

## **NYU Diversity and Inclusion Advisory Task Force Committee Charges**

### **Faculty Inventory Committee**

The task of the committee is to determine the current state of affairs with respect to the representation of faculty from underrepresented racial/ethnic backgrounds at NYU, and to determine what current policies and practices may provide barriers to the full inclusion and advancement of underrepresented faculty. To these ends, the committee will:

- Collect, review, describe and draw conclusions from current data about faculty race/ethnicity representation across the university, across schools, portal campuses, and in comparison with similarly situated institutions (including distinctions across rank, tenure-track and contract and continuing faculty, and gender);
- Inventory other institutionally supported activities that faculty participate in and benefit from. These might include, but are not limited to: university and school research funding applications and awards; nominations for honors and recognition; requests and applications for discretionary funding; professional development opportunities, and the like;
- Provide a complete inventory of programs across the university and within schools that address issues of faculty diversity, inclusion and equity, focusing on program descriptions, goals, sponsoring Schools/departments/programs, personnel involved and program outcomes;
- Determine what additional faculty data is necessary to adequately assess the state of diversity, inclusion and equity at NYU.

### **Administrator/Staff Inventory Committee**

The task of the committee is to determine the current state of affairs with respect to the representation of administrators and staff from underrepresented racial/ethnic backgrounds at NYU, and to determine what current policies and practices may provide barriers to the full inclusion and advancement of administrators and staff. To these ends, the committee will:

- Collect, review, describe and draw conclusions from current data about administrator/staff race/ethnicity representation across the university, across schools, portal campuses, and in comparison with similarly situated institutions;
- Inventory other institutionally supported activities that administrators and staff participate in, and benefit from. These might include, but are not limited to: election and appointment to leadership positions; nominations for, and receipts of University/School academic honors, awards and recognitions; participation in academic and career advancement services, professional development opportunities, and the like;

- Provide a complete inventory of programs, activities, training initiatives and the like across the university, within schools and among the portal campuses that address issues of diversity, inclusion and equity with respect to administrators and staff, focusing on program descriptions, goals, sponsoring Schools/departments/programs, personnel involved and program outcomes;
- Provide an inventory, and account for the racial makeup of administrative staff tasked with overseeing various diversity and non-diversity related student groups, activities and services, such as student activities personnel, those staffing the Mental Health & Wellness Center, Opportunity Programs, Moses Center, Study Abroad programs, etc.;
- Determine what additional data is necessary to adequately assess the state of diversity, inclusion and equity at NYU with respect to administrators and staff.

### **Student Inventory Committee**

The task of the committee is to determine the current state of affairs with respect to the representation of students from underrepresented racial/ethnic backgrounds at NYU (undergraduate and graduate), and to determine what current policies and practices may provide barriers to the full inclusion and advancement of students in terms of their academic and future career goals. To these ends, the committee will:

- Collect, review, describe and draw conclusions from current data about student race/ethnicity representation at the university, across all schools, portal campuses, and in comparison with similarly situated institutions;
- Collect, review, describe and draw conclusions from current data about graduation rates among students, comparing students from underrepresented racial/ethnic groups with other groups (white, international, etc.)
- Collect, review, describe and draw conclusions from current data about student admissions policy and practices, including practices employed to recruit students from underrepresented populations and Title I high schools across the country, the availability of financial aid and its impact on student recruitment and admissions, of students from underrepresented backgrounds and undocumented immigrants;
- Inventory other institutionally supported activities that students participate in, and benefit from. These might include, but are not limited to: election and appointment to student leadership positions; nominations for, and receipts of University/School academic honors, awards and recognitions; participation in academic and career advancement services, professional development opportunities, and student social clubs/Greek, and Panhellenic organizations, and the like;
- Provide a complete inventory of programs, activities, training initiatives and the like across the university, within schools and at portal campuses that address issues of

student diversity, inclusion and equity, racism and related issues, focusing on program descriptions, goals, sponsoring Schools/departments/programs, personnel involved, program outcomes, and channels used to communicate the availability and outcomes of such programs;

- Provide a complete inventory of policies and procedures for student reporting instances of racism and related offenses by peers, teaching assistants, professors and administrative staff.
- Determine what additional student data is necessary to adequately assess the state of diversity, inclusion and equity at NYU.

### **Assessment Committee**

The task of this committee is to identify one or more mechanisms for assessing the climate of diversity, inclusion, and equity among all ranks and constituencies of faculty, administrators and staff, and students, particularly those from underrepresented racial/ethnic groups. This includes, but is not limited to:

- Determining what specific issues/experience would be most informative to hear from students, faculty, administrators/staff about (i.e., what should we be “assessing?”);
- Review best practices for, and examples of various forms of climate assessment surveys and other tools deployed at similarly situated institutions for assessing faculty, administrators and staff, and student concerns;
- Provide a variety of options for gaining both (potentially) qualitative and quantitative feedback from administrators and staff, students, and faculty, and ways to assess generated data such that it is both usable and actionable; and
- Consult with, and make recommendations about whom might be best to carry out the assessment options generated including individuals/programs within NYU, as well as outside consulting organizations well suited to the tasks.

### **Committee Deliverables**

- Describe the scope of work you were able to accomplish. What aspects and to what degree did the committee complete its assigned tasks? How did the committee further interpret/define the committee’s tasks?
- What was the committee’s process for accomplishing its tasks? Were tasks divided up among members? Who was responsible for what?
- Provide a detailed description of your inventory/review. Detail what data you gathered (statistical data, documents/reports, feedback from in-person

consultations, etc.); the source and scope of the data; and the relevance of the data to the committee's tasks/questions.

- Provide a summary and assessment of the data gathered. What does it tell us about the current state of representation of underrepresented (students, faculty, administrators/staff) at NYU (and for the assessment committee, what does the data gathered say about how we should proceed in terms of assessing campus climate)?
- Provide a list of data that the committee believes is outstanding, but still necessary to fully complete its task. Please include reasons justifying the need for this data.
- Address all questions included in the committee's charge, and provide reasons for any questions that you were not able to address or address fully.

**TASK DUE DATES:**

April 1, 2016	Draft Committee Reports Due:
April 8, 2016	Full Task Force Review/Discussion of Committee Reports
April 15, 2016	Committee Reports Final Draft
April 28, 2016	Final Report Submitted/Presented at April 28 Senate Meeting