



NEW YORK UNIVERSITY

**Interim Report
of the University Senate Ad Hoc Advisory Task Force on
Equity, Diversity, and Inclusion**

December 2016

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EXECUTIVE SUMMARY

The University Senate Ad Hoc Advisory Task Force on Equity, Diversity, and Inclusion has been working diligently over the past several months. We have focused on the critical work of advancing the University's ongoing efforts to embrace diversity and promote a culture of inclusion for all NYU students, faculty, staff, and administrators.

Lynn Videka, dean of the Silver School of Social Work, and **Charlton McIlwain**, associate professor of media, culture, and communication and associate dean of faculty development and diversity at the Steinhardt School of Culture, Education, and Human Development, began this work in Spring 2016 as the Task Force cochairs. **Gabrielle Starr**, Seryl Kushner Dean of the College of Arts and Science, succeeded Lynn Videka as cochair in August 2016. **Krystal McLeod**, a College of Arts and Science senior, was the founding student vice chair; **Vincent Vance** succeeded Krystal in August 2016. The Task Force's 32 [members](#) include deans, faculty, students, and administrators based in New York City and at some of NYU's global sites.

The Task Force's [charge](#) requires us to **inventory** the current NYU environment with respect to equity, diversity, and inclusion; identify and recommend appropriate mechanisms to **assess** the campus climate on these measures; **consider strategies and programs** to improve and strengthen the NYU environment accordingly; and **produce reports** at regular intervals. The Task Force had its first meeting in February 2016. NYU President Andrew Hamilton attended the meeting, reviewed the charge, and answered many of our questions about equity, diversity, and inclusion at NYU. We met monthly as a full group, with smaller committee meetings happening in the intervening weeks throughout the spring and fall. We are pleased to report on the initial stages of our work, outline a set of near-term recommendations, and highlight our immediate next steps. **N.B.: This is an interim report and does not include a final inventory of programs or final data. The [Task Force website](#) will be updated periodically as we continue to assemble information and make our final recommendations. You may also read the [November 30 update to the NYU community](#) from the Task Force cochairs and President Hamilton, which provides an overview of the concrete steps that have already been taken. Should you have additional information you feel should be considered by the Task Force, please do not hesitate to contact us. Thank you to the entire community!**

Organization

To begin the first stage of its work, the cochairs initially divided the Task Force into three inventory committees—one each to focus on faculty, students, and administrators/staff—and one assessment committee. The inventory committees set out to

- Collect, review, and draw conclusions from demographic data about faculty, students, administrators, and staff

- Provide a complete inventory of programs, activities, and training initiatives that address issues of equity, diversity, and inclusion, with respect to each constituent group
- Determine what additional data is necessary to adequately assess the state of equity, diversity, and inclusion at NYU

The cochairs tasked the Assessment Committee with identifying one or more mechanisms for assessing the climate of equity, diversity, and inclusion among all ranks and constituencies of faculty, students, administrators, and staff, particularly those from underrepresented racial/ethnic groups.

The Task Force formally requested a comprehensive list of data on the distribution (including both percentages and raw numbers) of race, ethnicity, sex, LGBTQ status, and disability status of multiple configurations of NYU students, faculty, staff, and administrators.

In addition, we invited individuals charged by the University with key elements of our work, so Sabrina Ellis, vice president for human resources, has begun work with the staff outcomes committee; Monroe France, associate vice president for student affairs and diversity initiatives, is working with the student outcomes committee; Cybele Raver, vice provost of academic, faculty, and research affairs, is working with the faculty committee; etc.

Initial Recommendations

The Task Force recommended that one of the first steps the University takes is to improve its capacity to collect and verify data used to evaluate our progress on equity, diversity, and inclusion.

The Task Force's comprehensive data request revealed shortcomings in how the University collects and distributes data related to race and ethnicity. Our request has prompted the university administration to examine the kinds of data it collects and the mechanisms in place to verify the data as well as how to make that data accessible and useful to the NYU community.

Additionally, the Task Force heartily endorsed the action steps President Hamilton outlines in his March 30, 2016, letter to the Task Force, which are based on his consultation with Task Force members and other members of the NYU community.

The Task Force has worked and continues to work with the President's Office on

- Issuing a [statement of principles on diversity, inclusion, and equity at NYU](#)
- Creating a [senior leadership role for equity, diversity, and inclusion](#)
- Hiring a leader for equity, diversity, and inclusion for the global network university

- Launching a [hotline](#) for concerns from the members of the campus community (**212-998-2277**) and monitoring and analyzing initial data to ensure that university standards of fairness and equity occur for all parties, complaints, and respondents alike
- Launching a vigorous diversity, inclusion, and equity assessment
- Increasing support for the Center for Multicultural Education and Programming (CMEP) expansion as well as for the work of Vice Provost Cybele Raver to recruit talented postdoctoral fellows to NYU and Vice Provost Ulrich Baer to recruit and advance faculty from underrepresented groups

Future Work

1. Continuing to work with the university administration to obtain and analyze the requested data and to integrate that data into the inventories presented in this preliminary report
2. Deliberating desired outcomes for the new senior diversity position as well as general principles that can help the administration identify strong candidates
3. Conducting a campus-wide equity, diversity, and inclusion assessment
4. Issuing final recommendations about how we should move forward to make more progress in addressing issues of equity, inclusion, and diversity at NYU
5. Drafting and circulating a final report

We look forward to engaging the wider campus community over the coming months on these and other issues that will help guide the Task Force's future deliberations and recommendations about how to best achieve our shared goals.

