

DIVERSITY & INCLUSION

2022 ANNUAL REPORT



THE UNIVERSITY OF CHICAGO
HARRIS SCHOOL
OF PUBLIC POLICY



TAKING ACTION. TRACKING PROGRESS.

The University of Chicago Harris School of Public Policy's commitment to building a more diverse and inclusive environment requires clear goals, sustained action, and accountability for progress.

Launched ahead of academic year 2021-22, Harris' D&I Roadmap represents the school's strategic plan for creating a more diverse and inclusive school community. It consists of school-wide goals, concrete action steps, and a framework for ongoing monitoring, evaluation, and oversight.

The Harris D&I Roadmap seeks to cultivate a climate of inclusivity and institutional accountability in which people of all backgrounds, experiences, and perspectives are welcome and can be successful in advancing their research, education, and impact in the world.

The Roadmap is a living plan that Harris will continue to augment and extend as the school and its community learn, grow, and improve. Following are highlights of our progress during the first year of our Roadmap initiative and a look toward future endeavors.

MESSAGE FROM THE DEAN'S OFFICE

Just over one year ago, Harris launched our D&I Roadmap, the school's first strategic plan to create a more diverse and inclusive institution across all aspects of our mission. The past year shone a bright light on extraordinary policy challenges facing societies around the world, such as the economic, health, and other disparities exacerbated by the COVID-19 pandemic, which disproportionately fell on communities of color. It also underscored how crucial diversity and inclusion are to policy leadership.

At Harris, the past year saw our school advance along our D&I Roadmap and make progress towards the goals outlined in each of its four focus areas: Foundational Infrastructure, Diverse School, Inclusive Classroom, and Engaged Community. You'll read about a new predoctoral program to strengthen the pipeline of diverse candidates that enter policy-relevant fields of academia, greater diversity among the instructors in our classrooms, and new ways to monitor and communicate about our efforts, just to name a few of the highlights described within.

We are proud of how far we have come and, at the same time, recognize that there is still much work to do. This journey never truly ends. As the second year of our plan gets underway, we want to reinforce our commitment to dialogue across our community as we work together to build a more inclusive and diverse Harris.

We would also like to extend our gratitude and appreciation to the Harris Diversity and Inclusion Advisory Board (DIAB), without whom this progress would not have been possible. We also thank each member of our Harris community, united in our commitment to a better, more diverse, more inclusive, more equitable future.

Sincerely,



A handwritten signature in black ink that reads "Katherine Baicker".

Katherine Baicker,
Dean & Emmett Dedmon Professor



A handwritten signature in black ink that reads "Michelle Hoereth".

Michelle Hoereth,
Assistant Dean, Diversity & Inclusion

MESSAGE FROM DIAB CHAIRS

True to the principles of evidence-based policy that guides Harris, the Diversity and Inclusion Advisory Board is tasked with gathering information and feedback, and providing guidance to the school's leadership on issues of diversity and inclusion.

Comprising faculty, students, staff, and alumni, the DIAB not only honors the values of diversity and inclusion in every aspect of Harris research, teaching, and scholarship, but actively seeks to implement those core tenets as essential to the work of formulating and implementing clear-eyed public policy solutions.

During academic year 2017-18, the DIAB, in consultation with students, faculty, staff, and alumni, designed and launched a school climate survey that informed a series of conversations and, finally, recommendations to Dean Katherine Baicker and the Harris senior administrative leadership group. These findings provided critical inputs for school leadership to develop and implement the school's first-ever strategic plan for diversity and inclusion, which includes a roadmap, action steps, a plan for regularly communicating progress updates, and more.

One year into the strategic plan, we are heartened to see the important progress that has been made, as well as regular progress reports on the benchmarks that have been set. This report represents another step as our community continues to grapple with the best way to value and foster diversity, equity, and inclusion throughout Harris.

Sincerely,



A handwritten signature in black ink that reads "Scott Ashworth".

