id=98>

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Data from the National Center for Education Statistics shows that the undergraduate student body is 5% African American and 8% Hispanic/Latino, with a gender breakdown of 52% men, 48% women for all races and ethnicities. However, the proportion of men vs. women in each racial/ethnic group is striking. In the 2008 cohort of undergraduates, there were twice as many African American women in comparison to men. Among Hispanic/Latino undergraduates, women outnumbered men by 50%.<sup>4</sup> Between 2008 and 2014, the gender disparity for Hispanic/Latino students was narrowed to parity, however, the gender disparity for African American students continues.

Per the National Center for Education Statistics, the overall graduation rate for students seeking a Bachelor's degree from the University of Chicago is 92% within a six-year period from matriculation. However, rates of graduation for African American and Hispanic/Latino students are 83% and 88% respectively, for the last cohort analyzed. Efforts to increase the pipeline of applicants and to improve support and connection to community of first generation, low income students, including QuestBridge and UChicago Promise are promising approaches and address academic preparation and financial issues for students.

For underrepresented minorities, a connection to their communities of origin may have an impact on their commitment to the University. Alternative Spring Break, instituted by the University Community Service Center in Spring 2016, provides a model of connecting undergraduates to the surrounding community using an asset based approach. One of the community partners, Pastor Monte Rollerson, of the South Side Gospel Church in the Woodlawn, found the experience of undergraduates learning and working in his community valuable. However, he wished for a longitudinal commitment of undergraduate students to learn and work in the community.<sup>5</sup> It is his hope that University of Chicago undergraduates become Chicago residents that are committed to working on solving the economic and educational issues that challenge his community.

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<sup>4</sup> <http://nces.ed.gov/collegenavigator/?q=University+of+Chicago&s=IL&id=144050>

<sup>5</sup> <https://vimeo.com/164436486>

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One example of a program at a different institution that has had an impact on retention of underrepresented minority students is the Community Programs Office at the University of California, Los Angeles (UCLA). The purpose of the office is to focus on Access and Outreach, Retention, Leadership and Service for current and future students coming from historically disadvantaged communities. In a personal communication, Chidera Izuchukwu, Director of Internships at the Community Programs Office of UCLA, notes that student-led community projects that focus on the racial /ethnic background of UCLA students are one tool in increasing the retention rates of historically disenfranchised communities by increasing leadership opportunities for students, allowing them to see the relevance of their university education to their families and communities of origin.<sup>6</sup>

A quote from the UCLA Community Programs Office website re: retention is below.

*We aim to retain 100% of UCLA students from historically disenfranchised communities to ensure that they have the education, training, and support needed to graduate, compete in today's workforce, and contribute as productive members and leaders of their communities. By providing culturally relevant academic support, mentoring programs, and leadership development, we aim to enhance the student experience to improve student success and college graduation rates.<sup>7</sup>*

In addition to community programming, hunger issues are also addressed by the UCLA Community Programs Office, with a food pantry, located in a discrete large closet in the student union, with healthy canned and dried offerings available for the taking, no questions asked, for students who struggle with food insecurity. Food insecurity may be an issue for some members of our undergraduate community. During listening sessions with student groups in the Spring of 2015, some students raised the issue of not being able to afford community options for meals when campus facilities were closed.

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<sup>6</sup> Miller, personal communication, UCLA site visit, Summer 2016

<sup>7</sup> <http://www.uclacommunityprograms.org/cpo/>

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The University of Chicago's University Community Service Center offers a number of service learning opportunities for students to connect with community, stating that the aim of participation is to create thoughtful, productive citizens as a complement to their rigorous academic experience. The Office of Identity and Inclusion (CII) goes a few steps further, describing its role in building bridges in the exploration of viewpoints across diverse cultures and serving as a way to amplify the voice of marginalized groups. However, the language in both purpose statements does not make a direct link to the importance of the individual's background and community of origins and its value to the university community. These issues are particularly relevant to underrepresented, first generation minority males, who may feel isolated in the cultural environment of the University of Chicago.

### ***Recommendations***

In addition to the recommendations made in the main body of this report, the Diversity Advisory Committee recommends the following:

1. **Develop programs that support the recruitment and retention of African American males in the College.** Programs such as The Posse Foundation, founded in 1989, have the expressed goals of: 1) expanding the pool from which top colleges and universities can recruit outstanding young leaders from diverse backgrounds; 2) helping these institutions build more interactive campus environments so that they can be more welcoming for people from all backgrounds and ensuring that Posse Scholars persist in their academic studies and graduate so they can take on leadership positions in the workforce. The Posse Foundation's founder, a MacArthur Genius awardee, was struck by difficulties in retention of students from diverse backgrounds at elite institutions. As one student stated, "I never would have dropped out of college if I had my posse with me."<sup>8</sup> The issue of support in the pre-collegiate and collegiate years along with a critical mass of students, with similar background, is one of the foundations of the program. Addressing the critical mass of students with similar backgrounds, who get to know one another in the pre-collegiate

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<sup>8</sup> <http://www.possefoundation.org/about-posse/our-history-mission>

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years may help to increase the likelihood of graduation for both African American and Latino students.

2. **Align the focus of UCSC and CII to a more explicit purpose of supporting recruitment and retention of underrepresented minorities.** This focus should not be to the exclusion of current activities in either office that provide opportunities for all students, yet it will bring attention to gifts and values that students from diverse background bring to the academic environment at the University of Chicago.
3. **Investigate whether or not food insecurity is an issue for undergraduates, particular students who are first generation or low income.** Further inquiry with undergraduates to understand the scope of this issue, with solutions generated from suggestions of those impacted.