***University Senate Ad Hoc Advisory Task Force on Equity, Diversity, and Inclusion
December Report to the NYU University Senate***

BACKGROUND

Charge

The Task Force on Equity, Diversity, and Inclusion was commissioned by the University Senate in November 2015. Its charge is threefold as follows:

1. **Inventory:** Inventory and solicit advice and input from their respective constituents on the state of the current NYU environment, including the global dimensions, with respect to diversity, inclusion, equity, and respect for all members of our community and the ability to have thoughtful, civil dialogue on these issues. Consult and coordinate with existing organizations and offices in schools and administrative units that currently are addressing diversity and inclusion issues.

2. **Assessment:** Identify and recommend mechanisms to assess issues of race and diversity to advance a more inclusive university. Focus initially on race and providing voice for people of color, but then expand into other areas important to ensure diversity, a safe environment, and culture of inclusion for all members of the campus community.

3. **Strategies and Programs:** Consider strategies and programs, with support from knowledgeable experts in the area as needed, both affiliated with and external to the University, to improve or strengthen the NYU environment in terms of diversity, inclusion, equity, and thoughtful, civil dialogue. Advise the Senate and university administration on proposed university and school policies and actions that would support these goals, including, but not limited to, the following activities:
 - a. Help inform the way the University should properly structure, support, and coordinate the various positions currently devoted to issues of diversity to assure maximum impact; additionally, advise on the development of the director of global diversity position in relation to other positions at NYU working on these issues

 - b. Consider concrete steps to help the University improve the diversity of the faculty, student body, staff, and administration

 - c. Work with university leadership to determine how best to ensure that there are educational programs to raise awareness among all faculty, students, staff, and administration on issues of diversity, inclusion, and equity

- d. Recommend ways to leverage NYU's commitment to diversity, inclusion, and equity to influence other institutions of higher learning and promote broader societal change

The Task Force was charged to prepare three reports. This report is the second of the three required reports. It reports on the Task Force's work from January 2016 through November 2016. While this constitutes our final version of our first required report, given some of the challenges detailed below, our inventory and assessment work is unfinished and thus continues.

Membership

The Senate Executive Committee appointed the members of the Task Force following nominations from the Senate Councils:

Cochairs

Charlton McIlwain: Associate Professor, Department of Media, Culture, and Communication, and Associate Dean for Faculty Development and Diversity, Steinhardt School of Culture, Education, and Human Development | cdm1@nyu.edu

G. Gabrielle Starr: Professor of English and Seryl Kushner Dean, College of Arts and Science | gabrielle.starr@nyu.edu

Lynn Videka: Former Cochair; Dean and Professor, Silver School of Social Work

Student Vice Chair

Vincent Vance: Steinhardt School of Culture, Education, and Human Development | vcv210@nyu.edu

Krystal McLeod: Former Vice Chair, College of Arts and Science (2016)

Faculty

Awam Amkpa: Associate Professor, Tisch School of the Arts | aa67@nyu.edu

Susan Antón: Professor of Anthropology, Faculty of Arts and Science | susan.anton@nyu.edu

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**Members who have left the committee are in italics above.*

Spring 2016 Organization of Work

The cochairs organized a framework for the committee's work and membership in January 2016. The Task Force's first meeting was on February 5, 2016. Subsequent Task Force meetings were held on March 4, April 8, May 13, September 9, October 7, November 4, and December 2. The cochairs and student vice chair held a variety of meetings with university constituencies.

The Task Force organized this first phase of its work in Spring 2016 by creating four committees: the Student Inventory Committee (cochaired by Khalid Latif and Andreyka Natalegawa), the

Administrator and Staff Inventory Committee (cochaired by Gwynneth Malin and Arielle Andrews), the Faculty Inventory Committee (cochaired by Susan Antón and Debora Aponte Martinez), and the Assessment Committee (cochaired by Jamie Skye-Bianco and Vince Vance).

The inventory committees (Student, Faculty, and Administrator and Staff) were charged to review existing campus data on the status of diverse and underrepresented groups on campus. This included existing reports and original data requested. The three inventory committees were also charged with identifying and reviewing existing programs that foster and support equity, diversity, and inclusion at NYU. The fourth committee, the Assessment Committee, was charged with creating a plan for how to gather original data to assess the NYU climate with respect to equity, diversity, and inclusion. Finally, each committee was asked to suggest recommendations for action that could be taken immediately and that were justified by the initial inventory and assessment work that each committee conducted. At the April 8 Task Force meeting, each committee made its report and suggested recommendations.

Additionally, the Task Force launched a [series of listening sessions](#) in Spring 2016 for students, faculty, administrators, and staff at the health-focused schools, the Tandon School of Engineering, and other programs based in Downtown Brooklyn. The Task Force also held a listening session with the leadership and members of the Faculty of Color Caucus and, in early Fall 2016, held an additional series of listening sessions for faculty, administrators, and students at Washington Square.

Inventory Data Requested. Based on the work of the four Task Force committees, we requested data on the current representation, recruitment, retention, and academic/professional success outcomes for students, faculty, staff, and administrators.

Inventory Program Review. Committees reviewed reports provided by several university offices, including the schools and colleges, the Office of the Vice Provost for Diversity, the Moses Center, Institutional Research, the Senate Councils, the Center for Multicultural Education and Programming, the Division of Student Affairs, and the Office of Civic Engagement. As the work of the Task Force continues, we will add additional data to the Task Force website.

2016–2017 Organization of Work

For the year 2016–2017, we reorganized the Task Force to focus on the following areas:

- Student outcomes
- Faculty outcomes
- Staff outcomes
- Engagement
- Assessment

PRELIMINARY FINDINGS

Preliminary Data Findings

As of this date, the Task Force has not received some of the data requested. Certain student data has been provided. These include the following information:

- Admitted freshman class (2010 and 2015) by race/ethnicity and sex
- Enrolled freshman class (2010 and 2015) by race/ethnicity and sex
- Mean time to degree for undergraduates by race/ethnicity and sex
- First-year retention for undergraduates by race/ethnicity and sex
- Graduate enrollment data

In analyzing this data, it became obvious that school and university data are not measured with the same definitions and that there has been an absence of data validation procedures. These realities require a laborious checking and cross-checking for data accuracy. This process is underway.