Scott Ashworth,
*Professor, Harris School of Public
Policy, DIAB Co-Chair*



A handwritten signature in black ink that reads "Paula R. Worthington".

Paula Worthington,
*Senior Lecturer, Harris School of
Public Policy, DIAB Co-Chair*

CLIMATE



Diverse School



Inclusive Classroom



Engaged Community

FOUNDATIONAL INFRASTRUCTURE

Our action steps are grouped into four focus areas:

FOUNDATIONAL INFRASTRUCTURE:

Invest in the infrastructure to build, measure, and communicate a school-wide diversity and inclusion strategy.

DIVERSE SCHOOL:

Increase the diversity of our faculty, other academic appointees, student body, and staff.

INCLUSIVE CLASSROOM:

Build an inclusive learning environment that supports the needs of all students.

ENGAGED COMMUNITY:

Foster a culture of full participation, shared responsibility, and high engagement in diversity and inclusion for all members of our community.

As a school dedicated to evidence-based policy, we have coupled these steps with output measures so that we can hold ourselves accountable for progress towards our goals.

FOUNDATIONAL INFRASTRUCTURE

Invest in the infrastructure to build, measure, and communicate a school-wide diversity and inclusion strategy.



Develop shared vision and goals for diversity and inclusion at Harris and a school-wide strategy to support it.

ACTIONS

Formulation of a Shared Vision

The Harris community collaborated to define our commitment. We adopted the following statement to crystallize what “Diversity & Inclusion” means for our school:

“Fostering an environment that encourages rigorous inquiry and effective public policy problem-solving requires the involvement and understanding of diverse viewpoints, experiences, and traditions.”

Activating the DIAB

Dean Katherine Baicker charged the Diversity & Inclusion Advisory Board (DIAB) with developing recommendations to advance the school’s commitment to diversity and inclusion. After an extensive listening tour and deliberations, the DIAB’s report was released in the Autumn Quarter of 2019. In 2020, the DIAB worked with Dean Baicker and Harris leadership to develop a shared vision and goals and a school-wide strategy to support D&I at Harris.



Make Harris more accountable for progress and ensure that progress is communicated to the broad Harris community.

ACTIONS

New Vehicles to Communicate about D&I

As part of Harris’ overall commitment to transparency, a new Diversity & Inclusion website was unveiled on August 31, 2020, which publicly coupled each of the Roadmap’s action steps with related output measures. This provides institutional accountability and shines a light on the school’s progress toward its D&I goals. There have been more than 10,000 unique pageviews of the D&I website.

Additionally, in April 2021, the Diversity & Inclusion office released its first quarterly newsletter, called *Perspectives*, to more than 5,000 recipients, including students, staff, faculty, alumni, and other members of the Harris community. The newsletter featured student perspectives, recent news, awards, videos, and more. This newsletter is an ongoing element in our efforts to widely communicate our efforts to our key constituents.

IMPACT SPOTLIGHT

Leveraging the Common Read to broaden perspectives

The annual Common Read initiative is part of Harris' commitment to diversity and inclusion and a manifestation of the Harris community's shared belief that it is essential that future policymakers be given the opportunity to gain an understanding of the lived experiences of people from all walks of life.

"Our team dedicated time this year to expand our knowledge of issues surrounding diversity and inclusion. We read and discussed *Caste: The Origins of Our Discontents*, by Isabel Wilkerson, this year's Common Read, had weekly sessions exploring themes that touch on these important topics, and shared our personal stories. Team members alternated leading the sessions. We also read *What the Eyes Don't See* and *The Warmth of Other Suns*. And colleagues from across Harris were invited to join our weekly sessions and shared something from their culture or religion, helping us all expand our world view.

"The time spent together each week not only had a positive impact on our team culture, but greatly expanded our collective understanding of these critical topics that are so important to our school's mission and our team's work."



“

Such a rich and valuable D&I experience! This was a big highlight of the year for culture and was overdue.”