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**Appendix 2**

**Report of the Subcommittee on Representation and Advancement: Graduate Students and Postdocs**

**Number Breakdown for Graduate Students**

According to the Spring 2016 Quarterly Census Enrollment Report from the University Registrar, the breakdown of degree-seeking graduate students is below.<sup>1</sup> The data indicate that 5.2% of the graduate student body is African American, 8% is Hispanic/Latinx, 0.3% is Native American (not including international studies). These numbers are very similar to those of undergraduate students (See Undergraduate Numerical Representation section). The gender breakdown of graduate students is 57% men, and 43% women across all academic units.

Race/Ethnicity	Count--		Count (W/o	%-(w/o
	All	%-All	Int'l)	Int'l)
American Indian/Native American	18	0.22%	18	0.29%
Arab/Middle Eastern/North African	54	0.46%	54	0.88%
Asian	854	12.83%	854	13.94%
Black or African American	318	4.34%	318	5.19%
Hispanic/ Latinx	492	6.92%	492	8.03%
International	2420	21.52%		
Two or more Races/Ethnicities	154	2.51%	154	2.51%
Pacific Islander	2	0.04%	2	0.03%
Unspecified	683	8.73%	683	11.15%
White	3553	42.42%	3553	57.98%
<b>Total</b>	<b>8548</b>	<b>100.00%</b>	<b>6128</b>	<b>100.00%</b>

<sup>1</sup> <https://registrar.uchicago.edu/page/quarterly-census-date-enrollment-reports>

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### **Number Breakdown for Postdocs**

For postdocs, which include Postdoctoral Scholars and Postdoctoral Fellows, the breakdown by gender and race/ethnicity is below. Although race/ethnicity information is not available for a significant number of individuals (20.9%), 1.3% of postdocs are African American, and 3.2 % are Hispanic, numbers which are much lower than those for undergraduate or graduate students. Together, minority postdocs (including African American, Hispanic, and Multi-Racial) only account for about 5% of all postdocs. By gender, 38% of postdocs are women, and 61% are men, a difference of 23 points.

<b>Race/Ethnicity</b>	<b>Female</b>	<b>Male</b>	<b>Blank</b>	<b>Total</b>	<b>Total %</b>
<b>Asian</b>	62	118		180	33.5 %
<b>Black/ African American</b>	4	3		7	1.3 %
<b>Hispanic/ Latinx</b>	6	11		17	3.2 %
<b>White</b>	82	135		217	40.4 %
<b>Blank</b>	49	59	4	112	20.9 %
<b>Multi-Racial</b>	1	2		3	0.6 %
<b>Grand Total</b>	<b>205</b>	<b>328</b>	<b>4</b>	<b>537</b>	<b>100 %</b>

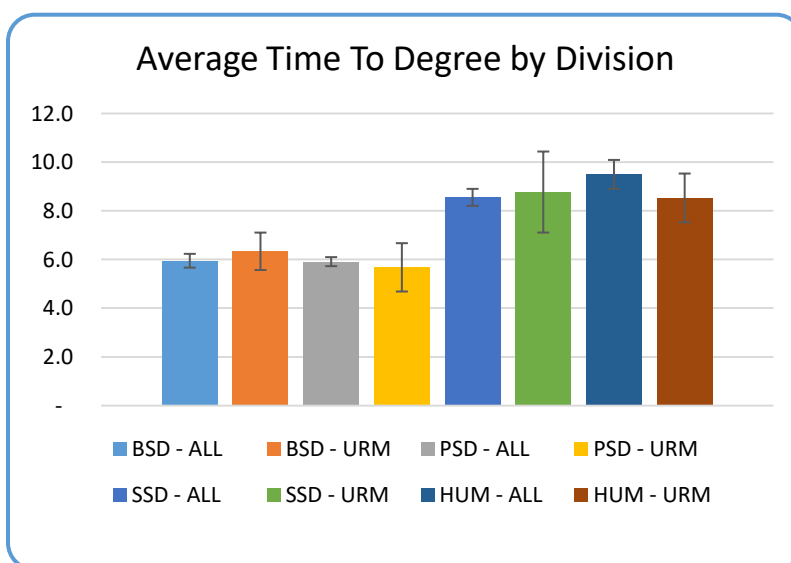
### **Time to Degree Completion**

An analysis of time-to-degree completion between all students and underrepresented minority graduate students (African American, Hispanic/Latinx, and Native American) in four academic divisions (Biological Sciences Division, Humanities Division, Physical Sciences Division, and Social Sciences Division) reveals no significant differences between the years 2003-2010 (See graph below). This suggests that, on average, time-to-degree does not differ between minority students and all students in these divisions. However, based on student interviews and interactions with graduate students, minority graduate students report negative experiences at a higher rate than majority students, suggesting that while there may not be a difference in

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time-to-degree, there is a significant difference in the quality of experience for graduate students of color.

Recent research on career choices in PhD graduates in STEM fields have also shown similar completion rates between well-represented students and underrepresented minority students, but have shown that minority students leave the academy at greater rates.<sup>2 3</sup> Research by Kenneth Gibbs and colleagues has shown simulations illustrating that this transition out of research- and academic-related careers drastically constrains possible growth in faculty diversity,<sup>4</sup> such that faculty diversity would not increase significantly through the year 2080 even if there was an exponential growth in minority PhD graduates. As such, it is crucial to focus on improving minority graduate student quality of experience, in addition to issues of minority graduate student recruitment and retention.



<sup>2</sup> Layton, R. L., Brandt, P. D., Freeman, A. M., Harrell, J. R., Hall, J. D., & Sinche, M. (2016). Diversity Exiting the Academy: Influential Factors for the Career Choice of Well-Represented and Underrepresented Minority Scientists. *CBE-Life Sciences Education*, 15(3), ar41

<sup>3</sup> Gibbs Jr, K. D., McGready, J., Bennett, J. C., & Griffin, K. (2014). Biomedical science Ph. D. career interest patterns by race/ethnicity and gender. *PLoS one*, 9(12), e114736.