Updated data for faculty at the school level have not yet been provided. As an interim substitute, the committee relied on data from a 2014 study of faculty that was conducted by the Tenure-Track Faculty Senators Council. Data for administrators and staff have not yet been provided. Certain data elements—LGBTQ and disability status—are entirely absent from university personnel and student reporting given that it has not been standard practice to collect data about sexuality, neither by NYU nor national higher education data instruments and repositories, and while data about disability is collected (for use in promoting accessibility), it is not reported for employees or students. Data about religion is also not reported; however, the Task Force notes that there is a significant need to ensure that diversity of religious affiliation is supported throughout the University. It is also crucial to support students from every faith in the expression and observation of their religious beliefs. Many individuals whose faith is made visible in their outward clothing (we have heard most frequently from Jewish, Muslim, and Sikh members of our community) and those of other denominations have expressed a concern shared by the committee that their religious freedom not be curtailed. The commitment to religious freedom, guaranteed by the Constitution of the United States, is crucial to NYU and our community.

While the university administration is making a good faith effort to provide all of the data requested by the Task Force—much of which is data that has never been collected and/or assembled in this way—the Task Force dealt with this limitation by using alternative resources where they were available to complete the following analysis and draw the following conclusions.

Undergraduate Students. In assessing undergraduate enrollment data, the Student Inventory Committee found, “Since 2009, NYU shows increases in enrollment, both in number and by

percent, of undergraduate students from underrepresented backgrounds and of international students. Yield rate (the percent of admitted students who choose to attend) is comparable across all demographics, with the exception of native students. Again, the number of native students is small enough to make it impossible to produce statistically significant inferences or trends. We would like to highlight the need to recruit and retain more native and indigenous students going forward. The committee has not yet seen data on numbers of applications and offers of admission across demographics.”

With respect to graduation rates, the committee report states, “The standard (IPEDS) reporting uses a six-year graduation rate as the benchmark. Undergraduate retention rates for almost all demographics for NYU trail those of our closest peers in the most recent data (the 2008 entering cohort). NYU trails the AAU private peer group, the provost’s self-designated peer institution group, and NSC private peers. Native American and Alaskan Natives seem to graduate at a bit higher rate than at peer institutions, but the numbers are small.”

The committee goes on to say, “In the 2008 data, NYU also shows racial disparity in graduation rates and that international students are less likely to graduate than US citizens. African American students (74 percent graduation rate), international students (77 percent graduation rate), and Hispanic students (79 percent graduation rate) trail considerably behind White students (84 percent graduation rate), Asian students (86 percent graduation rate), and Native American students (89 percent graduation rate). Again, the very small numbers of native students make it impossible to identify reliable differences.”

With the addition of a new financial aid model in 2014–2015 and enhanced support for the Higher Education Opportunity Program (HEOP) and the College Science and Technology Education Program (CSTEP), the 2014 entering cohort has demonstrated increases in retention for first-year students in every demographic for which there is data. The committee was “pleased to see this change and welcome continued assessment as we track the results of improvements in financial aid and programmatic support.” The committee suggests careful study of those changes in programmatic support, especially in HEOP and CSTEP, so the strategies can be leveraged to produce better graduation outcomes for all NYU students.

Graduate Students. The Task Force received graduate student data in May and December 2016 and will use it in the ongoing analysis to help determine graduate student diversity outcomes. Data as reported by school was reviewed. The College of Global Public Health, a new college, does not yet have longitudinal data. However, currently, underrepresented minority students make up 23 percent of the graduate population according to the dean’s report.

The Graduate School of Arts and Science (GSAS) reports demographic data for PhD and master’s cohorts, according to the GSAS dean’s report. In reviewing this report, the committee found, “Diversity in PhD programs varies significantly by field, with social and cultural analysis, Spanish and Portuguese, English, history, performance studies, comparative literature, and environmental health sciences reporting more than 15 percent underrepresented minority

students. In the STEM fields, environmental health sciences, psychology, basic medical science, and biology are most diverse. At the master's level, diversity is highest in Latin American and Caribbean studies, social and cultural analysis, performance studies, English, French, anthropology, creative writing, and environmental health sciences, with all reporting more than 20 percent underrepresented minority students. Spanish and Portuguese, Russian and Slavic, museum studies, and Draper all report more than 15 percent underrepresented minority students. In the STEM fields, environmental health sciences, psychology, and biology all report greater than 10 percent underrepresented minority students. It is notable that some major disciplines appear to have little and, in some cases, no underrepresented minority students in PhD programs. On closer inspection, while there is room for increased diversity, there is less cause for absolute alarm in some areas. French studies, for example, collaborates with the French PhD program and shares some classes and thus has a more diverse student body than it would on its own. The same is true with computational biology as it draws on adjacent fields that have some, if few, underrepresented minority students. Law and society is not currently admitting new students. **However, the complete absence of underrepresented minority students in the economics PhD program is a cause for grave concern, and very low numbers in other disciplines—including physics, mathematics, philosophy, and politics—deserve note. Going forward, the committee would like national data for these fields at the PhD, master's, and undergraduate levels.** Comparison may give a sense of peer performance, yet, while the pipeline is certainly an issue in many fields, comparing enrollments at the undergraduate level (in the same GSAS report) leads to the conclusion that there is greater diversity in almost all fields at the undergraduate level than in graduate programs (economics, for example, reports just under 10 percent underrepresented minority students). Efforts to recruit underrepresented minority students might well be focused with NYU undergraduates, where preliminary data show there is a pipeline of high-achieving (GPA of 3.6 or higher) female and underrepresented minority students across the disciplines.