Jenny Erickson

*Senior Director of Enrollment
Management & Marketing Strategy*

DIVERSE SCHOOL

Increase the diversity of our faculty, other academic appointees, student body, and staff.



Build a more diverse student body with a focus on domestic and underrepresented minorities while continuing to include diversity across international populations.

ACTIONS

Increase scholarship funding available to reduce financial barriers to a Harris education.

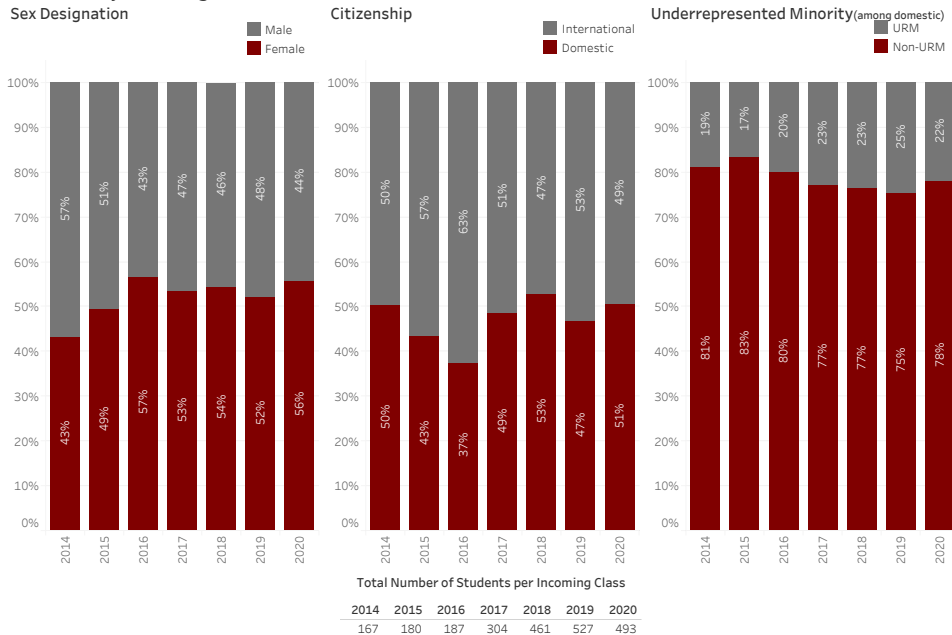
Since 2019, scholarship funding for domestic and underrepresented minorities at Harris increased by 25%, increasing the diversity of our rapidly growing student body.

Diversify our pool of applicants and our enrolled students.

Interest in Harris has grown. Special programming like “Diversity Day,” which creates opportunities for prospective students to experience Harris for a day, is an important part of our recruitment process. In AY’21/22, 24% of our applicants identified as underrepresented minority applicants, compared to 19% in AY’20/21.

We are committed to increasing diversity among our student body. On average 20% of our total student body identify as underrepresented minorities. We will continue to be creative in our efforts to attract, retain, and support students of color, paying specific attention to representation across different identity-based groups.

Students by Incoming Class



Note: Each year includes the number of students enrolling at Harris in the fall of the year denoted.

The data presented reflects sex designation provided in the admissions process as required and defined by the federal government. Gender identity is optional at this time.

An underrepresented minority is defined by the federal government as a person whose race or ethnicity is from one of the following: Hispanic or Latino, Black or African American, Native Hawaiian or Other Pacific Islander, American Indian or Alaska Native.

Predoctoral Program Launch

In 2021, Harris conceptualized and launched the [Predoctoral Program in Policy](#), a unique opportunity for a diverse set of exceptional policy school master's degree students to develop the skills, experience, and mentorship needed to prepare for doctoral studies and an academic career in policy.

The program, a collaboration among four top-ranked U.S. policy schools, began as a pilot offering participants crucial experience as a full-time research assistant along with intensive faculty mentorship and networking opportunities. Partner institutions include:

- New York University, Wagner School of Public Policy
- University of California Berkeley, Goldman School of Public Policy
- University of Chicago, Harris School of Public Policy
- University of Michigan, Gerald R. Ford School of Public Policy

A key goal of this program is to build a more diverse pipeline of doctoral candidates and future policy school faculty. The pilot seeks to increase opportunities in academic policy research for those who have experienced financial hardship, are first-generation college students, or who come from an educational, cultural, or geographic background that is under-represented in related doctoral programs.