<sup>4</sup> Gibbs, K. D., Basson, J., Xierali, I., & Broniatowski, D. A. (2016). Decoupling of the minority PhD talent pool and assistant professor hiring in medical school basic science departments in the US. *eLife*, 5, e21393.

**Current Initiatives on Campus**

At the University of Chicago, a number of offices provide a number of services for students across campus that aim to lower documented challenges for marginalized academics at predominantly white institutions. These barriers include negative stereotypes about underrepresented minorities, limited or inadequate integrations into academic communities, feelings of isolation, implicit bias, low or nonexistent perceived level of environmental support, and dissatisfactory academic and professional mentoring.<sup>5 6 7 8 9</sup>

The Center for Identity + Inclusion (CI+I) and The Office of Multicultural Student Affairs (OMSA) provide a number of services that promote community building and support for affinity spaces and student life. The Center for the Study of Race, Politics, and Culture (CSRPC) is committed to the promotion of collaborative engagement between scholars devoted to the study of race and ethnicity. UChicagoGRAD and The Chicago Center for Teaching, operating out of the Office of the Provost, provide professional development, pedagogical training, and support for all graduate students and postdocs, but have recently launched programming that is sensitive to the particular challenges faced by minority scholars.

Quite recently, Student Counseling Services has also collaborated with other offices to provide programming and support in topics often discussed as part of the minority graduate student experience, such as workshops on imposter syndrome and navigating negative stereotypes

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<sup>5</sup> Whittaker, J. A., Montgomery, B. L., & Acosta, V. G. M. (2015). "Retention of underrepresented minority faculty: strategic initiatives for institutional value proposition based on perspectives from a range of academic institutions." *Journal of Undergraduate Neuroscience Education*, 13(3), A136.

<sup>6</sup> Crowley S, Fuller D, Law W, McKeon D, Ramirez JJ, Trujillo KA, Widerman E. "Improving the climate in research and scientific training environments for members of underrepresented minorities." *Neuroscientist*. 2004;10: 26–30.

<sup>7</sup> Tillman LC. "Mentoring African American faculty in predominantly white institutions". *Res High Educ*. 2001;42: 295–325.

<sup>8</sup> Turner CSV, González JC. "What does the literature tell us about mentoring across race/ethnicity and gender?" In: Turner CSV, González JC, editors. *Modeling mentoring across race/ethnicity and gender: practices to cultivate the next generation of diverse faculty*. Sterling, VA: Stylus Publishing; 2015. pp. 1–41.

<sup>9</sup> Figueroa T, Hurtado S. "Underrepresented Racial and/or Ethnic Minority (URM) graduate students in STEM disciplines: a critical approach to understanding graduate school experiences and obstacles to degree progression Los Angeles, CA" Association for the Study of Higher Education / University of California, Los Angeles; 2013.

about underrepresented minority scholars. These issues are particularly important, as various graduate students have expressed feeling that there is a misconception that underrepresented graduate students may be struggling, when in fact they are reaching program milestones at the same time, if not earlier, than well-represented peers.

***Recommendations and Challenges***

- 1. Elevate and strengthen communication and collaboration between offices devoted to minority graduate student support, such as, CI+I, OMSA, UChicagoGRAD, The Chicago Center for Teaching, SCS, and CSRPC.**

While the range of services provided across the University is vast, many graduate students report feeling like they are not aware of all the services provided on campus, and report frustration at having to navigate a decentralized infrastructure. The collaboration between these offices should be made more explicit to reduce student confusion and enhance visibility.

- 2. Develop academic and professional mentoring programs for minority graduate students and postdocs.**

Although minority professional and academic mentors, such as faculty and administrators, may be scarce, it is important to create and/or elevate programming that can create mentoring opportunities that provide professional, academic, and psychosocial support, in addition to opportunities for integration into academic and professional communities.<sup>10</sup>

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<sup>10</sup> Curtin, N., Malley, J., & Stewart, A. J. (2016). "Mentoring the Next Generation of Faculty: Supporting Academic Career Aspirations Among Doctoral Students". *Research in Higher Education*, 1-25.

**Appendix 3**

***Report of the Subcommittee on Representation and Advancement: Faculty***

A university faculty composed of individuals from a wide range of backgrounds maximizes the potential for innovative scholarship and teaching. Additionally, the make-up of a University's faculty is highly visible, and this visibility speaks volumes to current and prospective students, to staff, to neighboring communities, to peer institutions, and to the general public about the institution's commitment to inclusion and professional development in its core educational mission. A truly diverse faculty would consist of substantive numbers of scholars from different racial backgrounds in every field, and the presence female faculty across levels of rank, demonstrating an inclusive and equitable approach to cultivating new scholarship, meaningful leadership and shared authority at this faculty-run University.

The visibility of diversity requires a critical mass. The presence of faculty of color contributes substantially to the recruitment and engagement of students and other faculty of color, even when faculty members' scholarly fields do not reflect "minority" topics or positionalities. The same is true for the presence of women faculty. But a critical mass cannot in itself reflect institutional equity and inclusion if it remains clustered at the bottom of our departmental and administrative ranks. Female faculty currently constitute a disproportionately low number of tenured faculty at the University of Chicago, and in some fields the gender disparity in numbers and rank is glaring. A critical mass of faculty of color cannot enrich the intellectual life of the University if it does not extend beyond significantly beyond clinical faculty and into units responsible for teaching in the College and in the University's masters and doctoral programs.