In the School of Law, the committee found, “15.5 percent of JD students are of underrepresented minority backgrounds, and these percentages correspond closely with overall numbers of JD degrees earned by underrepresented minority students.”

Over the last five years, the Silver School of Social Work reports increases in underrepresented minority students at the master's (35 percent of student body) and PhD (22 percent of student body) levels. Most of these gains have been among Black and Latino students.

No graduate student completion analysis is available at this time for the Silver School.

Faculty. The full set of requested data has not been provided as of this date and will be included in future analysis that will inform the final recommendations to the University. Therefore, the Faculty Inventory Committee assessed data from the Tenured/Tenure-Track Faculty Senators Council (T-FSC) report of the Personnel, Policies, and Tenure Modification Committee for the T-FSC meeting May 8, 2014, Document C (pp. 13–52), available at the [T-FSC website minutes archives](#) (pp. 11–15). That report considers university-wide data only.

The committee report states, “The 2013 report of the Personnel, Policies, and Tenure Modification Committee looked at faculty demographics aggregated across the University for trends between 2003 and 2011 in gender and race/ethnicity. With respect to race/ethnicity, they found that more than three-quarters of NYU faculty identify as White, followed by 9 percent who identify as Asian, and fewer than 5 percent who identify in each of the following categories: Black or African, Hispanic, American Indian or Alaska Native, or as two or more races. (See Appendix II for aggregate data tables and trends.) While NYU had a slightly higher proportion of full-time faculty who identify as Black or African American and Hispanic and a slightly lower proportion of faculty who identify as Asian, compared to other research-active universities, these differences were not tested for significance. It seems unlikely that the underrepresented minority data differences are statistically significant as none are more than a single percentage point difference. Of more concern, the proportions of underrepresented minority faculty have risen slightly and majority faculty have fallen slightly at other highly research-active universities, but in contrast, the proportions of underrepresented minority faculty appear to have fallen slightly at NYU across all schools. Regardless, neither NYU nor other research-active schools come close to matching the proportions of underrepresented minorities in the general US population. Despite the absence of Fall 2015 data, we consider it unlikely that this situation will have changed substantially in the intervening time. Based on the data from the FSC 2013 report, it seems clear that the NYU faculty inventory is unlikely to be a good reflection either of the diversity of New York City or of the United States writ large. It seems clear from the difficulty in collating the data across schools that centralization of effort on these tasks would be useful.”

Administrators and Staff. No data have been provided on administrator and staff equity, diversity, and inclusion at this time. The university administration is in the process of producing the data, which the Task Force will analyze and report on at a later date.

Program Findings

There is an extensive amount of programming already in place with respect to equity, diversity, and inclusion at NYU, including all New York City–based and global programs. Programs exist at the university and school levels. Some programs are university-wide; others are targeted to specific populations or constituency groups or specific subgroups of the university community, including schools. It is unclear to what extent the university-wide programs are accessed and effective.

Despite considerable programming for students, faculty, administrators, and staff, most programs are difficult to locate and have little visibility. There is insufficient cross-fertilization; schools and colleges can learn a great deal from one another, but forums for discussion and idea-sharing have been scarce. There is no systematic reporting or publication of program initiatives, strategic objectives on which the programs are based, or program outcomes. No schools have climate data or systems for collecting data that can provide information about the

effectiveness of the structures to date or the basis to inform future programming and equity and inclusion-responsive structures.

At an April 4 meeting with global site directors, the Task Force cochairs had an extensive discussion with the site directors about the profound contextual and legal differences in the very definition as well as the dimensions of equity, diversity, and inclusion in cultures around the world. The site directors strongly believe that a one-size-fits-all approach to inventory and assessment will not work for the global network university. The site directors will each give some thought about the best ways to address equity, diversity, and inclusion at their sites.

The subsections below summarize the programs that the Task Force has been able to identify to date. We are sure that this is an incomplete list and we look forward to adding new programs and strategies as we discover them as well as some useful ways to identify and visualize all of the work currently being done across NYU.

Students. Almost all NYU colleges and schools mount specialized recruitment programs to attract diverse students. Undergraduate Admissions also makes substantial effort to attract underrepresented applicants. Less is known about the success of these efforts and no benchmarks have been set for student yield and enrollment.

The Student Inventory Committee found, “Several schools have required curricula that focus on diversity: Dentistry, Silver, and Nursing. Other schools have breadth requirements that include diversity across a variety of cultural vectors, including core curricula in Liberal Studies and the College of Arts and Science, whose core serves most undergraduate schools in New York. Stern requires all undergraduates to complete social impact core courses that may include a focus on human rights and inequality.”

Many schools and colleges actively use university policies on antiharassment, grievance, and student conduct to combat discrimination and harassment. The Office of Equal Opportunity (OEO) is admired for their responsiveness to persons concerned about harassment based on race, gender, sexual orientation, and gender identity. The Moses Center is widely seen as a good resource for assuring the rights of students with disabilities in the classroom. Yet little is known about whether all students who could benefit from these resources are receiving them or the perceived effectiveness of these resources on actual inclusion and equity. Several schools—including the Institute for Fine Arts, the Silver School of Social Work, and the Robert F. Wagner Graduate School of Public Service—have student ombudspersons or advocates. These resource offices are a go-to place for student concerns of any sort and the schools believe (although without hard data in most cases) that these are effective resources to promote student rights and equity.

Some schools (Wagner, Silver, and Steinhardt) host diversity committees or working groups and special diversity programming and internal grant mechanisms for innovative programming

initiatives, and they have administrative or faculty leadership positions focused on improving diversity and inclusion within their schools.