Tackling the big, thorny research questions in public policy requires drawing on diverse perspectives, backgrounds, and experiences, now more than ever. By partnering with other leading schools in our field, we have the potential to create more opportunity for exceptional students from all backgrounds to pursue career pathways in academic policy research at a time of urgent need.”

Katherine Baicker

Dean and Emmett Dedmon Professor at Harris Public Policy

GOAL



Increase diversity of faculty, instructors, and staff.

ACTIONS

More Diverse Instructors

Harris enhanced diversity and expanded representation among its group of non-tenure track instructors with the addition of several who study or work in areas of policy that extend our growing faculty roster's expertise. Harris also took steps to ensure that a diverse set of candidates are encouraged to apply for new tenure-track searches underway, spanning a wide array of academic fields and disciplines, including energy and environment, education, political economy, economics, and development.

New Postdoctoral Researcher Studying Race

Harris hired a new postdoctoral researcher, Karen Okigbo, with research and teaching interests related to ethnicity, race, inequality, and public policy. For this position, Harris sought applications from scholars with a background in economics, political science, psychology, sociology, public policy, or aligned fields, to teach two courses per year in these crucial areas.



Karen Okigbo

Postdoctoral Researcher

Can you tell us about your research?

I'm a sociologist whose research focuses on race and ethnicity, migration, sociology of the family, and the African diaspora. I investigate the social decision-making of the U.S.-born children of Nigerian immigrants as they navigate the dating and marriage process. By examining intermarriage in terms of both racial and ethnic differences, my research sheds light on the often-unacknowledged heterogeneity of the Black population.

What calculations do second-generation Nigerian Americans go through when deciding who to marry?

Selecting a life partner is arguably one of the most important decisions in a person's life. My research shows that this decision is quite complex for second-generation Nigerian Americans for four primary reasons. First, is the issue of race and its significance in the U.S., particularly for a group as ethnically diverse as Nigerian Americans. Second, is religion as an important measure of compatibility among potential dating partners and spouses. Third, is the intersectional issue of gender and the racialized experiences of Nigerian Americans as Black men and women when dating. Fourth, is the issue of parental pressure. As children of African immigrants, second-generation Nigerian Americans experience parental pressure as an important influence. Given all these factors, it's clear how complicated the marital selection process can be.



READ THE FULL INTERVIEW

INCLUSIVE CLASSROOM

Build an inclusive learning environment that supports the needs of all students.

GOAL



Design a student environment and programming that support the needs of all students.

ACTIONS

D&I Design Studio Project

Harris worked with the University of Chicago D&I Design Studio on an “inclusion project” to better understand the support needed for Harris’ international students. An initiative of the Office of the Provost at the University of Chicago, the studio uses a human-centered design (H-CD) model, a collaborative problem-solving process that merges qualitative and quantitative research with design approaches and values. The information-gathering process included surveys and focus groups. The project resulted in a set of recommendations that Harris plans to implement over the next two academic years.

