# Diversity Strategy Task Force Membership

Assata Zerai - Associate Chancellor for Diversity; Professor, Sociology, *Chair*

Isabel Molina - Associate Dean, Graduate College Office of Educational Equity; Professor, Media and Cinema Studies and Latina/Latino Studies

James Gallaher - Executive Director, Strategic Initiatives, Illinois Human Resources

Maureen Banks - Director of Safety and Compliance, Facilities & Services

Sandra Rodriguez-Zas - Chair of the EDGE Council, Professor, Animal Sciences

Wallace Southerland - Former Co-Chair of CORE, Former Associate Dean of Students

Gioconda Guerra Perez - Chair of CORE, Director of La Casa Cultural Latina

Wendy Heller - Chair of DRIVE; Professor and Head, Psychology

Matthew Ando - Professor, Mathematics; Associate Dean, Liberal Arts and Sciences

Tami Bond - Professor, Civil & Environmental Engineering

Ollie Watts Davis - Professor, Music

Nicki Jene Engeseth - Professor, Food Science & Human Nutrition

B. Christine Green - Professor, Recreation, Sport and Tourism

Matthias Perdekamp - Professor, Physics

Aric Rindfleisch - Professor, Business Administration

Jamelle Sharpe - Professor, Law

Linda Smith - Professor and Executive Associate Dean, Information Sciences

Heidi Johnson - Director of the Office of Diversity, Equity and Access, *ex officio*

Nancy "Rusty" Barceló - Visiting Special Assistant to the Chancellor for Diversity, *ex officio*

2017 Diversity Review Authors (External Committee): Rusty Barceló, Paulette Granberry Russell, Archie Irwin, and Craig Taylor

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# Stakeholders whose input was invited/provided

Office of the Chancellor, including Office of Diversity, Equity and Access and Title IX and Disability Office, and Office of the Associate Chancellor for Diversity

Graduate College, including Office of Educational Equity
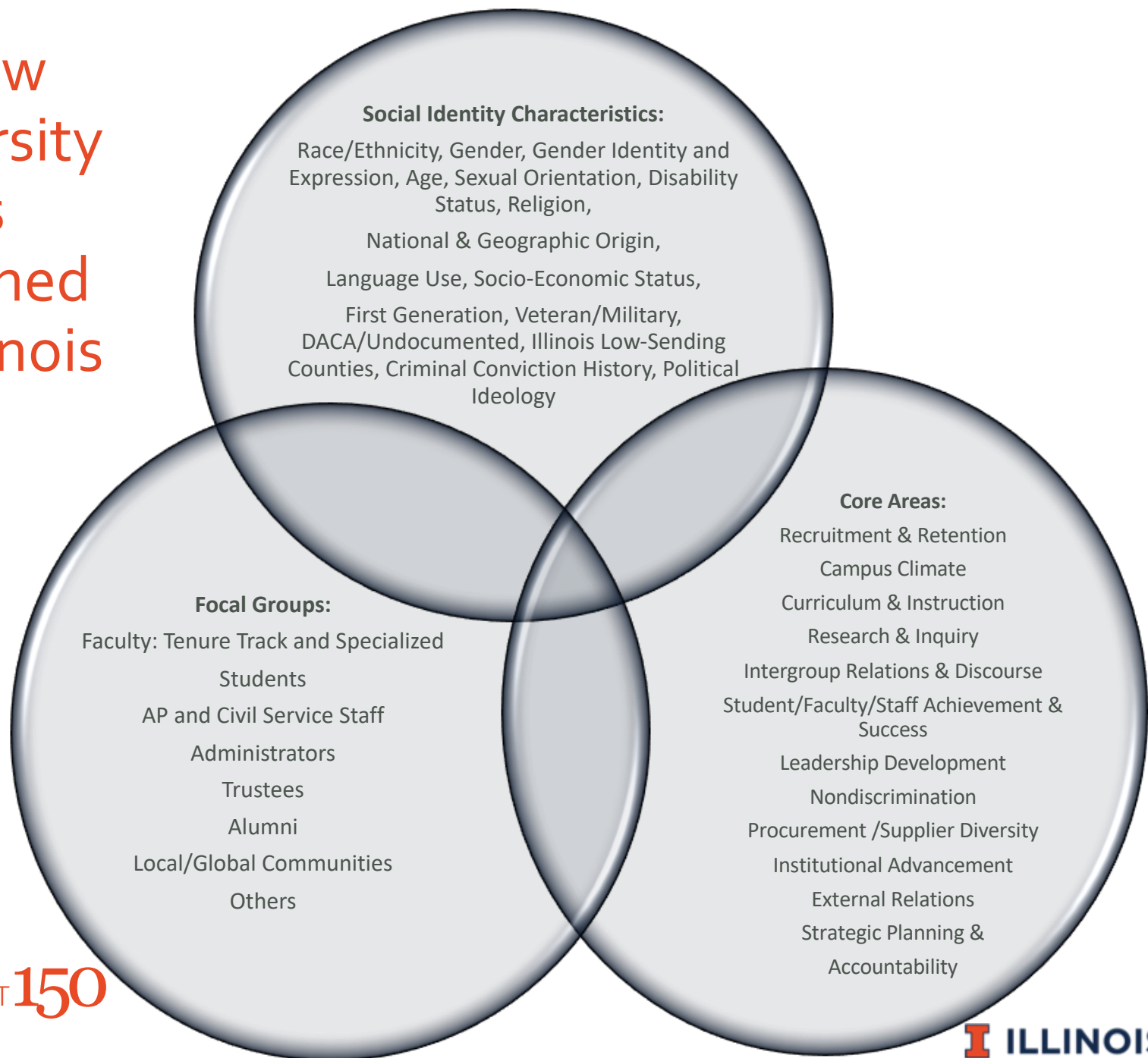
Illinois Human Resources

Facilities & Services

Chancellor and Provost Diversity Committees: Accessibility Review Committee, EDGE Council, Chancellor's Committee on Access and Accommodations, CORE, DRIVE, Gender Equity Council, Inclusive Illinois Committee, Inclusive Illinois Representatives, & LGBTQ Concerns

Heads and faculty of Asian American Studies, African American Studies, American Indian Studies, Gender and Women's Studies, and Latina/Latino Studies

Student Affairs units, including Office of Minority Student Affairs, Illinois Student Union, and Office of Inclusion and Intercultural Relations: La Casa Cultural Latina, Bruce D. Nesbitt African American Cultural Center, Asian American Cultural Center, LGBT Resources Center, and Office of Diversity Education

Senate Equal Opportunity and Inclusion Committee

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# How Diversity is Defined at Illinois

**Social Identity Characteristics:**

Race/Ethnicity, Gender, Gender Identity and Expression, Age, Sexual Orientation, Disability Status, Religion,

National & Geographic Origin,

Language Use, Socio-Economic Status,

First Generation, Veteran/Military, DACA/Undocumented, Illinois Low-Sending Counties, Criminal Conviction History, Political Ideology

**Focal Groups:**

Faculty: Tenure Track and Specialized

Students

AP and Civil Service Staff

Administrators

Trustees

Alumni

Local/Global Communities

Others

**Core Areas:**

Recruitment & Retention

Campus Climate

Curriculum & Instruction

Research & Inquiry

Intergroup Relations & Discourse

Student/Faculty/Staff Achievement & Success

Leadership Development

Nondiscrimination

Procurement /Supplier Diversity

Institutional Advancement

External Relations

Strategic Planning & Accountability

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# Use of "URM"

- URM: **U**nderrepresented **R**acial/Ethnic **M**inority Groups, include African American/Africana/Black, American Indian/Native American/Alaskan Native, Latina/Latino/ Latinx, (sometimes Native Hawaiian/Pacific Islander, depending upon funding source for initiative), and two racial categories or more if one is one of the above.

- "Minority": sometimes includes all of the above with addition of Asian racial category

- For undergraduate/graduate data: excludes international students

- For employees: foreign born are usually folded into US racial/ethnic categories, especially for Affirmative Action reporting to the Department of Labor's Office of Federal Contract Compliance Programs (OFCCP)

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# Transforming the face of higher education, business, and industry in the State of Illinois and beyond; the **University of Illinois**:

1. Is a leading provider of **baccalaureate degrees** to underrepresented racial/ethnic minority groups

2. Is the foremost employer **of URM full time tenure system faculty** within the Big Ten Academic Alliance

3. Could be the **destination of choice for AP and CS employees** who are women, URM, veterans, and individuals with disabilities, in the state

4. Has capacity to become the principal employer of **women in STEM fields** among Big Ten peers and at Illinois R1 institutions

5. Has potential to lead in conferring **MA/MS and Ph.D**. degrees to URM students in the state and among peers

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# Overarching Challenges to Diversity and Inclusion at Illinois

1. Perceptions of an **inhospitable climate** by marginalized groups among students, staff and faculty

2. **Poor representation** of women and URM at all levels: students, faculty, staff, and leadership

3. Inadequate professional development and **diversity education** for domestic and international faculty, staff, and students

4. Insufficient infrastructure for resolving **internal disputes** and issues with racial/gender microaggressions and **bias**

5. Campus climate reflects the lack of an explicit recognition and address of harms done through decades of racism towards Native Americans through the "**Chief**" and associated imagery and practices

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# Recommendation 1: **Create a new strategic plan goal that focuses on diversity with appropriate metrics**

1. Establish a new goal:

   "**Achieve a diverse and inclusive learning community**"

2. Interweave diversity with all other strategic planning goals

3. Create a broader set of diversity metrics that focus on traditional and non-traditional underrepresented groups (e.g., to include both URM and Asian Americans; LGBTQIA groups; disability status; veteran status and other identities)

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# Recommendation 2: Achieving the goal of a **diverse and inclusive learning community** is only possible if we attend to **climate issues**

1. Make **diversity education** a part and parcel of campus intellectual environment for students and all employees

2. Conduct **climate surveys** at regular intervals

3. Heighten our efforts to intentionally apply **universal design and individual access** to the campus environment including architecture, instruction, services, and technology

4. Conduct a systematic process of **addressing historical racism and bias** towards marginalized groups and restoration of relationships with those harmed

5. Set a timeline for establishing a **mascot/symbol**

6. Require **diversity statements** in job and degree program applications for faculty, staff and students

7. Create a cohort of **Chief Diversity Officers** assigned to each college/school and division serving as unit level ombudspersons

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# Enhancing Our Physical Infrastructure