Faculty. The following excerpt from the April 2016 Faculty Inventory Committee report describes University-level resources to promote equity, diversity, and inclusion for faculty from underrepresented groups at NYU:

Beyond the inventory, however, are issues of how to promote equity and inclusion both to recruit and to retain minority faculty. At a university-wide level, several programs administered by several different units are in operation. Aspects of these programs focus, in a comparatively limited way, on facilitating recruitment and retention of underrepresented minority scholars. These same units also provide limited forms of sensitivity training, bias training, and other types of training for departments, faculty, and search committees. These offices and programs include the following:

- Office of the Vice Provost for Research and Faculty Affairs (Cybele Raver)
 - <http://www.nyu.edu/about/leadership-university-administration/office-of-the-president/office-of-the-provost/diversity.html>
 - Provides postdoctoral and transition program for faculty diversity
 - Provides special council on faculty diversity
- Office of the Vice Provost of Faculty, Arts, Humanities, and Diversity (Ulrich Baer)
 - Provides training on diversity and unconscious bias on request to department chairs, search committee chairs, and directors of graduate study
 - Provides listings and links to a large pool of minority scholars
 - Provides training through the Center for the Advancement of Teaching
 - Provides bridge funding for target-of-opportunity hires of minority applicants (includes providing a few years of funding for the initial years of a hire; these must be requested by the FAS dean)
 - Provides [mentoring programs](#) for diverse faculty
 - Sponsors Faculty Diversity Dinners
- The Office of Equal Opportunity (Mary Signor)
 - Provides search committee training (by request) on diversity and unconscious bias (includes NYU-specific video module on unconscious bias)
 - Can also provide recruitment outreach guides organized by discipline, with links to a wide range of sites, organizations, and publications where a department might want to advertise

There is much overlap and decentralization in these efforts. While the Office of Equal Opportunity is legally required as a separate unit, it seems likely that a centralization of some efforts from both of the vice provost offices would prove a sensible approach.

In Spring 2016, faculty of the University self-organized into the Faculty of Color Caucus, whose current cochairs are Professor Ada Ferrer (FAS, History) and Professor Jennifer Morgan (FAS,

History and Social and Cultural Analysis). The membership of the caucus includes more than 150 faculty members from across all divisions and all ranks and contracts.

School-Level Initiatives. The Faculty Inventory Committee report finds the following:

At the school and college level, based on reports of diversity initiatives and activities provided to the Task Force by various deans, it is clear that there are many ongoing activities and that NYU schools and colleges differ substantially in the extent to which they have developed programs targeted at faculty of color. Most programs have initiatives in place regarding students and curricula.

The schools and colleges that discuss faculty initiatives include emphasis on two primary foci: developing inclusive workspaces (including classrooms) and enhancing the recruitment, retention, inclusion, and equity of diverse faculty scholars. Most of these also partner with the university-wide postdoctoral programs and the faculty resource network to one degree or another. The Silver School's report is the most developed model of faculty demographic assessment and engagement, including professional development, community building, and research on effective methods and interventions.

There are several school-level initiatives started by or substantially comprised of faculty, including the following:

- Diversity Action Committee (Gallatin)
- Diversity Working Group (Law)
- Social Justice and Diversity Faculty Committee (Silver)
- Diversity and Inclusion Council (Steinhardt)
- Diversity, Equity, and Inclusion Task Force (Stern)
- Diversity Working Group (Wagner)
- Committee on Diversity, Inclusion, and Equity (Global Public Health)
- Diversity, Equity and Inclusion Working Group (Liberal Studies)
- Diversity Initiative Faculty Working Group (FAS)
- Humanitarian Council (Dentistry)

The FAS Initiative is a grassroots initiative started by the faculty with full support of the dean. The FAS Diversity Initiative Working Group has been in place for two years and has made formal recommendations to the dean regarding construction of a (decanal) position for FAS diversity that is imagined to focus on school-specific issues and to integrate with a centralized program should one develop. The Silver School's Social Justice and Diversity Faculty Committee is cochaired by a faculty member and administrator and includes student participation. Steinhardt's Diversity and Inclusion Council is almost entirely made up of faculty members and is led by Steinhardt's new associate dean for faculty development and diversity (as of Fall 2015), a role added by the school's (relatively) new

dean. Stern's Diversity, Equity, and Inclusion Task Force is led by the academic vice dean and comprised of faculty, graduate students, and undergraduate students. Wagner also has in place a Teaching in Practice Program, focused on training faculty for an inclusive classroom and professional practice. Dentistry, as with many of the other professional schools, including Law and Nursing, has a statement on "Institutional Commitment to a Diverse and Inclusive Environment" posted on the NYU Dentistry website. As throughout, this interim report does not give a complete account of all programming as data assembly continues.

At this time, we are aware of one university-wide group formulated of and by faculty of color: the Faculty of Color Caucus. The Faculty of Color Caucus began within the Faculty of Arts and Science (FAS) as an offshoot of the FAS Diversity Initiative, itself also developed by faculty with the support of the FAS dean and in response to the student listening session of November 2015. The Faculty of Color Caucus now has members from the tenured/tenure-track and continuing contract faculty across NYU.

In addition to these school-level faculty-led initiatives, one cross-school council exists that promotes issues of equity, diversity, and inclusion: the NYU Council for the Study of Disability. The council, while led by faculty, includes students and other participants and currently receives active participation from Steinhardt, Tisch, FAS, and the School of Medicine and School of Law. In addition, there is Task Force representation on a newly formed Disability Inclusion and Accessibility (DIA) Working Group that will review existing university policies and services and recommend enhancements.