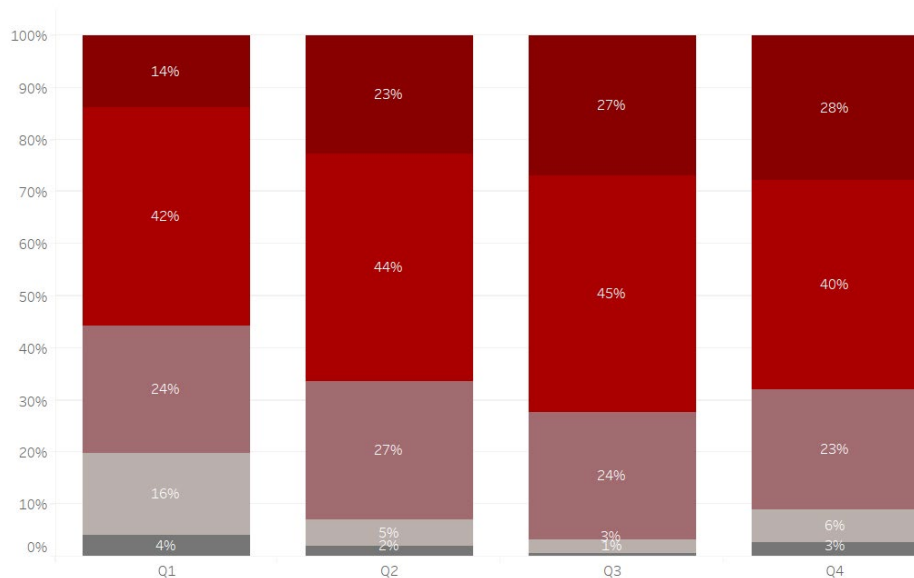
Trainings for Students

The Harris D&I Office held four trainings for the student body across different aspects of its work, including the importance of allyship, microaggressions, anti-bias training, and the theory and practice of antiracism.

Student Experience: D&I

- Q1: I feel a sense of community at the Harris School.
- Q2: I have developed knowledge of diversity and inclusion issues.
- Q3: I have contributed to a supportive environment that promotes diversity and inclusion.
- Q4: The Harris environment promotes and supports diversity and inclusion.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree



Note:
The data presented is from the End-of-Year Student Experience Survey fielded from May to June of 2021 with response rate of 71%

ACTIONS

New Mechanisms for Student Feedback

Harris augmented its student feedback system by developing additional mechanisms for students to report concerns or grievances. This includes the creation of a new pilot question on course evaluations for every Harris class, which allows students an opportunity to evaluate the inclusivity of the instructor’s classroom instruction, classroom materials, and other aspects of the educational experience.

Faculty Engagement with D&I Initiatives

Harris faculty participated in the two Diversity Dinners put on by the Harris D&I office. The dinners gave faculty, students, and the broader Harris community an opportunity to have personal conversations touching on issues of race, income inequality, and social justice. Harris faculty also engaged in other events and initiatives, including the Perspectives speaker series, Diversity Week, event programming highlighting the work of Black economists, and the Common Read.



ACTIONS

D&I Events

The Harris D&I office worked with Harris Events, Student Affairs, Student Recruitment, and other partners to host 16 Diversity & Inclusion events in AY'20/21 with more than 4,300 registrants. These events included Diversity and Inclusion training; a training on allyship and activism; the annual Kent Lecture, with Ta-Nehisi Coates; a virtual discussion on “Community Impact Through the Art of Drag” with River Coello, MPP'17; and events with Black mayors and Black economists across the United States.



ACTIONS

New Course Offerings

Harris students have expressed interest in courses examining a broader range of social policy issues. In response, several new courses have been added, and Harris faculty, led by Senior Lecturer Paula Worthington, co-chair of the DIAB, are leading the charge to further diversify the course catalog. New courses include:

- **Business and Society**
- **Crime in Policing**
- **How to Change the World: Science of Policymaking**
- **Diversity & Inclusion in International Development**
- **Racial Disparities in Healthcare: A Trauma Surgeon’s Perspective**

IMPACT SPOTLIGHT

Dive deep with diverse course offerings

New Harris classes for AY'20/21 included “Racial Disparities in Healthcare: A Trauma Surgeon’s Perspective,” taught by Brian H. Williams, MD, FACS. Williams is a highly skilled surgeon specializing in trauma surgery, acute care surgery, and surgical critical care.

“We’re putting everything through the lens of racial equity to give students information they may not otherwise have,” Williams said of the course. “As a trauma surgeon, I have seen a lot of tragedy, but it’s time to put that experience into a broader context: the campus, the City of Chicago, and the country as a whole. When I see a shooting victim, I know that he’s not just a victim of a gunshot, but he’s the victim of a series of small and large issues that make him more susceptible to end up where he is.”