❖ Improving our physical infrastructure is critical to **accommodating** a diverse campus community **and complying** with government regulations

❖ Building and maintaining a **physically accessible** campus is critical for students, staff, faculty and visitors with disabilities:
  - Accessible routes, buildings, public spaces, and special events that accommodate individuals (e.g., who use wheel chairs)
  - Multiple, alternative, and equivalent access to information technologies and experiences for students (e.g., with visual or hearing impairments)
  - Renovate legacy environments that limit access to campus locations

❖ Creating easily accessible and identifiable **special use spaces** that accommodate diverse practices, including:
  - Infant nursing and family care spaces and gender neutral restrooms
  - Prayer and meditation spaces with schedules to accommodate needs
  - Complete renovations to bring cultural houses, area and thematic studies, ethnic studies, and Gender and Women's Studies offices to code

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# **Undergraduate Students**: Aspirations



1.  **Enroll the new generation** of URM and other underserved students who will enhance learning and research on this campus

2.  **Graduate leaders who will transform** commerce, science and technology, education, and communities locally and globally by tackling challenging problems in ways that are compassionate, tangible, and just

3.  **Create a campus community** where all students value and benefit from diversity and inclusion

4.  **Prepare students** for a more diverse and inclusive society

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# **Undergraduate Students**: Challenges

1. Competition and **high cost of attendance** make it difficult to recruit a diverse student body

2. Climate issues undermine retention, satisfaction, and success of students once they arrive at Illinois

3. Educational and cultural resources are **decentralized** and do not coordinate effectively

4. New courses, curricula, and **pedagogy** are needed to respond to experiences of underrepresented and underserved students

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# **Undergraduate Students**: Goals and Actions

Recommendation 3: An undergraduate population representative of the diverse composition of our state requires

1. Expanded and coordinated precollege pipeline initiatives, locally and statewide

2. Financial aid commensurate with our recruiting challenges and indexed to cost of attendance

3. A comprehensive, collaborative, coordinated approach to student support and success, both in and out of the classroom



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# Graduate Students: Aspirations

1. **Foster a graduate population with a diverse composition** in line with peers and responses to the employment demands of government, industry, the professions, and academic institutions

2. **Maintain a welcoming environment** for URM graduate students, women in STEM*, and other underserved populations to improve admissions, enrollment, retention, and close gaps in time to degree* and other areas where women are underrepresented

# **Graduate Students**: Challenges

1. **Implicit bias** in admissions, teaching and evaluation, advising and mentoring

2. **Lack** of sustainable and effective **mentoring** models that account for a diversity of circumstances and backgrounds

3. **Flat URM enrollment of 8%** (25th percentile among peer institutions) because of limited financial investments in URM students

4. Colleges that keep the majority of **revenue** generated by graduate programs without aligning their contributions to achieve campus diversity goals



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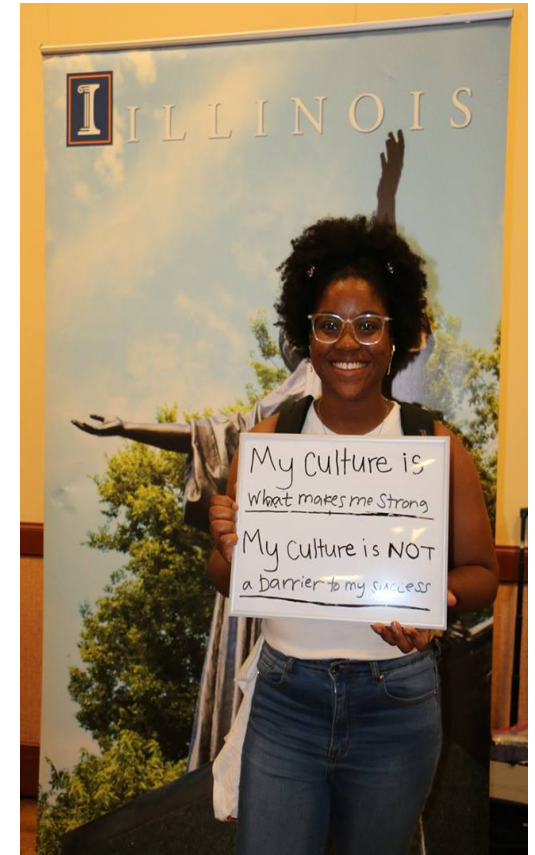
# **Graduate Students**: Goals and Actions Recommendation 4

1.  Increase **central campus funding** for URM fellowships from $876k to **$4.7M** to support recruitment and retention

2.  Create a more robust **cost-sharing model with colleges** to improve funding for achieving campus diversity in graduate education

3.  Solicit funds for diversity from major **corporations**, such as those connected to Colleges of Business, Engineering, ACES,+

4.  Generate unit-level **graduate education diversity action plans** and include **metrics** in review at all levels—Campus, College, Programs—in collaboration with the Graduate College

5.  Establish appropriate **campus-level staffing for effective mentoring** of URM and other underserved student populations

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# Faculty: Aspirations
*Note: Faculty include tenure track, non-tenure track, and specialized*

1.  **Develop a distinguished faculty that reflects the diverse** composition of today's college student population, offers mentorship and inspiration for our students, and addresses present and future societal challenges

2.  **Maintain a welcoming environment** for all underrepresented groups (ethnic, class, gender, gender identity, sexual orientation, and students with disabilities, veterans, +) that is manifested through increased recruitment and retention of faculty in these groups

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# Faculty: Challenges

1. **Low numbers of URM and women** faculty on campus, particularly in advanced or leadership positions including: full professors, campus administrative leaders, principal investigators, and endowed appointments

2. **Climate** for URM, women, and faculty from marginalized groups needs improvement, both on campus and in the community (including handling of online attacks)

3. **Insufficient mentoring**, professional development, and structural change to assure women/URM faculty are prepared to submit successful tenure/promotion dossiers, and are nominated for endowed appointments, etc.

4. **Implicit bias** in applicant review and mentoring practices

5. **Lack of recognition of public engagement** in annual review and promotion and tenure processes

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# Faculty: Goals and Actions Recommendation 5

1. Faculty **hiring and promotion goals** will meet and exceed Affirmative Action compliance and top our peers

   ❖ Recommending at least a 25% increase in URM and 40% increase in women's representation among faculty at all ranks

   ❖ In units where there is parity, goals should address intersections of race/gender

2. Coordinate **data collection** to systematically identify gaps in promotion and retention for underrepresented groups

3. Incorporate **diversity education** and connections to campus resources as a part of onboarding and at regular intervals

4. Create more effective cohorts of **diversity champions**

   ❖ Provide diversity education and support to senior faculty, unit-level committees and CDOs to mentor individual faculty through promotion and tenure and beyond

   ❖ Coordinate meaningful mentoring with non-tenure track and specialized faculty

5. Add **diversity and inclusion criteria** to annual reviews of unit EOs

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# **Staff:** Aspirations

*Note: "Staff" Includes Academic Professionals and Civil Service Staff*

1. **Foster and maintain a staff that reflects the diverse composition of our state** and contemporary society, and demonstrates the University's value as an agent of economic growth and upward mobility

2. **Maintain a welcoming environment** for all underrepresented groups (ethnic, class, gender, gender identity and sexual orientation, disability status, and veterans status) that is manifested through job satisfaction, professional development, and new opportunities

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# Staff: Challenges

1. **Limited professional development**, advancement, and campus leadership opportunities for URM, women, individuals with disabilities and veterans among Academic Professionals and Civil Service staff

2. There is no focused, centralized strategy to **recruit** URM, women, individuals with disabilities, and veterans for staff positions

3. Internal disputes, disciplinary issues, and microaggressions with regard to racial, gender, LGBTQIA, veteran, or disability status persist due to **climate** and **insufficient infrastructure** for resolving them

4. Hiring **criteria and technology** requirements bias against new applicants and more diverse pools

# Staff: Goals and Actions
# Recommendation 6

1. Achieve **Affirmative Action Plan placement goals** for URM, women, individuals with disabilities and veteran representation across the board in hiring, salary, and staff representation at all job levels

2. Deploy a **professional development** strategy for employees by leveraging existing programs and adding new programs where required; e.g., include an advancement pipeline for high-potential individuals

3. Develop a robust infrastructure to identify, manage and mitigate **internal disputes and climate issues**

4. Dedicate **resources to recruiting** URM, women, individuals with disabilities, and veterans for staff positions (i.e. internships, and diversity focused job fairs, conferences, and organization meetings)

5. Develop **new metrics** to monitor progress in these areas

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# Ways we can better leverage our diversity funding efforts

❖ Recommendation 7: Establish a **campus institute** (a) grounded on pedagogy to achieve diversity aspirations, and (b) dedicated to promoting research agendas across campus that take up critical race, intersectionality, feminist inquiry, disability studies, etc., (c) to serve as consultants to departments and other institutions to enhance grant-writing success, educational initiatives, and climate improvements

❖ Recommendation 8: Recognize that diversity and inclusion require **long-term commitments** to institutional transformation

  ❖ Fully fund programs like **TOP/Dual Career**, and ethnic and gender/women studies; and Chancellor's diversity and Illinois Distinguished **postdoc programs**

  ❖ Fund **graduate diversity fellowships** and **undergraduate scholarships** at appropriate levels to help us to achieve/maintain our diversity goals

  ❖ Fund **regular climate surveys** as well as central, student affairs, and college level **diversity offices** and programming to aid in the process of (measuring and) creating an inclusive environment

THE NEXT 150   Note: The Vice Chancellor for Diversity, Equity and Inclusion search will be launched soon

# Public Engagement: Benefits and Challenges

❖ Local public engagement is a significant resource that:

- Contributes to quality of life, well being and work-life balance
- Provides a sense of community to individuals, and prevents isolation, especially for those from more diverse environments

❖ Responding to our land grant mission, colleges and divisions engage in multiple efforts, but there is poor coordination and communication campus wide and with local communities

❖ College pipeline efforts are diffuse and do not benefit from accretion

- No way to communicate whether students have participated in multiple programs, and for how long
- Other than for select programs, students are not provided pathways from summer programs and other engagements to college applications and program entry

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# Public Engagement Actions Recommendation 9



1. Acknowledge **academic value** of public engagement and incorporate it in education of our students and in evaluations of faculty
2. Establish a *new* **Office of Public Engagement**
3. The maintenance of a **robust campus/community engagement portal**, accompanied by
4. An **active communication strategy**
5. Creation of a sustained University of Illinois **college pipeline effort**