It is crucial, then, that the University of Chicago develop strategies for recruiting, retaining and effectively mentoring and supporting Underrepresented Minority (URM) and female faculty in their research, teaching, and professional development, with careful attention to the particularities of disciplines across the University. Diversity, inclusion and equity must be top priorities from the start of every faculty search through the support of developing collegial cultures in each academic unit. Investments in such efforts can generate the kind of critical mass that can, with ongoing institutional support, build upon itself in lasting ways.

***URM Faculty and the Disciplines***

As of August 2016, The University of Chicago has 115 faculty members from groups designated as URM (Black, Hispanic, Native American)<sup>1</sup>. The total number of URM faculty comprises 6.1% of the University's total faculty (1877).<sup>2</sup> While Black faculty numbers have grown since 2010 from 59 to 67, there has been a greater increase in the number of Black female faculty and slight drop in number of Black male faculty. More troubling, over the same period, the number of Latino faculty has dropped from 50 to 43. There has been no change in the number (2) of Native American faculty since 2010.<sup>3</sup>

Breakdown by fields and disciplines indicates the need for targeted efforts in particular areas, and for a deeper understanding of the types of service faculty in different units perform. The Division of Biological Sciences has the highest number of URM faculty (51/893; 6%). This includes faculty engaged in extraordinary clinical practices and research, and cutting-edge community engagement projects. It is important to note, though, that these numbers largely reflect clinical faculty who do not teach undergraduates.

Other divisions have slightly higher percentages of URM faculty than BSD, notably the Division of the Humanities (18/195; 9.2%) and the Division of Social Sciences (18/202; 8.9%). But the numbers remain quite low. The Collegiate Division (2/40; 5%) and the Division of Physical Sciences (8/214; 3.7%) have lower percentages of URM faculty than the Division of Biological Sciences. The one female URM faculty member in Physical Sciences (a Latina) reflects the persistent problem of recruiting and retaining faculty of color and women in the hard sciences, and indicates the importance of considering the intersections of race and gender in diversity efforts.

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<sup>1</sup> "Faculty Breakdown by Race/Ethnicity and Gender by Department Based on Faculty Data as of 7.24.2016." It is important to note that data on "Asian" faculty is not treated consistently in the University's demographic records, and Asian American not listed as a category in any of the data consulted for this report, raising questions about the University's definition of "URM" faculty; for example, Asian American scholars are significantly underrepresented in Humanities fields.

<sup>2</sup> "Faculty Breakdown by Race/Ethnicity and Gender by Department Based on Faculty Data as of 7.24.2016."

<sup>3</sup> "University of Chicago Underrepresented Tenure & Tenure Track Faculty [Data Reported During February of 2010-2016]."

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Most other schools and institutes on campus also have very low numbers of URM faculty. The highest number and percentage can be found in the School of Social Service Administration, where the curriculum has a strong focus on underserved communities (7/32; 22%). Both the School of Service Administration and the Law School (5/53; 9.4%) have no Latino males on their faculties. URM in the Harris School of Public Policy (2/30; 6.6%) and the Divinity School (2/28; 7.1%) consist of two Black men, each.

Two units have a single male URM faculty member: the Institute for Molecular Engineering (1/10; 10%) and the Oriental Institute (1/18; 5.5%).

More than two dozen academic departments and units have zero URM faculty, including the Booth School of Business, the Department of Economics, and the Committee on Social Thought, three of the most prominent fixtures of the University's intellectual history and public visibility.<sup>4</sup>

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<sup>4</sup> Departments and units with no URM faculty include: Anesthesia & Critical Care, Ben May Department for Cancer Research, Booth School of Business, Chemistry, Committee on Education, Committee on Geographical Studies, Committee on Social Thought, Comparative Literature, East Asian Languages and Civilization, Ecology and Evolution, Economics, Geophysical Sciences, Germanic Studies, Microbiology, Near Eastern Languages and Civilization, Neurobiology, Neurology, Ophthalmology and Visual Science, Organismal Biology and Anatomy, Orthopedic Surgery and Rehabilitation Medicine, Pediatrics, Pharmacological and Physiological Sciences, Physical Education and Athletics, Public Health Sciences, Radiation and Cellular Oncology, Slavic Languages and Literature, South Asian Languages and Civilizations, Statistics, and the Urban Education Institute.



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### **Gender, URM and Rank<sup>5</sup>**

Female faculty make up 33% (589/1781) of the total faculty.<sup>6</sup> Significantly, female URM faculty (53) make up just 9% of total women faculty, and 2.9% of the total faculty.<sup>7</sup> Intersectional analysis of race and gender categories here points not only to the need to recruit more URM female faculty, but also to the need for finer-grained analysis of where and why certain fields (at the University of Chicago and peer institutions) are training, recruiting, promoting and retaining more women and URM faculty than others.

Echoing the findings of the 2012 University Report on the Status of Academic Women, we see a significant disparity when considering the rank of the University's female faculty: women make up only 19% (342/1781) of Tenured (Associate and Full Professors) faculty.<sup>8</sup>

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<sup>5</sup> "The University of Chicago Faculty Breakdown by Gender, Race, and Rank, Compiled 8.4.2016"; "Faculty Breakdown by Gender, Race, and Rank, Compiled 8.4.2016."