Administrators and Staff

The Administrators and Staff Inventory Committee reviewed existing programs and initiatives to promote equity, diversity, and inclusion of administrators and staff from underrepresented groups at NYU. The following includes their lists of programs as they relate to current affinity groups, previously existing affinity groups, and programs related to professional development, equity, diversity, and inclusion assessment and training as well as HR recruitment efforts. As is the case throughout, this interim report does not give a complete account of all programming as data assembly continues.

Current Affinity Groups

- **Administrators of Color Network (ACN)**
Contact: Briana Mathew, ACN Administrative Chair
Housed under the Committee for Professional Development within the Office of Vice President for Global Student Affairs

ACN was founded as a professional development program through the Office of Student Affairs in 2012. It was designed to expand upon the Staff of Color Network

(another professional development program for employees). The ACN provides a point of connection, support, and professional development for NYU Administrators of Color that self-identify as a person of color: African/African American/Black/Caribbean, Arab/Arab American/Middle Eastern, Asian/Asian American/Pacific Islander/Desi, Bi/Multiracial, Latina/o, Native American/Indigenous. Participation is on a voluntary basis. Membership is open to all staff (Code 106/107) and administrators (Code 100) throughout the University. Leadership, however, is restricted to members of Student Affairs, which is the office that provides the funding for this organization.

- **AMC Inclusion Diversity and Equity Committee (AIDE)**

Contact: Justine Kelly-Fierro

AIDE is a newly formed subcommittee of the AMC. “AIDE’s goal is to suggest, sponsor, and support initiatives that facilitate the progress of inclusion, diversity, and equity for administrators at NYU. The committee will assess, monitor progress, and make recommendations on strategic diversity indicators, workplace climate, hiring, and retention practices and standards to encourage responsibility and accountability for achieving diversity, multiculturalism, and understanding of and sensitivity to a wide range of perspectives.”

- **FIL NYU (Filipino@NYU)**

Contact: Christine Facto-Reynoso

- **Global and Cultural Competency**

Housed under the Committee for Professional Development within the Office of Vice President for Global Student Affairs

- **Pride@Work**

Contact: Nick Voelker

Housed under the Committee for Professional Development within the Office of Vice President for Global Student Affairs

“New York University’s Pride at Work Initiative, launched by the NYU LGBTQ Student Center, is open to ALL NYU staff and faculty that identify as lesbian, gay, bisexual, transgender, queer, or allies (LGBTQA) in our global network. The initiative emphasizes social connections and professional networking as a core strategy to bridge the gaps between the academic and student affairs professionals who believe that diversity in the areas of sexual orientation, gender identity, and gender expression are key to prepare NYU students to be inclusive leaders and global citizens.”

Previously Existing Affinity Groups

- **Association of Black Faculty and Administrators (ABFA)**
(later expanded to Association of Black Faculty, Administrators, and Staff (ABFAS))

ABFA existed in the mid-late 1960s. The ABFA mission was “to provide an opportunity for new and returning members to interact with one another and to reaffirm their commitment and support; to work together on issues related to improving the quality of life and opportunities for Blacks and Latinos on campus as well as the global NYU community; to broaden its scope by attracting new constituents; and to acquaint members of the Black and Latino community with its various programs.”

In the 1990s, ABFAS added staff to the mission, which read, “The mission of ABFAS is to provide a unique organizational community where faculty, administrators, and staff can share information, ideas, and concerns. We engage in activities that will make a positive contribution to the Black and Latino community as well as the community at large. We are an association committed to encouraging members to reach their highest professional and personal goals. ABFAS works collaboratively within the university structure and through community outreach efforts that address faculty, staff, and student development.”

ABFA, and later ABFAS, was a volunteer organization, organized by faculty and administrators. They collected dues. They held an annual luncheon, which deans and university leadership attended, where they distributed scholarships to Black and Latino students.

- **Human Relations Committee**
This committee, which existed from 1986 to 2005, consisted of faculty, staff, and students whose main charge was to review complaints of all types of harassment and discrimination (sexual, racial, etc.) The committee reviewed complaints on a case-by-case issue and recommended disciplinary action by the University, when appropriate. The committee had a hotline where community members could call to voice complaints and concerns. Posters were distributed throughout campus, advertising the hotline number and stating the University’s nondiscrimination policy.

Professional Development and Equity, Diversity, and Inclusion Assessment and Training

- **Race, Racism, and Xenophobia (R2X) in a Global Context—Campus-Wide Teach-In at NYU Florence**
Contact: Ellyn Toscano
Held March 24–25, 2016

NYU Florence students were required to attend the Teach-In on March 24. Faculty and administrators attended curriculum-based discussion of equity, diversity, and inclusion in the global classroom on March 25.

- **Steinhardt and Catalyst**

Contact: Charlton McIlwain

<http://www.catalyst.org/>

A steering committee at Steinhardt is working with the leading nonprofit diversity and inclusion organization Catalyst to conduct a series of listening sessions with Steinhardt administrators and staff to develop strategic initiatives related to diversity, inclusion, and equity among administrators and staff.

- **Women in Student Affairs (WiSA)**

Housed under the Committee for Professional Development within the Office of Vice President for Global Student Affairs

This group sponsors book clubs of pertinent works, brown bag lunch events, professional development activities, and social events.

- **Administrators Cultural Training Institute (ACT-I)**

Contact: Monroe France

<http://www.nyu.edu/life/student-life/student-diversity/multicultural-educationandprograms/programs-and-events/administrators-cultural-training-institute.html>

“The Administrators Cultural Training Institute (ACT-I) is a cost-free, continuing professional development program, designed for Code 100 Student Affairs administrators at NYU as well as graduate students in education administration. Launched in Fall 2008, the ACT-I is designed to explore concepts such as diversity, social justice, identity, and inclusion, particularly as they relate to the work in which administrators engage with students and colleagues. Participants will gain both insights and practical tools to inform their personal lens, which we believe will assist efforts to impact institutional, cultural, and individual practices. Participants can be nominated to apply by colleagues or self-apply.”