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# Supplemental Slides

❖ Campus financial commitments to diversity, 27

❖ Climate results from Racial Microaggressions Survey, 28-30

❖ Diversity results from 2013-16 strategic plan, 31-32

❖ Undergrad enrollment and graduation, 33-38

❖ Grad enrollment and degrees awarded, 39-45

❖ Faculty peer comparisons and percentages, 46-52

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# Landscape of Financial Commitments to Diversity at Illinois

- Financial commitments to diversity support racial and ethnic minorities underrepresented in higher education, women (especially in STEM fields), first generation college students and those from low sending counties in the state of Illinois, people with disabilities and veterans

- Total spending includes financial aid, student support, faculty recruitment and retention; OFCCP-required training, accommodations, and investigations; Title IX and Americans with Disabilities Act (ADA) compliance activities; and other diversity education and advocacy

- The majority of these funds are captured by financial aid to undergraduates, totaling $47M in FY17 and projected at $51M in FY18

- Graduate fellowships to URM groups total $876k each year for FY17 and FY18

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# RMA Survey Participants

- 4800 Students of Color enrolled at UIUC 2011-2012

- The racial and ethnic background of the survey participants include: American Indian or Native American (less than 1%), Asian (35%), Biracial or Multiracial (27%), Black or African American (19%), Latina/Latino (19%)

- 53% of the sample was female

- Undergraduate students made up 68% of the sample

- A majority of the participants were from humanities and social sciences majors (63%)

- Most (86%) of the participants had graduated from public high schools

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**Racial Microaggressions**
@ **University of Illinois, Urbana-Champaign**

VOICES of STUDENTS of COLOR in the CLASSROOM
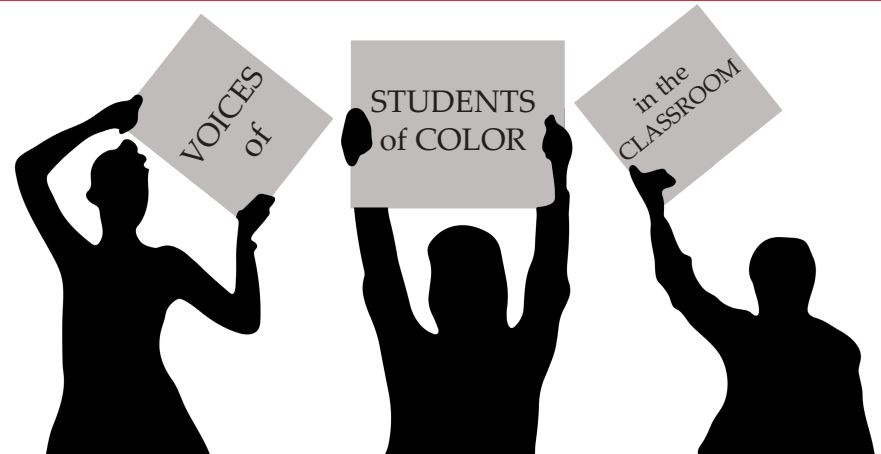
Stacy Anne Harwood | Shinwoo Choi | Moises Orozco | Margaret Browne Huntt | Ruby Mendenhall

# Table 2. Racial Microaggressions in the Classroom
## Source: RMA Survey Classroom Report

|  | % Yes |
|---|---|
| I have had stereotypes made about me in the classroom because of my race. | 51 |
| I have had my contributions minimized in the classroom because of my race. | 27 |
| I have been made to feel the way I speak is inferior in the classroom because of my race. | 27 |
| I have experienced not being taken seriously in my classes because of my race. | 25 |

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# Racial Steering in Advising about Courses and Major Selection

Some students of color felt that they were discouraged from enrolling in challenging classes or majors. While usually not made explicit, stereotypes about their race as less intelligent or less able to handle certain courses or majors were perceived in the advisors' behavior and counsel.

Source: RMA Survey Classroom Report

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# 2013-16 Campus Strategic Plan Goals:

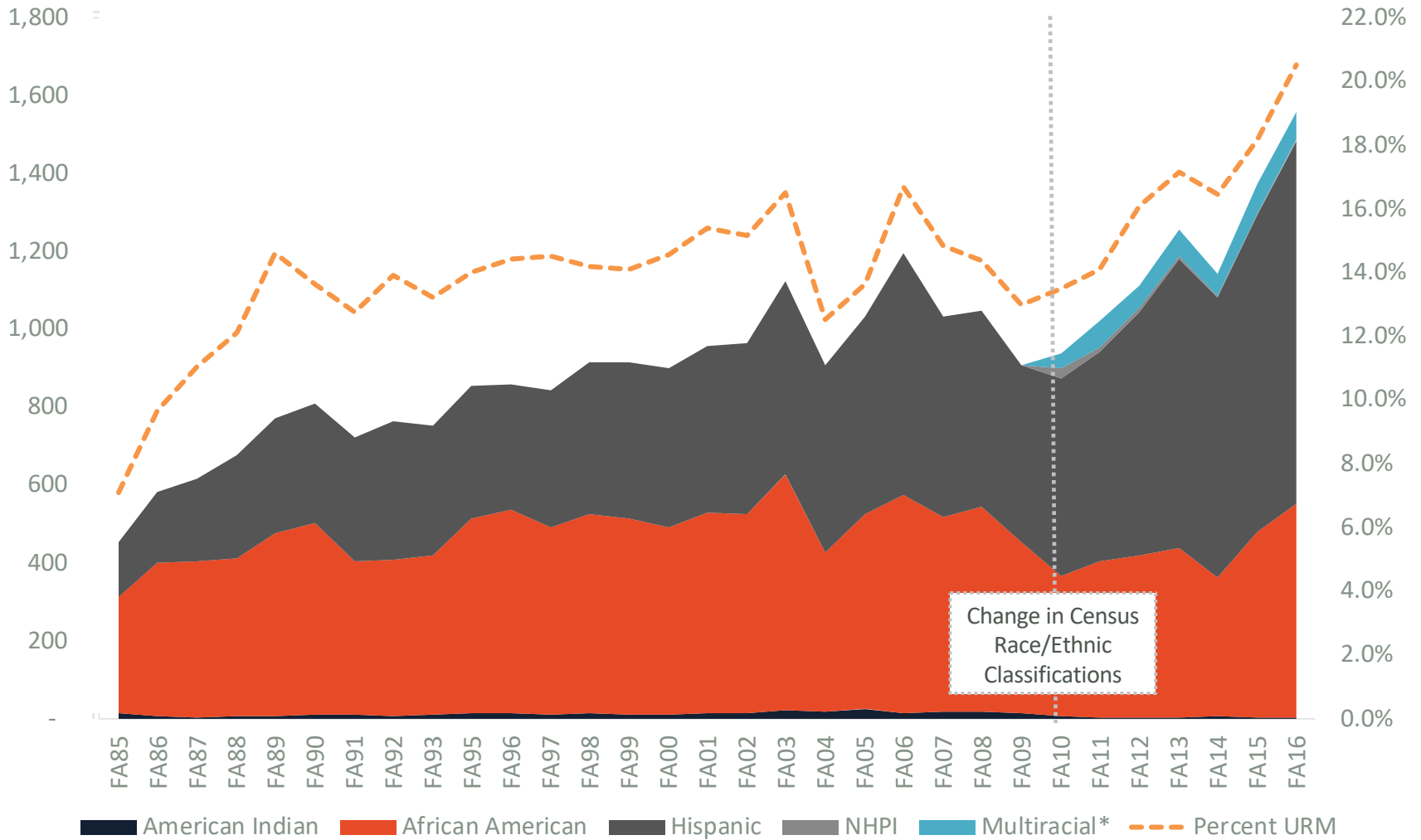| | 2016-17 | 2016 Goal | |
|---|---|---|---|
| Tenured Faculty % URM | **11%** | 12% | |
| 4-Year Graduation Rates: URM* | 60.7% | **55%** | I |
| 6-Year Graduation Rates: URM* | 81.1% | **75%** | I |
| % URM Undergrads | 17.6% | **14.5%** | I |
| %URM Grads | **8.2%** | 8.5% | |
| %URM Professional Students | **9.1%** | 15% | |
| % URM Academic Professionals | 10.4% | **9.5%** | I |
| % URM Civil Service Staff | 15.9% | **15.7%** | |

*2015-16 shown

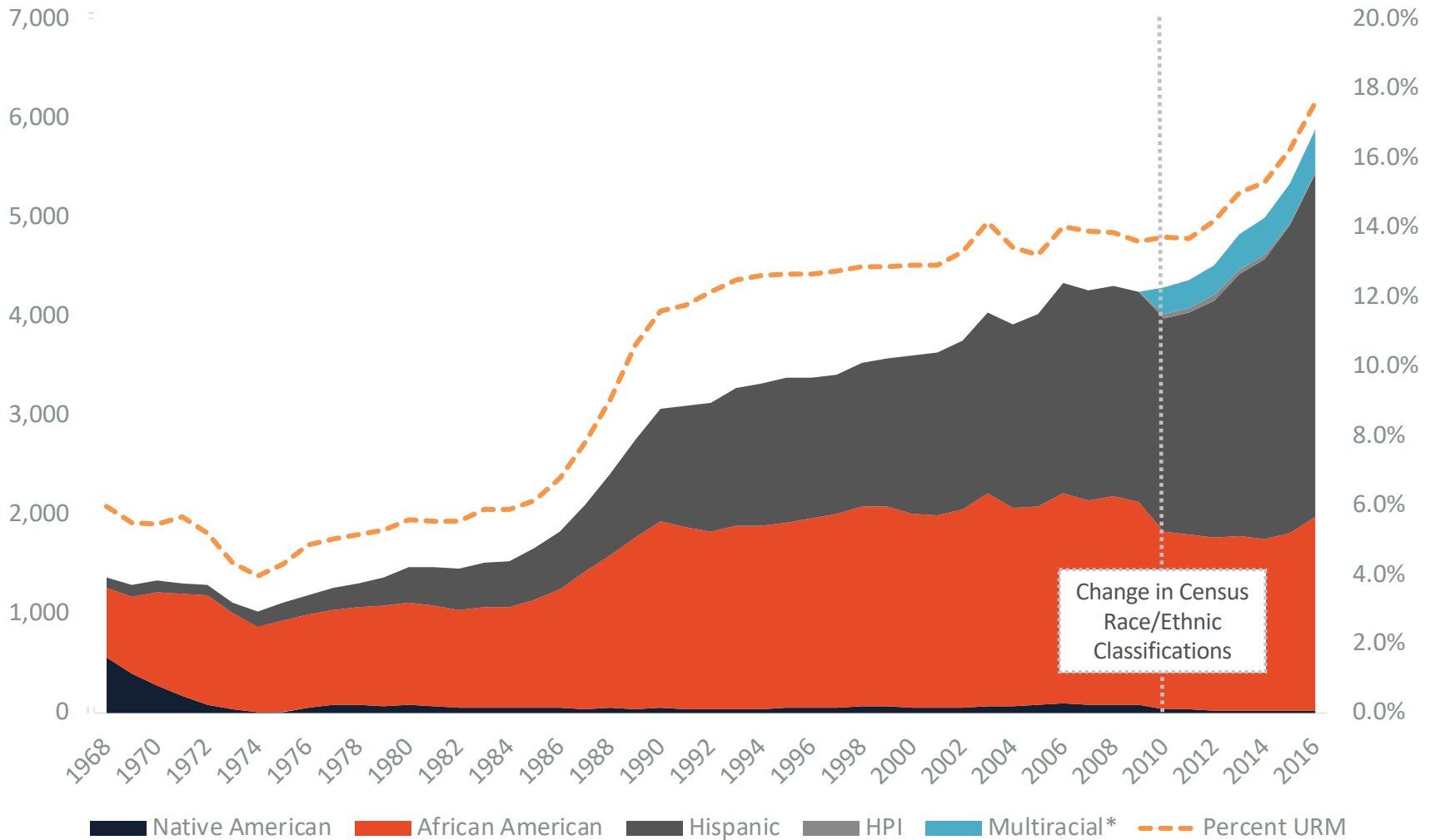**Campus Profile for 2016-2017, 2013-16 Goals, and Newly Recommended Goal for 2018-23**
**Unit: Campus Total**