Note: This " Faculty Breakdown by Gender, Race, and Rank" source excludes Collegiate Faculty (and perhaps others), as the total number of faculty listed (1781) does not match the 1877 totaled in "Faculty Breakdown by Race/Ethnicity and Gender by Department Based on Faculty Data as of 7.24.2016"

<sup>6</sup> "Faculty Breakdown by Gender, Race, and Rank, Compiled 8.4.2016"

<sup>7</sup> The following chart excerpts information from "Faculty Breakdown by Gender, Race, and Rank, Compiled 8.4.2016":

<b>Race/Ethnicity</b>	<b>Female</b>	<b>Male</b>	<b>Grand Total</b>
<b>Am Indian</b>		1	1
<b>Black</b>	35	31	66
<b>Hispanic</b>	18	26	44
<b>Asian</b>	107	215	322
<b>White</b>	411	879	1290
<b>Blank</b>	17	41	58
<b>Grand Total</b>	<b>588</b>	<b>1193</b>	<b>1781</b>

<sup>8</sup> The following chart excerpts information from "Faculty Breakdown by Gender, Race, and Rank, Compiled 8.4.2016":

<b>Rank</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
<b>Assistant Professor</b>	240	304	544
<b>Associate Professor</b>	155	243	398
<b>Clinical Assistant Professor</b>	7	5	12
<b>Clinical Associate Professor</b>	1	5	6
<b>Clinical Professor</b>	6	22	28
<b>Dean</b>		6	6
<b>Professor</b>	180	607	787
<b>Associate and Full</b>	342	883	1225
<b>Grand Total</b>	<b>589</b>	<b>1192</b>	<b>1781</b>

***Challenges to recruiting and retaining faculty of color***

The small numbers of URM faculty across the University (in some departments, zero) are a major impediment to the appearance and creation of an inclusive and equitable environment for prospective URM faculty (not to mention other faculty interested in diverse workplaces). This is a remarkable shortcoming, given the appeals that the city of Chicago (and particularly the South Side) has on cultural and social levels, as a diverse place to live, to conduct research, and participate in community engagement. The low numbers of URM faculty and women in some fields hinders the creation of intellectual community and social responsiveness in appearance and in fact.

Promotion hurdles may reflect resistances to the innovations that many URM and female scholars bring to their work that do not fit conventional disciplinary frameworks at UChicago.

Female faculty face challenges as the benchmarks they need to set professionally frequently overlap with the years in which they are facing key personal milestones (such as childbearing and childrearing). Implications of these aspirations and activities for female faculty are more severe than they are for men, as is the case in most professions.

URM and women faculty speak frequently of being stretched too thin. They serve as "diversity" representatives in many contexts far beyond the expectations of their colleagues, displaying higher levels of citizenship that are expected and that they often desire.

**Recommendations<sup>9</sup>**

As outlined in the main body of this report, the Council recommends increasing the numbers of faculty from underrepresented groups, while putting in place sufficiently funded strategies for successful recruitment, retention, inclusion and professional development.<sup>10</sup> This requires approaches that make the University diversity-ready, and that makes all units supported in, and accountable for, achieving diversity, equity and inclusion in the performance of their core functions of research and teaching. The Council also recommends the creation of an academic unit focused on race and ethnicity that will serve as a central intellectual space for faculty research and teaching – and by extension recruitment, retention of URM faculty and students.

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<sup>9</sup> For a detailed list of best practices, see "Institutional Strategies for Increasing Faculty Diversity" compiled by Tamara Johnson, former Director, Faculty Diversity Initiatives, Office of the Provost.

<sup>10</sup> Some units on campus have programs that should receive continued funding and serve as models for other units. These include:

- National Center for Faculty Diversity and Development (NCFDD)
- Race and Pedagogy Workshop (mostly graduate students, but engages faculty as well)
- Diversity: Engage-Learn-Transform Fund
- Campus Dialogue Fund
- Diversity Speaker Series offered by the Medicine and Biological Science Office of Diversity and Inclusion
- Diversity Research and Small Grants Program (UCMBSD)
- Monthly Diversity Dialogues (UCMBSD)
- Visiting Professorship and Student Exchange Program between the University of Chicago and El Colegio de México
- SSA Inclusion, Equity, and Diversity Committee
- Warner-Reynolds Leadership Academy for Early- and Mid-Career Physicians and Scientists (UCMBSD Office of Diversity and Inclusion)
- REEL TALK: A Video Lunch and Learn Series
- Chicago Women in Business (CWIB) at Booth

**Appendix 4**

**Report of the Subcommittee on Diversity in the Curriculum**

Sub-Committee Members: Ruby Garrett, James Kiselik,  
Ka Yee Christina Lee, and Agnes Lugo-Ortiz

**Introduction**

A commitment to diversity, inclusion, and equity, as key components of The University of Chicago's social and intellectual mission, ought not only to materialize in the numerically significant presence of members of diverse socio-cultural and economic groups within the various sectors that comprise our community (faculty, students, staff, service providers, and high administration) and in the fostering of a welcoming and supportive climate in which all can develop their intellectual, professional, and personal potentialities. Organically related to these goals, such commitment ought to imprint as well the core feature of university life: the production and transmission of knowledge and the forging of skilled and learned critical thinkers. Diversity entails a rich and profound epistemological dimension. It comports a qualitative, not a just a quantitative character. This manifests itself in the emergence of new areas of research, in the transformative power of different perspectives and methodologies, in the unearthing of previously unappreciated materials and archives, and, equally forceful, in the demands to enhance the curricular offerings and to meet the pedagogical challenges that a vibrant and complexly diverse student body poses.

Diversity is, by definition, a constitutive element of any robust intellectual community. Without a multiplicity of perspectives, archives, visions, sensitivities, and styles, inquiries fall into the *logic of the same* and lose the tense dynamism that defines strong intellectual dispositions and pursuits—with their willingness to take risks and to face the non-familiar, uncomfortable or uncertain. But furthermore, in a pragmatic sense, in this age and time, diversity in the curriculum must be of necessity a crucial element in the academic training we provide our students given the demands of a multi-ethnic, multilingual, multicultural, and gender and sexually diverse society and work-force, as well as of an increasingly globalized world economy.