Williams saw the course as “letting these future policymakers know what I’ve seen – as a trauma surgeon, as a Black man, and a doctor.”



READ THE FULL INTERVIEW

“

I hope that it will inspire future policymakers and let them see the world through a different lens.”

Brian H. Williams

MD, FACS



ENGAGED COMMUNITY

Foster a culture of full participation, shared responsibility, and high engagement in diversity and inclusion for all members of our community.

GOAL

Foster a diverse, inclusive, and collaborative environment across Harris staff departments and at all levels of management.

ACTIONS

Broadened D&I Resources

Harris provided staff with a range of resources and regular opportunities to deepen their understanding of diversity and inclusion issues. We also developed tools to promote effective discussions of D&I issues. As one example, the “Resources” tab on the Diversity & Inclusion website provides information about campus and external resources, opportunities to be involved in social justice initiatives, and a curated list of articles exploring topics that include anti-Black racism, supports for the LGBTQ+ community, tools for meaningful allyship, America’s complicated historical relationship with race, resources for inclusion of people with disabilities, supporting first-generation students, and more.

GOAL

Recognize, reward, and support staff.

ACTIONS

New D&I-focused Staff Awards

The Diversity Award, one of the annual awards to recognize Harris staff, highlights the contributions of an individual staff member who exemplifies the best of Harris’ commitment to diversity and inclusion. The 2021 recipient was Eman Alsamara, assistant director, student affairs. Additionally, Eman was this year’s recipient of the University of Chicago’s Marlene F. Richman Award for Excellence and Dedication in Service to Students. Recipients of this award are nominated by students, and only one staff member at the University receives this distinction each year.



Eman Alsamara

*Assistant Director of Student Affairs
at Harris Public Policy*

“

Eman has made herself an exceptional resource for students. She feels their concerns deeply and handles concerns with grace and determination. She is incredibly deserving of this prestigious award.”

Katherine Baicker

Dean and Emmett Dedmon Professor at Harris Public Policy, on Eman’s recognition

Higher Education Leadership Development Program

In 2020-2021, Harris implemented the Higher Education Leadership Development Program, which trained an intentionally diverse cohort of 20 mid-level staff from across Harris on matters related to communications, budgeting, leadership development, and more. The program featured internal and external speakers from across the University ecosystem. The leadership development program was designed to provide this group with opportunities to learn more about the University of Chicago as well as advance in higher education, and included a week focused entirely on the substance of diversity and inclusion work at Harris, the University, and beyond.

Mentoring Program

Seeking to provide professional development tailored to their experience in higher education, Harris hosted a mentoring program for 14 staff of color who were paired with external and industry leaders to expand their training, networking, and other opportunities. The effort was designed to help retain Harris' talented and diverse staff.

GOAL



Foster opportunities for the greater Harris community, including alumni, to get involved with Harris diversity and inclusion initiatives.

ACTIONS

Alumni Council D&I Taskforce Activity

The Diversity & Inclusion Taskforce of the Alumni Council continued to work with the full Council to improve the diversity and reach of their programming.

AY'20/21 Highlights:

- The Careers & Networks Committee expanded their programming to include previously unengaged alumni panelists through the Path to Inquiry Series.
- The Alumni Relations Committee committed to working with Harris staff to recruit an increased number of diverse alumni mentors for the Harris Mentor Program.
- The Alumni Awards Committee revised the process of collecting award nominations to broaden and diversify the pool of nominated alumni. This year, the committee will implement a multiple step process and work closely with Harris staff to solicit nominations from a wider array of Harris community members, including student organizations, Harris staff and faculty, and previously unengaged Harris alumni.
- The Mentor Program extended invitations to more than 50 new alumni to participate as mentors in the 2021-22 academic year. Roughly 40% of these invitations were extended to alumni who are underrepresented minorities, and 40% were extended to international alumni.
- The Mentor Program also collected demographic and identity affiliations from new and returning mentors to increase the ability of current students to match with mentors who share cultural or identity-based affiliations.