| Item | | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2016 Target |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **1. Foster scholarship, discovery and innovation** | | | | | | | | | | | | |
| 1603 | Tenure Sys Fac  Headcount | 2100 | 2096 | 2061 | 1963 | 1871 | 1856 | 1893 | 1931 | 1972 | 1932 | 1950 |
| 1803 | Ten Sys Faculty % Undrrp | 8.8 | 9.2 | 9.5 | 10.2 | 10.6 | 10.9 | 11.1 | 11 | 10.9 | 11 | 12 |
| 2770 | Sponsored Research    $000 | 323587 | 357633 | 365745 | 395301 | 425044 | 540470 | 416534 | 410577 | 401984 | | 450000 |
| 2772 | Sponsrd Rsrch $000/Fac FTE | 157 | 173 | 180 | 204 | 230 | 294 | 222 | 215 | 206 | | 240 |
| 2682 | Research & Dvlpmnt Exp(000) | | | 515133 | 545669 | 583754 | 721192 | 598181 | 613103 | | | 700000 |
| 2790 | Startups | 6 | 6 | 6 | 12 | 5 | 6 | 6 | 10 | | 8 | 8 |
| 2792 | Royalty revenues-$millions | 4.24 | 5.12 | 6.13 | 6.36 | 6.14 | 4.91 | 5.26 | 6.19 | 4.85 | | 7 |
| 2798 | # corps w/ active contracts | | | | | | | 210 | 439 | 395 | 494 | 484 |
| 2799 | # active contracts w/ corps | | | | | | | 460 | 1092 | 1069 | 1054 | 1204 |
| **2. Provide transformative learning experiences** | | | | | | | | | | | | |
| 4600 | Four-year graduation rate | 63.5 | 64.7 | 67.3 | 65.9 | 68.5 | 68.2 | 69.1 | 70.9 | 69.8 | | 70 |
| 4620 | Six-year graduation rate | 82 | 82.6 | 84.3 | 82.4 | 83.9 | 83.7 | 84.1 | 85.1 | 85.2 | | 84.5 |
| 4603 | 4 yr Grad rate: underrep | 42.2 | 43.7 | 52.6 | 46.8 | 52.3 | 51.9 | 56.5 | 55.5 | 60.7 | | 55 |
| 4625 | 6 yr Grad rate: underrep | 67.7 | 68.9 | 74.6 | 70.1 | 71.7 | 73.7 | 77.2 | 77.7 | 81.1 | | 75 |
| 4650 | Transfer graduation rate | 84.9 | 81.3 | 84 | 84.1 | 84.2 | 82.4 | 85.1 | 81.7 | 82.4 | | 84.5 |
| 4570 | Freshman Retention Rate (%) | 93 | 93.7 | 93 | 93.7 | 92.7 | 93.8 | 93.1 | 93.5 | 93.4 | 93.5 | 94 |
| 3777 | % Underrep Undergrads | 13.9 | 13.8 | 13.6 | 12.9 | 13.7 | 14.2 | 14.9 | 15.3 | 16.2 | 17.6 | 14.5 |
| 3925 | % Underrep Grad students | 7.7 | 7.9 | 7.4 | 7.2 | 8.2 | 8.2 | 8.4 | 8.6 | 8.5 | 8.2 | 8.5 |
| 4005 | % Underrep Prfnl stdnts | 9.1 | 10 | 9.3 | 10.4 | 13.4 | 14.5 | 13.1 | 10.4 | 9.8 | 9.1 | 15 |
| 1825 | Academic Profnl % Undrrp | 8 | 8.2 | 8.2 | 8.9 | 9.2 | 9.1 | 9.2 | 9.5 | 9.4 | 10.4 | 9.5 |
| 1835 | Civil Svc Staff   % Undrrp | 14.2 | 14.1 | 14 | 14.9 | 15.5 | 15.5 | 16.1 | 16.1 | 16.3 | 15.9 | 15.7 |
| **3. Make a significant and visible societal impact** | | | | | | | | | | | | |
| **4. Steward current resources and generate additional resources for strategic investment** | | | | | | | | | | | | |
| **5. Achieve a diverse and inclusive learning community (newly recommended goal for 2018-23)** | | | | | | | | | | | | |

http://dmi.illinois.edu/cp/strategic.aspx

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# 2016 is our most diverse freshman class ever



Change in Census Race/Ethnic Classifications

Legend: American Indian · African American · Hispanic · NHPI · Multiracial* · Percent URM

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# 2016 is our most diverse undergraduate student body ever



Change in Census Race/Ethnic Classifications

Native American | African American | Hispanic | HPI | Multiracial* | --- Percent URM

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# Diversity varies greatly by college



Campus Average 19.5

| College | Percent |
|---|---|
| Social Work | 32% |
| Liberal Arts & Sciences | 20% |
| Fine & Applied Arts | 18% |
| Engineering | 11% |
| Education | 24% |
| Division of General Studies | 28% |
| College of Media | 23% |
| College of Business | 11% |
| Applied Health Sciences | 24% |
| Agr, Consumer, & Env Sciences | 19% |
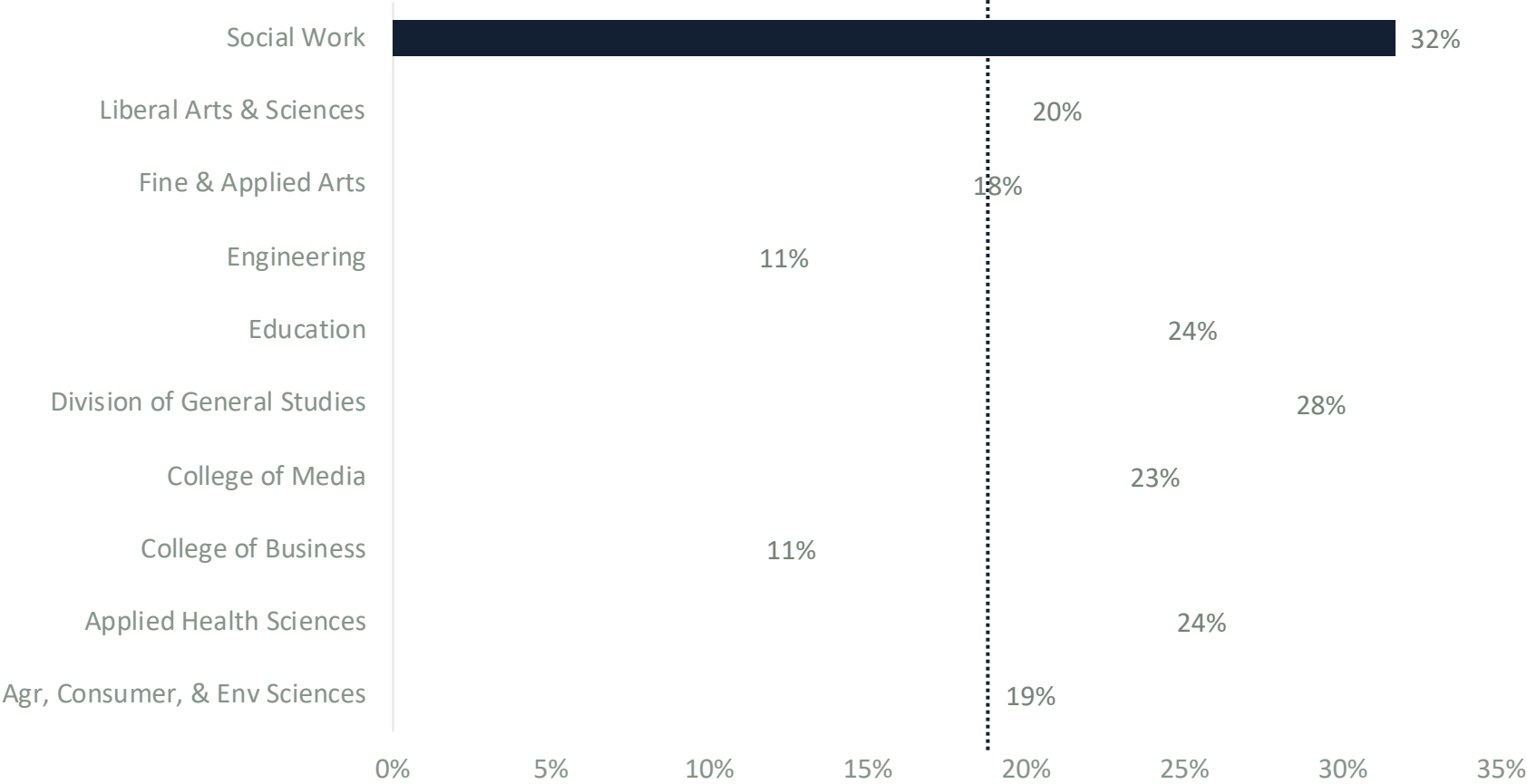
Percent Underrepresented Minorities in the 2016 Freshman Class