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While curricular diversity may have different expressions within distinct disciplinary formations, a common goal concerns the development of basic tools (and sensitivity) for mutual understanding and respect. It is not about a condescending "tolerance" for "the other," but about fostering the capacity among students to engage difference in a fearless and affirmative manner on the basis of an ethics of intellectual openness; and conversely, to insure that the diverse constituencies that comprise the university are not rarified (with sheer instrumental aims) as mute "objects of inquiry" but institutionally conceived and sought out as equal and active participants and interlocutors in the enterprise of knowledge.

### ***Assessment of Current Status of Diversity in the Curriculum***

#### **A. Issues of Content**

"Curricular diversity and inclusion" takes on different meanings for different academic units. Many view their curricula as being "diverse" strictly in terms of traditional disciplinary variety or for having different perspectives represented in the classroom by a diverse student body, yet not in terms of dealing with pedagogical and scholarly content on diversity-related issues. For example, in the Natural Sciences, while some are aware of the social contexts within which scientific endeavors are developed, and deem an awareness of these—of their impact on or potential uses of their research—as a relevant component of their curriculum, with few exceptions, questions of diversity are largely understood as being extrinsic to their specific "fact-based" inquiries. Likewise, while in no few humanistic and social science fields, issues related to diversity (i.e. gender, sexuality, race) have been at the core of some of the most interesting methodological innovations of the last decades, in significant corners such subjects or categories (e.g. race, ethnicity, gender, sexuality or disability) are still seen as lacking the depth and/or scholarly rigor to be taken seriously or, worse, as pertaining to "particularistic concerns" irremissibly devoid of "universal" value. Moreover, even within one same unit, engagements with diversity-related content are unevenly distributed or atomized. Thus, for instance, while in the Law School "race" has been at the center of the definition of the field of U.S. Constitutional Law, or "gender" within Family Law, other sub-fields have remained

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impermeable to such questions. Finally, although often understated, a significant number of courses across the undergraduate curriculum do have a "diversity" component. The challenge here is to ensure that such inquiries are not dispersed or ghettoized but become an integral element in the formation of our students across the board.

### ***The Core***

Throughout the years, efforts have been made to develop a Core that is inclusive in its curricular offering and that does not reproduce uncritically the Eurocentric matrix that defined it in its origin. The results have been uneven. In the Social Sciences and Civilization Studies, several of the sequences are inextricably entangled with questions of diversity (e.g. "Colonizations" "Gender and Sexuality" in CIV) and with issues of social inequality and power (e.g. "Power, Identity and Resistance" in SOCS). For courses that at present lack this dimension, there is an ongoing conversation at the College on the possibilities of enhancing questions of diversity and inclusion within these courses. Ironically, though, in the Humanities and Arts Cores, while there exists diversity in terms of disciplinary offerings (SEA, English, Theater and Performance Studies, etc.), there remains a great need to further diversify the Core and loosen the Anglo-Eurocentric grip in the content (e.g. "Readings in World Literatures," "Human Being and Citizen"). There is a general sense that students interested in topics concerning diversity and inclusion seek those offerings in the Social Sciences and Civilization Studies Core instead—a perception that ought to be addressed. Lastly, in Biological, Mathematical, and Physical Sciences Cores, issues of diversity and inclusion seldom make their way into the course content, with the exception of the BIOS Core course on "The Biology of Gender."

At the time of the writing of this report, a faculty group is working on a proposal for a new core on "Roots of Race" within the Social Sciences as well as on the idea of "seeding funding" to support curricular development on race, ethnicity, gender identity, sexual orientation, disability status, inequality, and other related areas of inquiry. Launching a Race Core (in coordination with other relevant Core sequences) has the potential of initiating a process of promoting diverse content across the curriculum as well as diversely trained instructors into the overall

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College Cores on Social Sciences and Humanities. It should be stressed that in thinking about diversity, it is capital that the development of individual courses does not preclude the College's continuous efforts to integrate diversity-related issues, both as matters of content and as analytical categories, across the curriculum.

### ***Professional Schools and Divisions***

As mentioned before, "curricular diversity and inclusion" takes on different meanings for different units, often circumventing an explicit consideration of diversity-related issues in the courses offered. For example, one School views diversity as a fundamental aspect of the practical training they provide, yet there is little room within the theoretical dimension of the training for diversity-related courses (as if theory and particularity could not coexist) until later on in the program when students go into substantive focus, at which point only a small fraction of the student body engages in such discussions. In yet another unit, while questions of race and diversity are not ignored, concerns have been expressed about the sensitivity of the pedagogical approach. Across Schools and Divisions, it has been repeatedly noted that faculty vary in their level of comfort talking about race and diversity. When they engage in discussions of these topics, they often tend to do so from an abstract perspective, rather than from an awareness of lived experiences, with the concomitant discomfort among students of color.

While in the Natural Sciences, as suggested above, diversity-related courses are scarce, a course worth noting is "Health Disparities: Equity and Advocacy," offered by the Pritzker's School of Medicine to all first-year medical students. The course examines diversity and equity through the lens of health disparities, thus tying these issues in a discipline-specific manner. The conceptualization that underwrites this course could serve as a model for other professional schools on how to integrate diversity-related issues in a manner that is organically related to their specific fields, and that engages all of its students.

Many interdisciplinary centers and programs across the university have played a fundamental role in fostering diversity and inclusion in the curricula. Capital among them is the Center for the Study of Race, Politics, and Culture, but also the Center for Latin American Studies, which

consistently integrates questions of race and ethnicity and of migrant studies in its offerings. Yet, serious lacunae exist with regard, for instance, to Asian- and Native-American studies. Likewise, while Spanish is the second language spoken in the United States, and while the US has already become the second Spanish-speaking country in the world, after México, the university lacks a strong and autonomous Department of Spanish. Partly related to the Anglo-European matrix of the Humanities Division, currently Spanish is a small program (in terms of its number of faculty) within the Department of Romance Languages and Literatures. Given its structural habitat (with French and Italian), historically it has tended to privileged the study of the European cultures and literatures of Spain over those of the Spanish-speaking Americas. At present, that program even lacks a specialist in the Hispanic cultures and literatures of the United States, creating a serious vacuum in its curricular offerings. This is a situation that is in urgent need of redress.