- **Diversity Training for Public Safety Employees**

Contact: Monroe France

In 2014, 2015, and 2016, Monroe France has provided a diversity training (a blend of Diversity Zone and Safe Zone trainings) to all new hires in Public Safety. In January 2016, all 500 public safety employees participated in this training. There is a plan in place to train the management within Public Safety in April or May 2016.

- **Diversity Training Through NYUiLearn**
Contact: Monroe France and Sophie Oberstein

Diversity Zone trainings have been offered through NYUiLearn in the past. A training on micro-aggressions will also be offered.

The Administrator and Staff Inventory Committee also reviewed equity, diversity, and inclusion programs sponsored by Human Resources (HR). The committee's report excerpt on current HR programs follows:

- **Recruiting Efforts: Advertising**

NYU Human Resources (HR) advertises general job postings using two main recruiting partners: the Higher Education Recruitment Consortium (HERC) and Local Job Network. These recruiting partners distribute and post NYU positions online on over 80 websites specifically geared toward the advancement of diverse recruiting. Below are some examples of the websites where recruiting partners post NYU job opportunities.

HERC examples include

- MilitaryVetJobs
- Women for Hire
- American Ex-Prisoners of War
- Paralyzed Veterans of America
- The National Organization on Disabilities
- Deaf Women United
- Casa La Esperanza
- Women in Development
- Institute for Electrical and Electronics—Women in Engineering

Local Job Network examples include

- Korean Chamber of Commerce
- The Loft—Lesbian and Gay Community Services
- Disabled Persons Action Organization
- Latin Women in Action
- Black Veterans for Social Justice
- Hispanic Federation
- Commission for the Blind and Visually Handicapped

In addition to advertising jobs through these two recruiting partners, HR performs targeted diversity recruitment by directly posting administrative job opportunities (Code 100) on websites, such as

- Association of Black MBAs
- National Association of Black Social Workers
- Black Perspective
- HispanicsinHigherEd
- National Society of Hispanic MBAs

HR also attends many diversity focused job fairs throughout the year, such as

- NYS DOL Career Fair
- LatPro Career Fairs
- Out-to-Work LGBTQ Career Fair
- National Institute for People with Disabilities Career Fair
- Be A Hero
- NY Professional Diversity Career Fair and NAPW Power Networking
- Hispanic/Latinos Professional Association

- **Recruiting Efforts: Candidate Selection**

To help hiring managers avoid bias in the candidate selection process, HR provides guidelines for appropriate interview questions on the Managers Toolkit section of the HR website. In addition, a tip sheet for effective interviewing is sent to hiring managers when they begin interviewing candidates for administrative unit jobs. Last, when HR partners with search firms to recruit for executive-level positions, they choose firms with a good track record on obtaining a diverse pool of candidates and prefer to work with minority-owned search firms, when possible.

- **Development Efforts**

HR infuses diversity and cultural awareness into all of its training programs. For example, interviewing training includes content on recognizing and avoiding bias in candidate interviewing. Likewise, content related to diversity is included in management training related to building effective teams, communicating with employees, etc. When it comes to diversity-focused programming, HR partners frequently with the Center for Multicultural Education and Programs (CMEP) and the Office of Equal Opportunity (OEO) to assist in coordinating, marketing, and delivering such trainings. HR ensures that one or more training programs delivered by CMEP is included in the administrator/staff course catalog each semester. Since HR frequently customizes training for schools and units, they also frequently partner

with staff from the CMEP and/or OEO to lead custom training related to diversity in a school or unit.

The following two training classes are focused on diversity awareness and delivered by HR on an open enrollment basis (open to all employees):

- Pro 400: Developing Global Awareness
- Pro 801: Working Effectively with Students (which has components about being sensitive to student diversity)

Human Resources provides guidance on reasonable accommodations for persons with disabilities in the workplace. NYU's Family Medical Leave Policy is considered by the campus community to be progressive in terms of time allowance for family medical needs. The committee states, "In the past, HR has proposed an increase in their attendance of job fairs and diversity-focused job fairs in particular. These proposals have not come to fruition due to budgetary constraints." The committee also noted certain past HR programs that were discontinued when the OEO was created in 2009. These included a Cornell University theatre-based cultural sensitivity-building program, sponsorship of staff development programs on micro-inequities, and a harassment prevention staff development program that is now sponsored by OEO. It is not clear how well accessed this program is.

Assessment Planning

At the beginning of the Spring 2015 semester, the Assessment Committee considered undertaking a campus-wide assessment of equity, diversity, and inclusion at NYU. There is strong Task Force sentiment that an independent, comprehensive, multimethod, multidimensional assessment, especially on equity and inclusion, is needed at NYU. The Assessment Committee went on to consider approaches that would yield cogent data, be beneficial to the campus community, be completed in a reasonable amount of time, be scientifically valid, and focus on evaluation strategies that provide both a snapshot and a sense of progress over time. The further thinking of the committee and Task Force in terms of assessment planning is laid out below.

A thorough assessment of equity, diversity, and inclusion at NYU is necessary and will be useful as the campus moves forward with its agenda. An independent outside research team with significant experience with other universities will ensure careful, knowledgeable, and independent data collection and analysis. Several firms were discussed, including Rankin & Associates.

Further work is needed on defining the key dimensions of equity, diversity, and inclusion that NYU wants included in the assessment. The better conceptualized the assessment goals and dimensions are, the more useful the assessment will be to NYU's progress going forward on equity, diversity, and inclusion. The Assessment Committee and Task Force would also like the

assessment to set the stage for identifying key outcomes and priorities. Specifying desired goals will aid future evaluation of equity, diversity, and inclusion programs and will help NYU achieve its goals. Much more discussion is needed on these matters of dimensions of assessment and equity, diversity, and inclusion goals for NYU.