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# Illinois' 2016 freshman class had the most URM students in the Big Ten

| | African American | Percent |
|---|---|---|
| Michigan State | 605 | 7.6% |
| Maryland | 554 | 12.2% |
| Illinois | 548 | 7.2% |
| Rutgers | 385 | 6.6% |
| Indiana | 350 | 4.6% |
| Penn State | 326 | 3.8% |
| Michigan | 297 | 4.4% |
| Ohio State | 338 | 4.3% |
| Minnesota | 257 | 4.4% |
| Purdue | 228 | 3.1% |
| Iowa | 181 | 3.2% |
| Nebraska | 149 | 3.1% |
| Wisconsin | 135 | 2.1% |
| Northwestern | 100 | 5.0% |

| | Latina/ Latino | Percent |
|---|---|---|
| Illinois | 932 | 12.3% |
| Rutgers | 784 | 13.5% |
| Penn State | 546 | 6.3% |
| Indiana | 495 | 6.5% |
| Iowa | 459 | 8.1% |
| Michigan | 444 | 6.6% |
| Maryland | 397 | 8.7% |
| Purdue | 355 | 4.9% |
| Wisconsin | 355 | 5.5% |
| Nebraska | 352 | 7.2% |
| Michigan State | 339 | 4.3% |
| Ohio State | 296 | 3.8% |
| Northwestern | 270 | 13.6% |
| Minnesota | 214 | ?.?% |

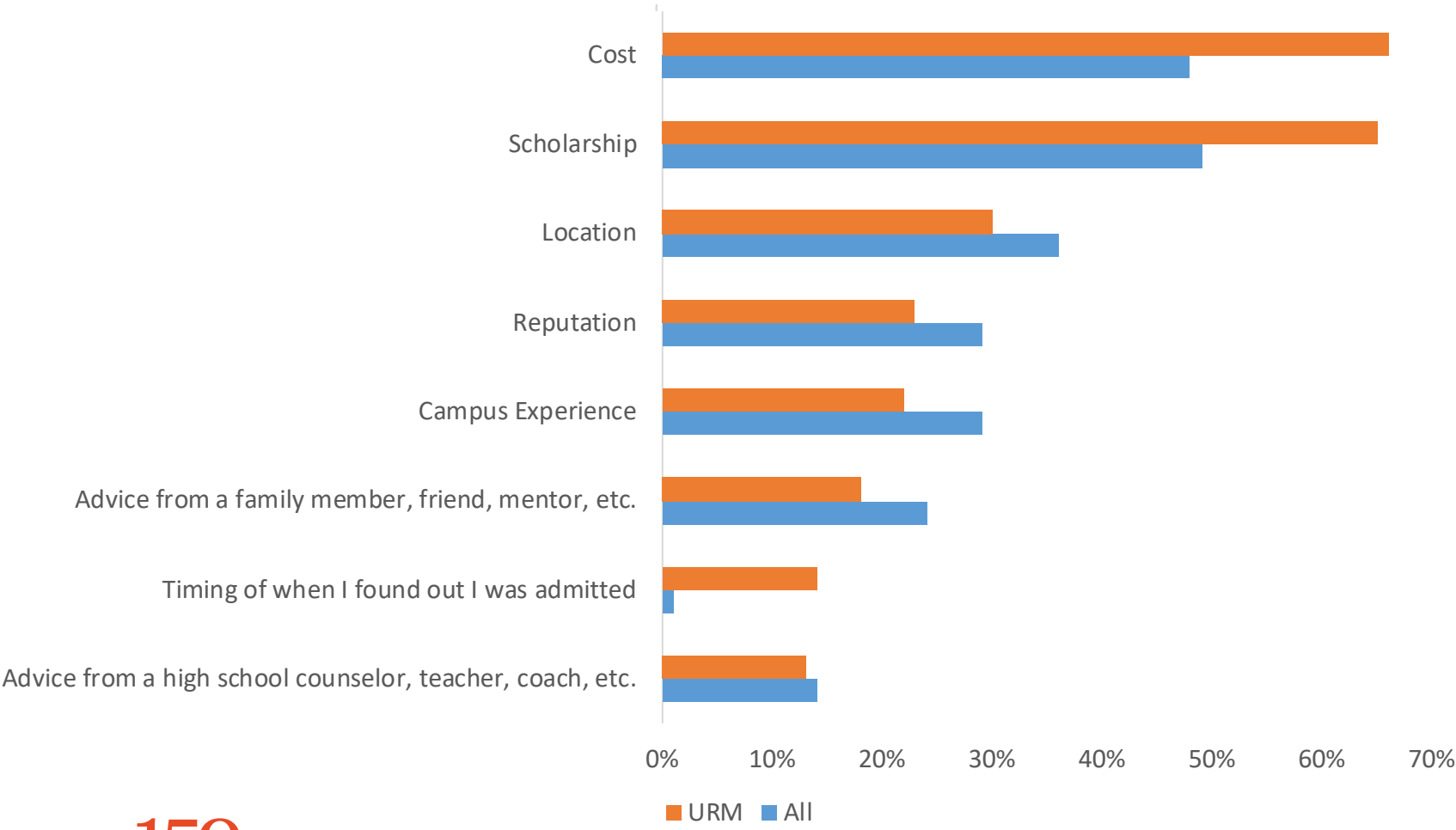| | Total URM | Percent |
|---|---|---|
| Illinois | 1,480 | 19.5% |
| Rutgers | 1,332 | 23.0% |
| Maryland | 951 | 20.9% |
| Michigan State | 944 | 11.9% |
| Penn State | 872 | 10.1% |
| Indiana | 845 | 11.0% |
| Michigan | 741 | 11.1% |
| Iowa | 640 | 11.3% |
| Ohio State | 634 | 8.0% |
| Purdue | 583 | 8.0% |
| Nebraska | 501 | 10.3% |
| Wisconsin | 490 | 7.6% |
| Minnesota | 471 | 8.0% |
| Northwestern | 370 | 18.6% |

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# Six-year graduation rate gaps have been cut in half
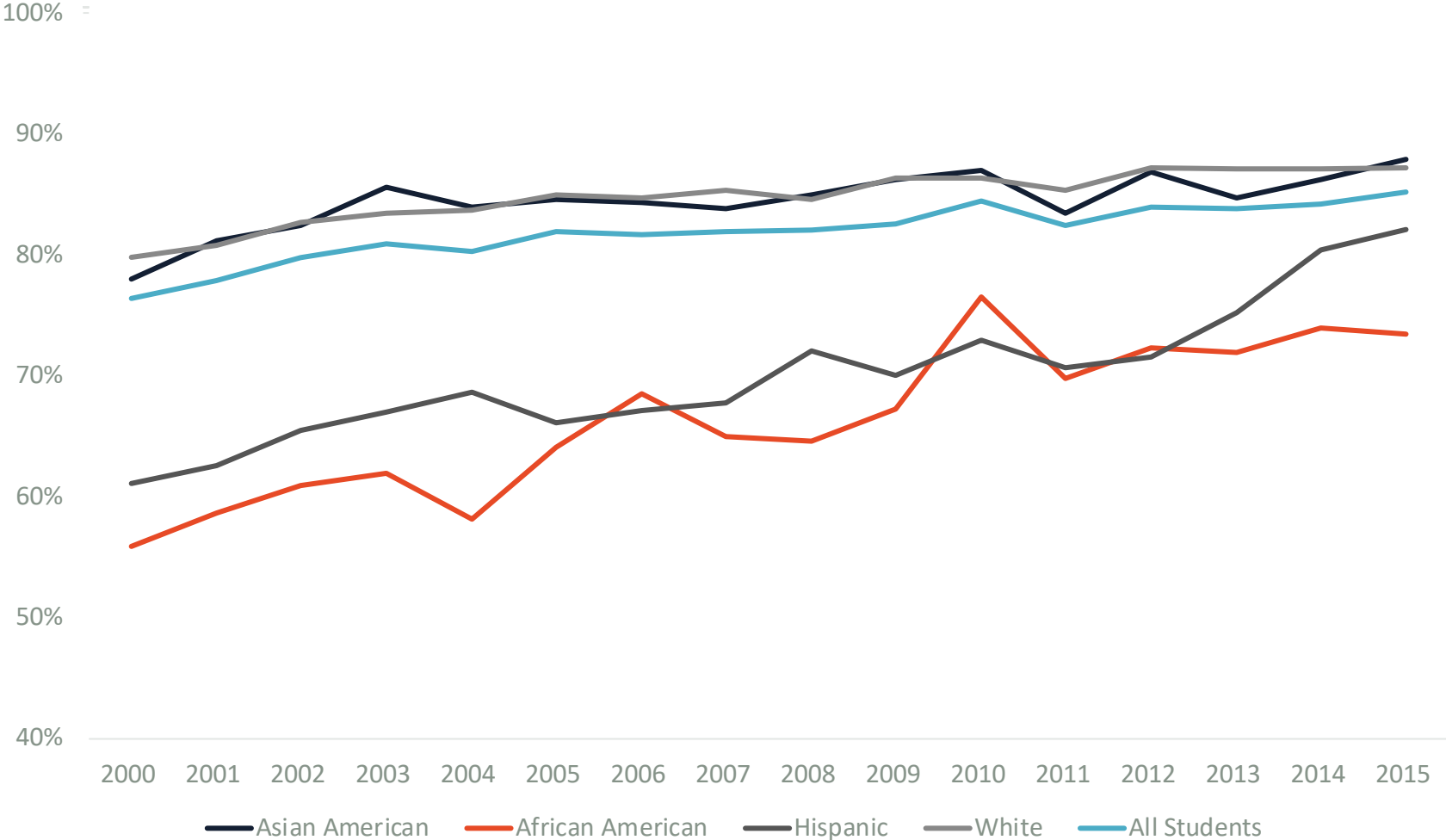
# Urbana is a state leader in African American freshman enrollments and graduation rates



Six-Year Graduation Rates for African Americans (y-axis: 0% to 90%)

African Americans in the 2015 Freshman Class (x-axis: 0 to 600)