**B. Questions of Pedagogy (Diversity in the Life of the Classroom)**

Diversity in the life of the classroom can deeply enhance the educational experience of all those who are involved. It is therefore of utmost importance to render the classroom an effective *locus* for intellectual discourse, and a learning space for all. A classroom traversed by disrespect cannot be a learning space. From the pedagogical standpoint, some of the questions that need to be addressed are: What teaching tools should be developed to foster a climate of inclusiveness and respect for all in the classroom? Through what pedagogical strategies can abuses be avoided, neutralizing tensions and aggressions and placing them at the service of critical self-consciousness and learning? What sort of mechanisms for accountability, ones that protect both students and faculty, should be put in place? What kind of pedagogies should be advanced to insure retention in fields that are hostile to women and minorities? Given the varying levels of comfort faculty members have in discussing diversity-related issues, pedagogy workshop targeted to deal with race, class inequality, etc. will be most welcome. The Center for Teaching and Learning could play a more vigorous role here by developing teaching workshops on diversity and inclusion in the classroom that are tailored to the disciplinary specificity of different units across campus. Colleagues at SSA, for example, have expressed eagerness to



have this kind of training. The CTL could also take a more proactive role in pulling (on a consistent and formal basis) people from different units across the University to allow for the sharing of experience and best practices.

### **C. Structures of Academic Support**

Crucial for the advancement of diversity in the classroom are the extracurricular programs designed to provide academic support to students of diverse cultural and socio-economic backgrounds and to increase the number of URM in academia. Among the programs that are worth mentioning and strengthening are the Chicago Academic Achievement Program (CAAP), the College Bridge Program, and the Mellon Mays Undergraduate Fellowship. The CAAP "provides early exposure to scholarly and social life at the University of Chicago to a group of academically talented incoming first-year students, many of whom are the first in their family to go to college or from low-income backgrounds." The Bridge program supports advanced high school students from the Chicago Public School system by allowing them to enroll in our university's course, giving them an early and well-guided exposure to the demands of higher education. The Mellon Mays fellowship identifies, supports and mentors highly qualified undergraduate, with the goal to encourage them "to pursue a Ph.D. in fields where diversity has not been historically present". In an indirect fashion, these programs enhance the goals of diversity in the classroom.

Also relevant to the question of diversity in the curriculum is the role of academic tutors, TAs and CAs across the university. It is crucial that in their training they become mindful of the best pedagogical practices for meeting the challenges of a diverse student body. This is true for graduate students who enroll in The Little Red Schoolhouse course, for the leaders of the zero-credit small groups that run parallel to Chemistry lectures or for Harper Tutors. Students in the Law School have expressed that an ad hoc, student-run, peer support network organized by the Black Law Students Association has been a useful way to provide guidance and training, and this sort of model could be encouraged across the institution.

***Recommendations for Strengthening Diversity in the Curriculum***

**A. Board on Diversity, Inclusion, and Equity in each Division and School and in the College.**

We recommend that each Division, professional school as well as the College has a Board on Diversity, Inclusion, and Equity. This Board will be led by a senior faculty and comprised by five members: 1 graduate student, 1 undergraduate, 2 additional faculty members, and the Dean or his or her representative. It will count on the appropriate financial and administrative support to fulfill its mission. Their members should understand the University's core values and have a strong commitment to intellectual freedom and to the principles of diversity, inclusion, and equity. Among other things, the Board will play an instrumental role in strengthening diversity in the curriculum. Their charge should include, but not be limited to, the following:

i. **Administer grants for the development of courses related to diversity and inclusion.**

Division leadership is interested in developing new courses, but doing so effectively requires an investment of both time and funding. The Board should invest its resources to develop such courses within the respective Division and create valuable partnerships outside the Division (i.e., with other Divisions and interdisciplinary units such as the CSRPC). The newly developed courses can span the entire quarter or immerse students in a topic for a few weeks.

ii. **Facilitate and augment curricular engagement with the greater Chicago community.**

In addition to fortifying curricular diversity by introducing students to experiential learning within their discipline, such engagement provides resources to and strengthens relationships with the surrounding community. The Board should assist with securing new partnerships and expanding existing programs. The curricular engagement should be graded / for credit.

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iii. **Advise Division on issues of diversity with regard to faculty hires.**

In order to improve diversity in the curriculum, the Dean and departmental search committees must consider such goals during the faculty recruitment and hiring process. The Board should serve as a consultant to the Dean and faculty search committee.

iv. **Educate faculty on best practices for approaching difficult conversations and interrogating the material presented.**

Divisions would benefit from dialogue on diversity and inclusion in the classroom. The Board's faculty leader should participate in Divisional meetings and sponsor relevant activities such as a forum for faculty to share pedagogical strategies.

v. **Design course evaluations in a manner that captures bias and cultural insensitivity in the classroom to create an effective learning environment.**

Conditions of the learning space must facilitate intellectual growth. The Board should create a unified reporting mechanism that creates accountability and ensures that concerns are addressed swiftly and transparently.

vi. **Support the advancement of diverse students.**

The University attracts students from myriad backgrounds. The Board should provide the social capital required to succeed in a diverse institution and eventually, a diverse workplace. The Board should oversee student orientation events that introduce incoming students to the particularities of the Division's intellectual work. A mentoring system and tutorial services should be put in place to provide continued support throughout the year.

vii. **Support the professional development of URM faculty.**

The Board can provide support and mentorship for URM faculty, especially to those who are tenure track, and offer them a sounding board for their experiences at the university.