Climate Survey

At the end of the Spring 2016 semester, the Task Force recommended that the University undertake a comprehensive climate survey, which will help us to gain a better understanding of how our students and employees experience the living, learning, and working environment at NYU as well as to identify specific actions to address any shortcomings. During the summer, the Task Force conducted a review of best practices and vendors and selected Rankin & Associates as the most qualified and experienced of experts in the field. Rankin has worked with nearly 200 campuses and institutions to assess and improve climate and inclusivity. A major consideration in retaining Rankin, however, was that the firm could not deliver a completed survey until Summer 2018. This long delay was of extreme concern. However, as we probed the proposals of other consultants, we were convinced that, indeed, the complexity and size of NYU demanded the length of time Rankin had proposed, and we believe that the value of a comprehensively, methodologically sound, and rigorously executed and analyzed report outweighed expediency, even as we recognize our community needs swift action.

Rankin began its work in November of this year, with an initial meeting with the Assessment Committee. Work will continue in the spring in the form of focus groups and the development of a survey instrument. Rankin will work with the Climate Study Working Group (CSWG) Core Team, which is a subcommittee of the Task Force, and also includes representatives from the Office of the President and other NYU units. The core team had its first meeting on November 8. The 18-month project will commence in earnest in January 2017. Focus groups will occur during the Spring 2017 semester to inform the development of the assessment tool, which will be administered during the Fall 2017 semester. The CSWG will operate under a policy of transparency and will give updates to the entire NYU community at regular intervals throughout the project. We will approach the Senate for help in developing the instrument and in engagement with the community as we proceed.

CURRENT RECOMMENDATIONS

Recommendations at the University Level

1. The Task Force heartily endorses the action steps initiated by President Andrew Hamilton in his March 30, 2016, letter to the Task Force. The Task Force recommends launching an implementation committee to work with the Office of the President in immediately taking these actions. The action steps include the following:

- Issuing a [statement of principles on diversity, inclusion, and equity at NYU](#)
- Creating a [senior leadership role for equity, diversity, and inclusion](#)
- Hiring a leader for diversity, inclusion, and equity for the global network university
- Launching a [hotline](#) for concerns from the members of the campus community (212-998-2277) and monitoring and analyzing initial data to ensure that university standards of fairness and equity occur for all parties, complaints, and respondents alike
- Launching a vigorous diversity, inclusion, and equity assessment
- Increasing support for the Center for Multicultural Education and Programming (CMEP) expansion as well as for the work of Vice Provost Cybele Raver to recruit talented postdoctoral fellows to NYU and Vice Provost Ulrich Baer to recruit and advance faculty from underrepresented groups

2. The Task Force recommends that the University improve its capacity and quality of data used to evaluate our progress on equity, diversity, and inclusion. This will provide much needed information that will help inform campus strategic goals for equity, diversity, and inclusion in the future.

The initial comprehensive data request made by the Task Force revealed shortcomings in our data collection and distribution process across the University. As the university administration continues to supply the requested data to the Task Force, our request has also influenced the University to rethink what kinds of data we collect and how to make that data maximally transparent, reported on, and useable by the university community. The Task Force makes the following recommendations to help guide the administration's efforts in this key area.

First, we recommend that the university administration develop a comprehensive policy and process for collecting, disseminating, and ensuring the integrity of all diversity data related to students, faculty, and administrative personnel throughout each of NYU's schools and administrative units. In addition to ensuring continuing compliance with all legal reporting requirements, data should be collected and maintained in a way that it can be routinely used by the University and/or each of its respective schools/administrative units to determine and measure progress towards desired diversity, inclusion, and equity outcomes.

To the degree that racial/ethnic group categories, data collection methods, etc. differ significantly at NYU's global sites, we recommend that the Office of Global Programs develop a

process for collecting relevant information that helps us achieve the overarching goal of understanding and tracking the representation of various constituencies employed at each of the sites in ways that are consistent with the culture, custom, and governing laws at the location of each site.

Second, we recommend that the university administration develop a centralized system for collecting and annually reporting race/ethnicity/nationality data for faculty in ways that are consistent with the collection process for all other university employees. This includes developing a process whereby the opportunity to identify race/ethnicity and other identity be offered to all faculty candidates at the time of application in addition to the time of or following hire.

Third, we recommend that the university administration identify a senior member/office of the university officer/office responsible for overseeing compliance with the new data collection policy and processes and for using these data, in part, to report annually on the state of equity, diversity, and inclusion to the university community.

FUTURE WORK OF THE TASK FORCE

The Task Force will continue to work with the university administration to obtain the requested data and to integrate it into the inventories presented in this report.

While we will work to continue our inventory and move forward to institutionalize a system for continuous listening and assessment, we are now focusing on five primary objectives:

1. Identifying outcomes NYU should be striving to meet when it comes to equity, diversity, and inclusion
2. Determining what goals we should set to attain those outcomes
3. Determining what programs and policies must be instituted to achieve these goals (e.g., ongoing education on issues of equity, diversity, and inclusion for the entire community)
4. Identifying what resources it will take
5. Producing a final report for the community

We look forward to engaging the wider campus community over the coming months about some crucial questions that will guide that work—namely discussions and decisions about what equity, diversity, and inclusion mean at and for NYU (including every place we have an institutional footprint); what specific desired outcomes we want in terms of equity, diversity, and inclusion; and how best to measure our progress towards those outcomes, etc. These foundational questions will help guide the Task Force’s future deliberations and recommendations about how to best achieve our shared goals.