- UI-Urbana (~470, ~79%)
- Illinois State (~335, ~58%)
- UIS (~85, ~41%)
- Eastern Illinois (~210, ~41%)
- UIC (~290, ~41%)
- Southern - Edwardsville (~290, ~37%)
- Western Illinois (~530, ~35%)
- Southern - Carbondale (~390, ~28%)
- Northern Illinois (~550, ~27%)
- Chicago State (~120, ~18%)
- Northeastern Illinois (~85, ~7%)

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ILLINOIS

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# High cost and low aid are the top reasons URM students cited for declining admission to Illinois



Horizontal bar chart comparing reasons cited by URM (orange) and All (blue) students for declining admission:

| Reason | URM | All |
|---|---|---|
| Cost | ~66% | ~48% |
| Scholarship | ~65% | ~49% |
| Location | ~30% | ~36% |
| Reputation | ~23% | ~29% |
| Campus Experience | ~22% | ~29% |
| Advice from a family member, friend, mentor, etc. | ~18% | ~24% |
| Timing of when I found out I was admitted | ~14% | ~1% |
| Advice from a high school counselor, teacher, coach, etc. | ~13% | ~14% |

Legend: ■ URM ■ All

THE NEXT 150

# We continue to monitor and strive to improve graduate population diversity



47%    47%    49%    47%    47%    46%

38%    39%    42%    41%    43%    44%

15.3%    15.2%    16.1%    16.4%    16.1%    17.0%

7.7%    7.6%    8.2%    8.2%    8.2%    8.1%

—— Female
—— International
—— Minority
—— Underrepresented Minority

2011    2012    2013    2014    2015    2016
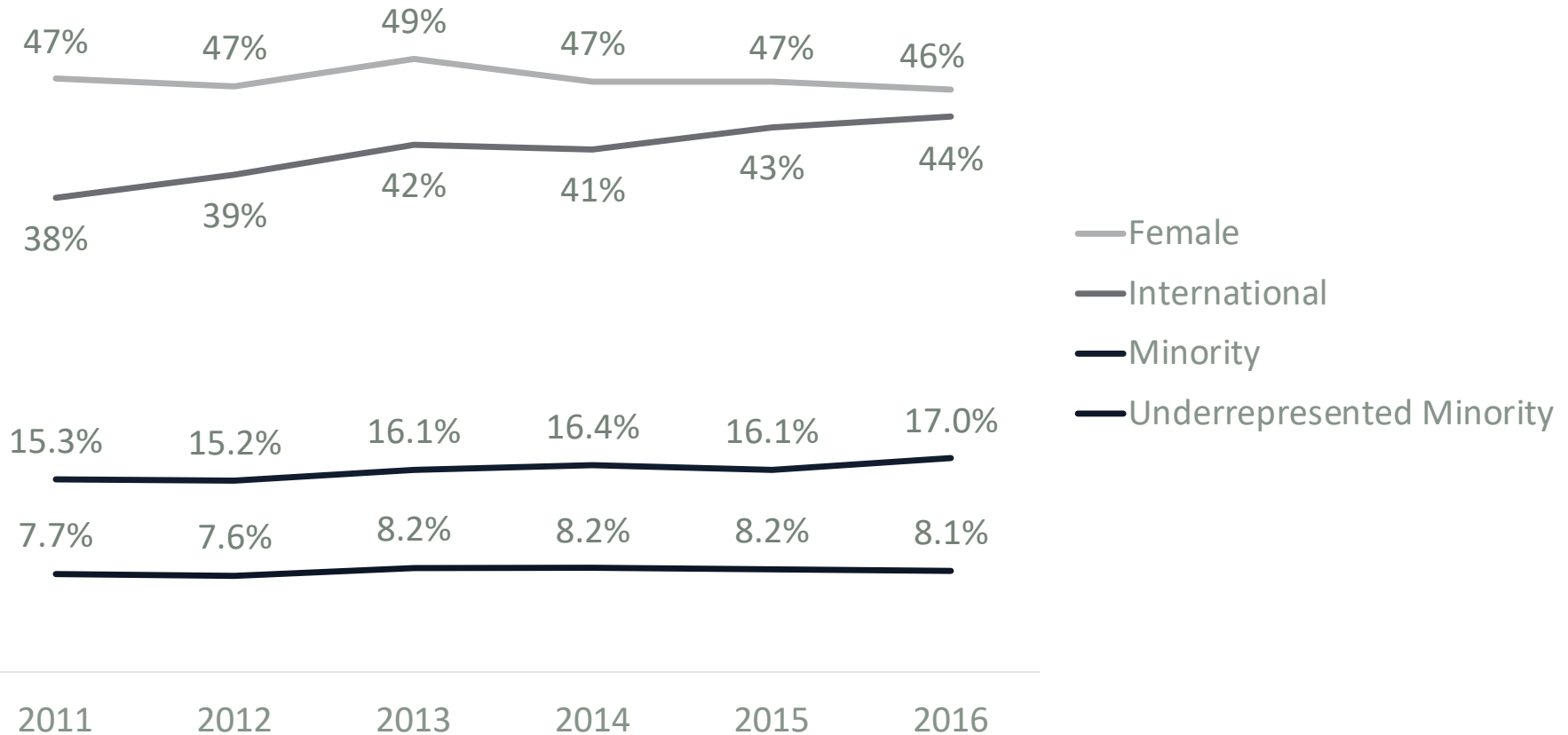
Excludes Law JD, Vet Med DVM, and CITL Non-Degree

Source: DMI 10 Day Enrollment Reports

THE NEXT 150

ILLINOIS    40

# URM Graduate Recruitment



Excludes Law JD, Vet Med DVM, GC Non-Degree, and CITL Non-Degree

THE NEXT 150
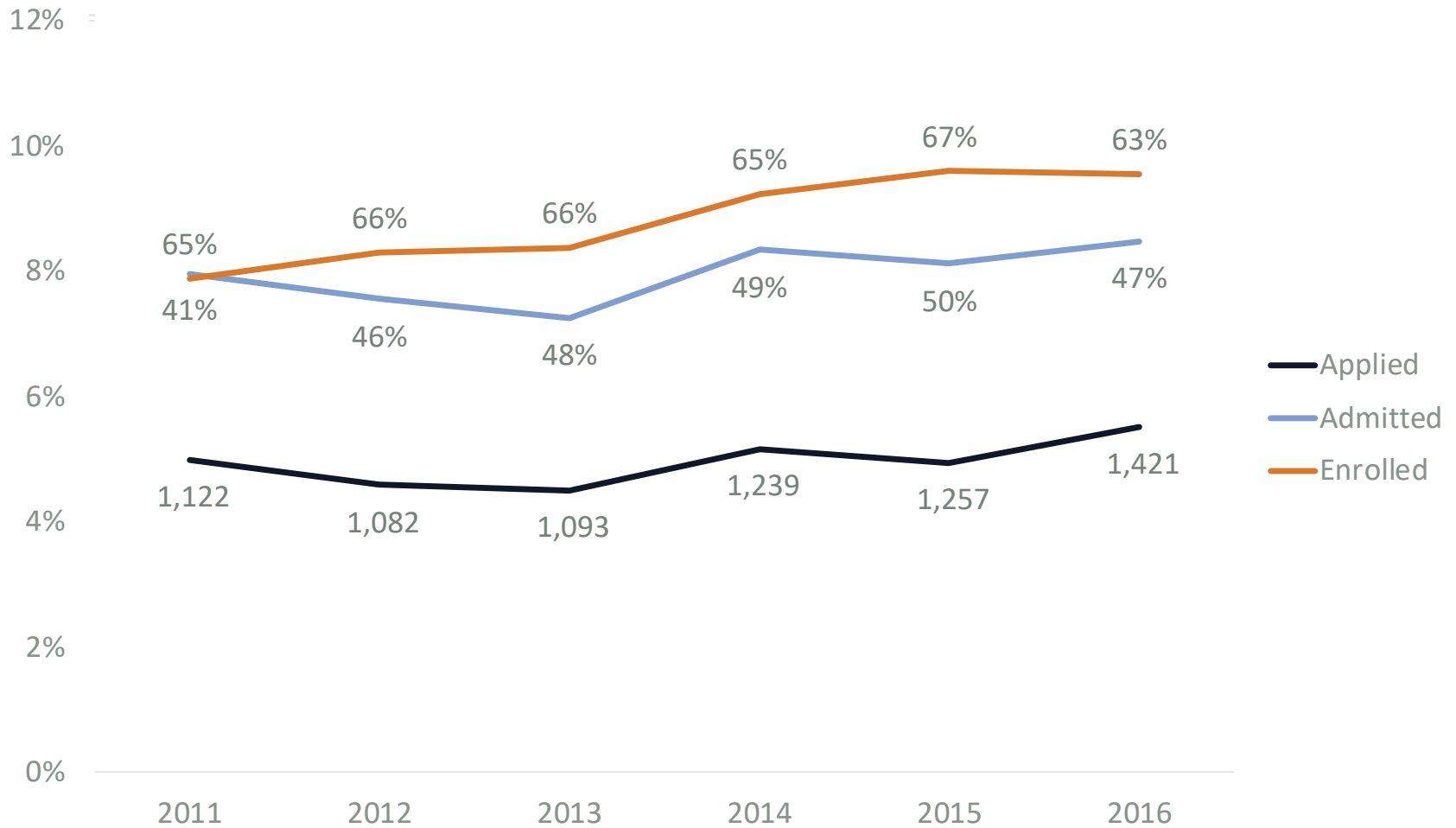
# 2016 Graduate URM Population Demographics