**B. The Committee recommends the incorporation of a course that introduces students to the questions of diversity and inclusion, and provides opportunities for students to learn about diverse perspectives as part of the required curriculum for all Divisions and Schools, and the**

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**College.** The content of such a course should differ according to the particularities and needs of each unit. Seed funds should be provided for these courses and administered by the proposed Board for Diversity, Inclusion, and Equity in each professional school, Division, and the College. The Committee also supports the creation of a Core sequence on the study of race within the Social Sciences Division.

**C. Cluster Hires. Divisions should canvas its departments for their views on the possibilities for developing a program of faculty cluster hires in areas related to diversity and inclusion.**

This discussion could take place within the Committee of Chairs and DGSs (who will gather information from their respective departments and constituencies on the meaning of such a program) and in collaboration with the Board for Diversity, Inclusion, and Equity. On the basis of the basis of these discussions, the Division will then be in the position to draw a coherent and realistic plan of action.

**D. Insuring that current departmental structures are not arbitrarily hindering the goals of diversity, inclusion, and equity.** Alongside the interrogation of how the university (de)legitimizes certain epistemological positions, we recommend that the university insures that existing departmental structures do not hinder the goals of diversity and inclusion, a task to be fulfilled by the Board for Diversity, Inclusion, and Equity in each academic unit.

**E. We recommend a substantial expansion of the curricular offerings related to Hispanic, Latin American, and Latino Studies.** Establishing coverage of curricular needs in these areas should constitute a priority in planning to meet targets for the hire of underrepresented faculty by 2026. These needs also recommend the creation of an exploratory committee to discuss appropriate avenues for the development and strengthening of the study of Hispanic literatures and cultures at the university that would meet until December 2017.

**F. Strengthening existing academic units and Centers that advance the goals of curricular diversity in the university such as the CRSPC, CLAS, CSGS and the LGBTQ project.**

**Appendix 5**

***Council Statement on Freedom of Expression and Diversity, Equity, and Inclusion***

The statement on freedom of expression offered by the Committee on Freedom of Expression, since adopted as a guiding document for the University, affirms the fundamental role of free and full exchange of ideas within higher education. Throughout this Council's deliberations on diversity, inclusion and equity at the University of Chicago, we have reaffirmed the principle of freedom of expression as essential to inquiry in all its forms. It is the indispensable element that enables dissemination and advancement of knowledge. Historically it has proven the first and, often, most enduring means to advocate for greater equity and standing to call for change within society. For these reasons, this Council does not view the principle of free expression and aims of diversity, inclusion and equity to be in conflict. Indeed, we believe that each requires the other, in order to foster the trust needed to enact that principle and those aims.

Given the place of free expression as a guiding principle for higher education, it is vital to enact it, in practice, with consideration and care. This assigns unique responsibilities on all individuals who comprise our campus, our broader community of neighbors and partners, our institutional leadership, and the University itself, as an entity ever more devoted to communication, outreach and engagement with the wider society. The fact that virtually any form of expression, save those which violates narrow specifications spelled out in the Report of the Committee on Freedom of Expression, enjoy protection should not be construed to mean that all statements are endorsed equally in the eyes of the University community or its members.

The Council believes this understanding, so long as it does not actively prohibit the voicing of personally held views, is valid as well as needed. Just as individuals must be protected in their right to express their views and advance their ideas, so too ought broader communities enjoy the opportunity to recognize and affirm values foundational to the endeavors of inquiry and learning, by countering, short of suppressing, demeaning or degrading expression. Without this balance, actively supported by University leadership, it becomes difficult for free expression to coincide with collective trust, creating conditions in which the advance of knowledge, rooted in the exchange of ideas, risks breaking down.

**Appendix 6**

**Roster of Council Members**

**Adam Green** (Chair), Associate Professor  
Division of the Social Sciences, Department of History

**Ramón Gutiérrez**, Preston & Sterling Morton Distinguished Service Professor  
Division of the Social Sciences, Department of History

**Ka Yee Lee**, Professor  
Physical Sciences Division, Department of Chemistry

**Agnes Lugo-Ortiz**, Associate Professor  
Division of the Humanities, Department of Romance Languages and Literatures

**Doriane Miller**, Associate Professor  
Biological Sciences Division, UChicago Medicine

**Angela Olinto**, Homer J. Livingston Distinguished Service Professor, Department Chair  
Physical Sciences Division, Department of Astronomy and Astrophysics

**Charles Payne**, Frank P. Hixon Distinguished Service Professor, Faculty Department Chair,  
School of Social Service Administration

**Jacqueline Stewart**, Professor  
Division of the Humanities, Department of Cinema and Media Studies

**David Strauss**, Gerald Ratner Distinguished Service Professor  
Law School

**Carlos Cardenas-Iniguez**, Graduate Student  
Division of the Social Sciences, Department of Psychology

**Ruby Garrett**, Graduate Student (J.D.'16)  
Law School

**Miguel Barajas**, Graduate Student  
Biological Sciences Division, Pritzker School of Medicine

**Alita Carbone**, Undergraduate Student  
Political Science

**James Kiselik**, Undergraduate Student (A.B.'16, A.M.'16)  
Physical Sciences Division, Department of Mathematics, and Division of the Humanities, MAPH

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***Ex Officio Members***

**Melissa Gilliam**, Professor

Vice Provost for Academic Leadership, Advancement, and Diversity

**Katie Callow-Wright**

Vice President and Chief of Staff

**Matthew Christian**

Associate Provost and Chief of Staff

**Karlene Burrell-McRae**

Executive Director of the Center for Identity + Inclusion and Associate Dean of Students

**Somaiyya Ahmad**

Assistant Director of Special Projects

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