Formation of Polis Peer Groups

In AY'20/21, Harris instituted the Polis program, now the foundation of a student's orientation experience. A Polis is a cohort of students building community and connections in smaller, more intimate groups. Each Polis is intentionally designed to bridge individual demographics and degree programs to introduce students to peers they might otherwise not have engaged with. These groups provide a unique, safe opportunity for students to learn from one another and grow together in a supportive environment.

The name Polis is derived from ancient Greek, referring to a unique city center and body of citizens which comprised it. Every Polis carries the name of a Chicago neighborhood to help students gain an understanding of the City of Chicago and its many neighborhoods. Polis groups partnered with many Chicago outreach and community groups to perform community service and connect with and help support the community on the ground, including:

- **A Place for Me**
- **Another Chance Chicago**
- **The Better Boys Foundation**
- **Coalition for a Better Chinese American Community**
- **CreatiVets**
- **Le Penseur Youth Services Inc.**
- **The Woodlawn Restorative Justice Hub**



IMPACT SPOTLIGHT

Create change in our backyard



“

For generations, government policies and institutional choices have excluded primarily Black and Latinx Americans from opportunities for education, employment, and wealth creation. As researchers, we strive to partner with policymakers, organizations, and communities to study these issues and translate our findings into policy changes that can create a more inclusive economy – one that provides real economic opportunity for all.”

Marianne Bertrand

Pritzker Director, Inclusive Economy Lab

University of Chicago Inclusive Economy Lab at Harris

Last year, the UChicago Poverty Lab – one of the Urban Labs housed at Harris – adopted a new name, the UChicago Inclusive Economy Lab, to better align with its values and mission: to conduct research that expands economic opportunity for communities harmed by discrimination, disinvestment, and segregation.

“The events of 2020 pushed us to take a hard look at how we do our work, and how we talk about it,” said Carmelo Barbaro, Executive Director. “One of our conclusions was that our name did not reflect our values of equity and inclusion, nor our partnership-based approach to research.”

One of those partner-based research efforts was a comprehensive new study, done in conjunction with Chicago Public Schools (CPS), which found that 13 percent of students face homelessness during their tenure. Twenty-six percent of Black CPS students experience some form of homelessness, as opposed to four percent of Hispanic students and two percent of white students. The study, [“Known, Valued, Inspired: New Evidence on Student Homelessness in Chicago.”](#) explored the effect of homelessness on educational outcomes and outlined strategies to help students stay engaged in school and succeed.

As we embark on the second year of the Diversity & Inclusion Roadmap, the Harris community can look forward to addressing these priorities:

- ✓ Institutionalizing a student climate survey to occur every two years
- ✓ Developing a diversity and inclusion virtual resource library for faculty & students
- ✓ Increasing scholarship funding available to reduce financial barriers to a Harris education
- ✓ Ongoing diversity and inclusion training for faculty and lecturers on strategies for addressing implicit bias, cultural sensitivity, and microaggressions
- ✓ Continuing to broaden our course offerings and the diversity of our faculty and instructors
- ✓ Creating a diversity and inclusion resource tool with information on mentors, alumni, and other subject matter experts within the Harris community
- ✓ Implementing programs that provide greater support to international students, drawing on collaboration with the Design Studio

DIAB Members

STUDENTS

Grace Oxley, *MPP Class of 2022*

Sanjana Shenoy, *MPP'21*

Marvin Slaughter, *MPP'21*

ALUMNI

Daniel Ash, *AM'94*

Adam Flores, *MPP'19*

Luvia Quinones, *MPP'11*

FACULTY

Professor Scott Ashworth (*Co-Chair*)

Senior Lecturer Paula Worthington
(*Co-Chair*)

STAFF

Eman Alsamara

Bridgette Jordan

Michelle Michelini