Multi-Racial, 237

American Indian, Alaskan Native, 88

Native Hawaiian, Pacific Islander, 20

**8.1%**
of 2016 total grad population

Black, African American, 488

Hispanic, Latino, 521

Excludes Law JD, Vet Med DVM, GC Non-Degree, and CITL Non-Degree

THE NEXT 150
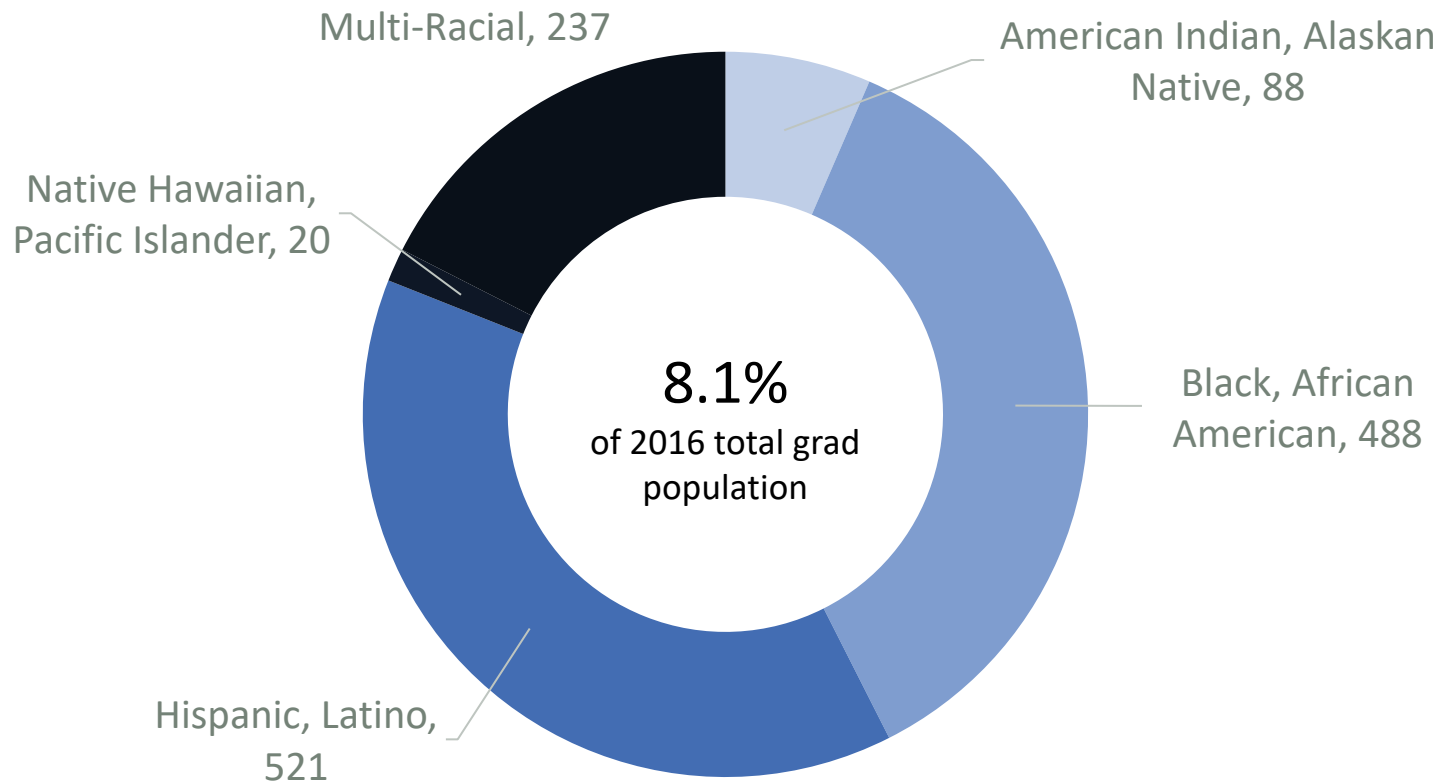
# URM New Enrollment Trends



Excludes Law JD, Vet Med DVM, GC Non-Degree, and CITL Non-Degree

THE NEXT 150
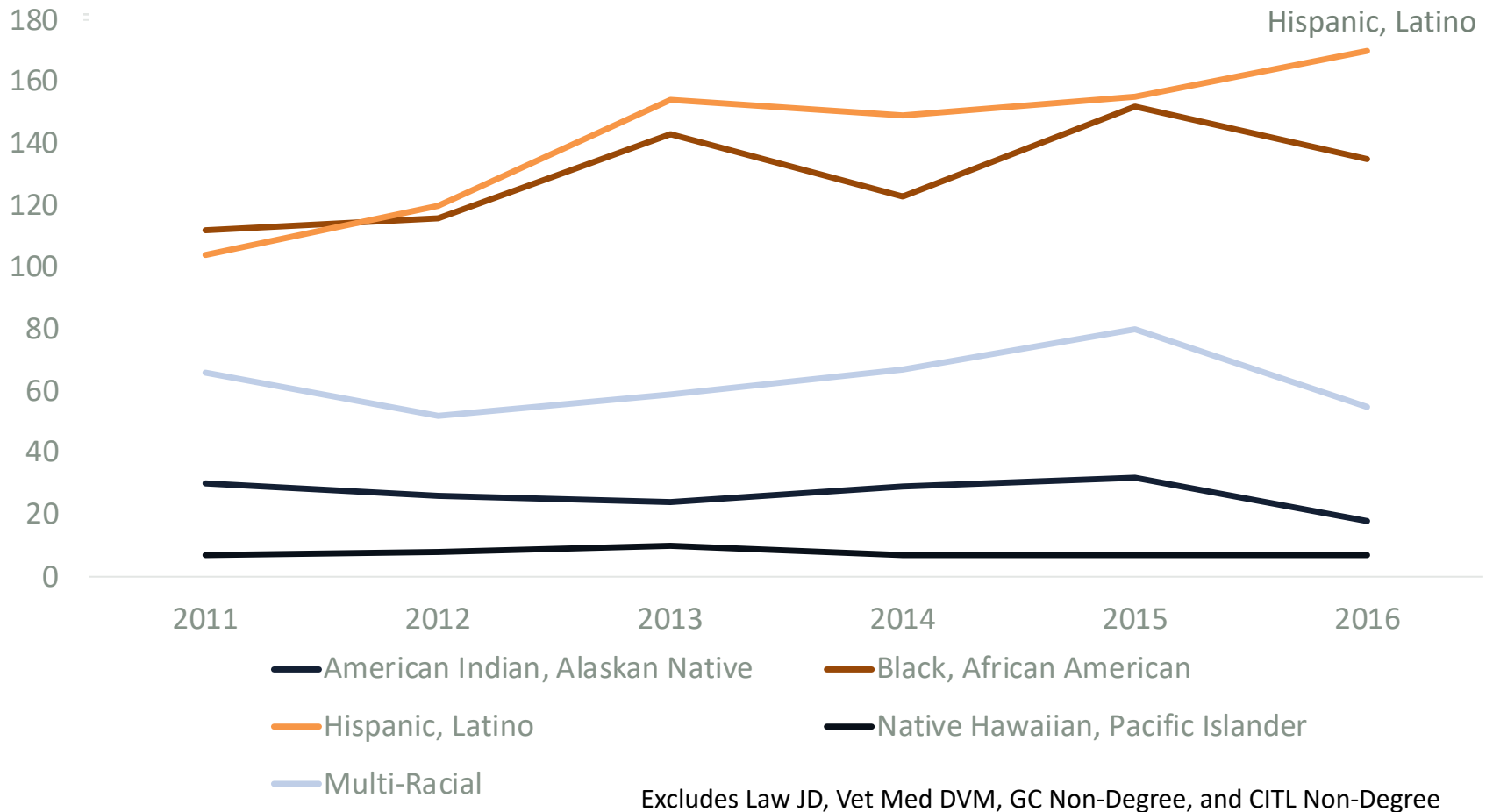
ILLINOIS 43

# Percent Enrolled Graduate and Professional Students from Underrepresented* Groups
## Fall 2010 – Fall 2016
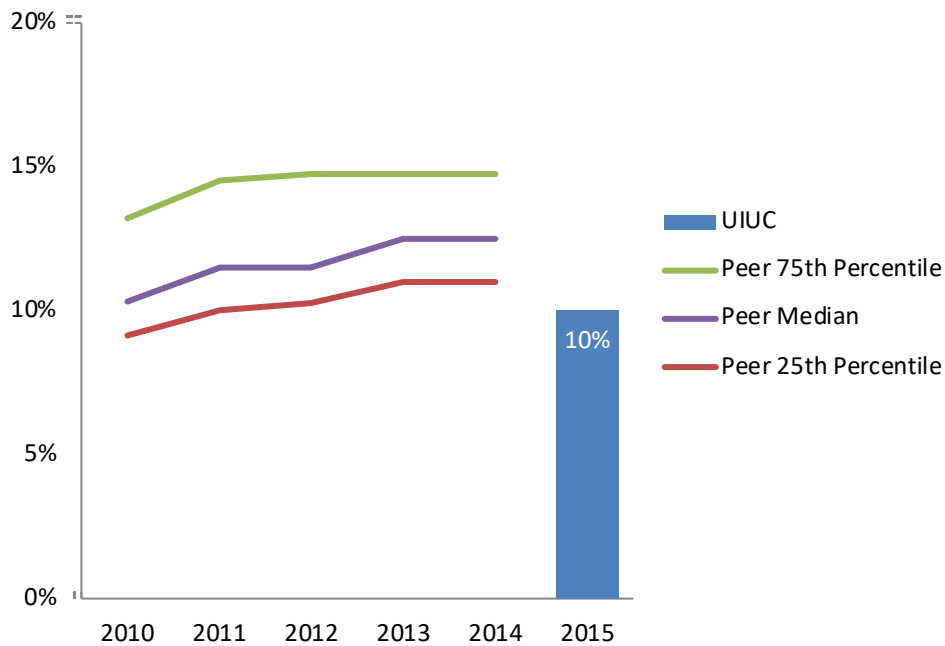


The percent of graduate and professional students from underrepresented groups at the University of Illinois at Urbana-Champaign is lower than the peer median.

Legend:
- UIUC
- Peer 75th Percentile
- Peer Median
- Peer 25th Percentile

- Includes Black, Hispanic, American Indian, Native Hawaiian/Other Pacific Islander, and multi-racial students.

- Peer Groups include: University of California – Berkeley, University of California - Los Angeles, University of California - San Diego, University of Michigan - Ann Arbor, University of North Carolina - Chapel Hill, University of Texas – Austin, University of Washington, University of Wisconsin - Madison, and University of Virginia

THE NEXT 150

ILLINOIS 44

# Percent Graduate and Professional Degrees Granted to Students from Underrepresented* Groups FY 2011 – FY 2015
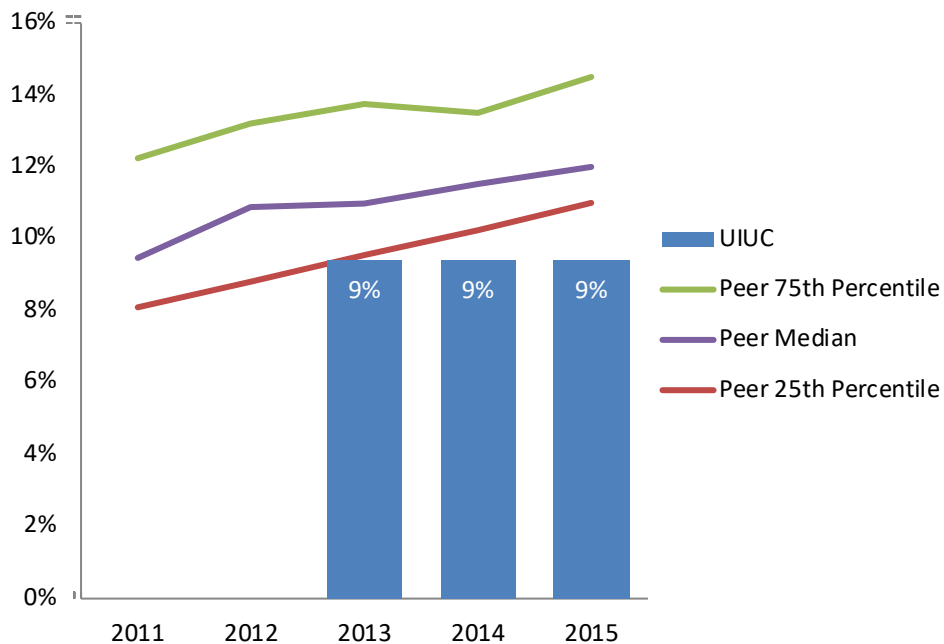


The percent of graduate and professional degrees awarded to students from underrepresented groups at the University of Illinois at Urbana-Champaign is less than its peer median.

Legend:
- UIUC
- Peer 75th Percentile
- Peer Median
- Peer 25th Percentile

- Includes Black, Hispanic, American Indian, Native Hawaiian/Other Pacific Islander, and multi-racial students.

- Peer Groups include: University of California – Berkeley, University of California - Los Angeles, University of California - San Diego, University of Michigan - Ann Arbor, University of North Carolina - Chapel Hill, University of Texas – Austin, University of Washington, University of Wisconsin - Madison, and University of Virginia

THE NEXT 150
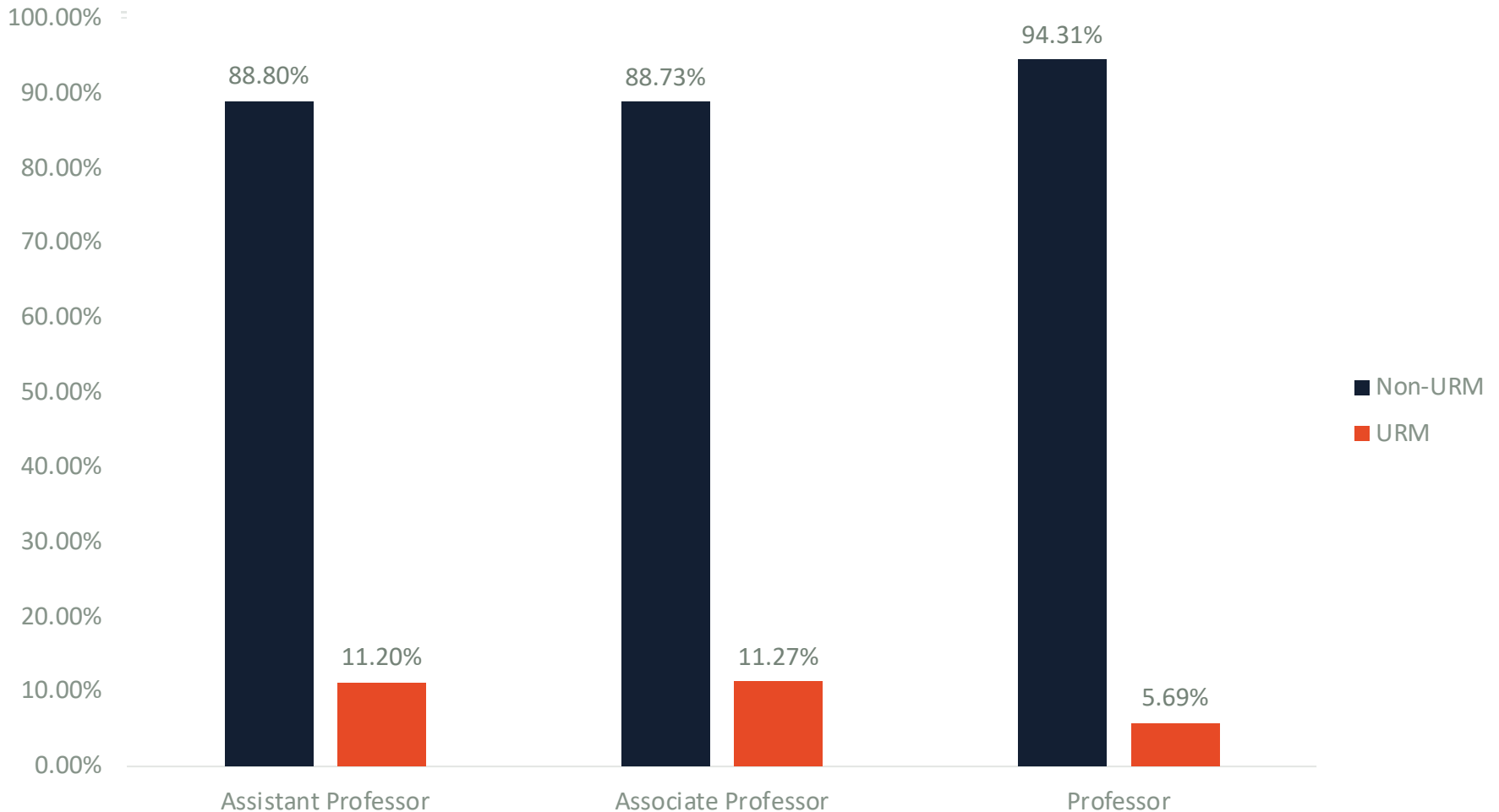
# FACULTY: BTAA and UI COMPARISONS

Full-Time Tenure System Faculty
Big Ten Academic Alliance Institutions Underrepresented Full-Time Tenure System Faculty by Race/Ethnicity
Rank by Percentages
Fall 2015

| Big Ten Academic Alliance Institutions | Black | | | Hispanic | | | Black and Hispanic | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Percent | Rank | Number | Percent | Rank | Number | Percent | Rank | Number |
| **University of Illinois at Urbana-Champaign** | **91** | **5.1%** | **1** | **93** | **5.2%** | **1** | **184** | **10.2%** | **1** | **1,799** |
| Michigan State University | 78 | 4.3% | 4 | 88 | 4.9% | 2 | 166 | 9.2% | 2 | 1,811 |
| University of Michigan-Ann Arbor | 119 | 4.3% | 3 | 116 | 4.2% | 4 | 235 | 8.6% | 3 | 2,744 |
| Pennsylvania State University-University Park | 71 | 4.4% | 2 | 65 | 4.0% | 6 | 136 | 8.5% | 4 | 1,608 |
| University of Maryland-College Park | 58 | 4.2% | 6 | 53 | 3.9% | 7 | 111 | 8.1% | 5 | 1,376 |
| Indiana University-Bloomington | 48 | 3.6% | 8 | 60 | 4.5% | 3 | 108 | 8.0% | 6 | 1,348 |
| Northwestern University | 55 | 4.2% | 5 | 49 | 3.8% | 8 | 104 | 8.0% | 7 | 1,304 |
| Ohio State University-Columbus | 88 | 3.7% | 7 | 82 | 3.4% | 12 | 170 | 7.1% | 8 | 2,386 |
| Purdue University-West Lafayette | 53 | 3.1% | 10 | 61 | 3.6% | 10 | 114 | 6.7% | 9 | 1,700 |
| University of Iowa | 33 | 2.4% | 14 | 57 | 4.1% | 5 | 90 | 6.5% | 10 | 1,391 |
| Rutgers University-New Brunswick | 55 | 3.1% | 9 | 53 | 3.0% | 13 | 108 | 6.2% | 11 | 1,753 |
| University of Nebraska-Lincoln | 24 | 2.4% | 12 | 37 | 3.7% | 9 | 61 | 6.0% | 12 | 1,011 |
| University of Wisconsin-Madison | 48 | 2.4% | 11 | 69 | 3.5% | 11 | 117 | 5.9% | 13 | 1,982 |
| University of Minnesota-Twin Cities | 52 | 2.4% | 13 | 60 | 2.7% | 14 | 112 | 5.1% | 14 | 2,191 |
| Total Big Ten Academic Alliance Institutions | 873 | 3.6% | | 943 | 3.9% | | 1,816 | 7.4% | | 24,404 |
| **University of Illinois at Springfield** | **5** | **3.0%** | | **3** | **1.8%** | | **8** | **4.9%** | | **164** |
| **University of Illinois at Chicago** | **64** | **5.2%** | | **89** | **7.3%** | | **153** | **12.5%** | | **1,222** |

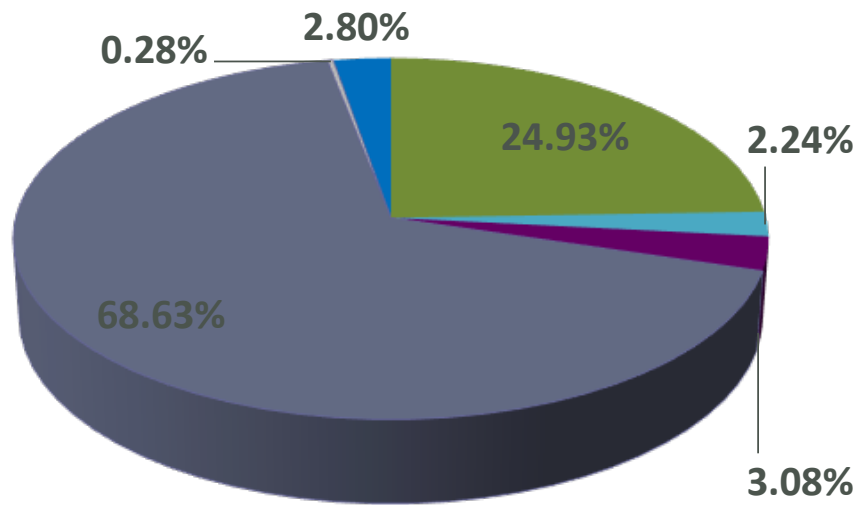Note: Tenure system faculty is the sum of tenured faculty and on tenure-track faculty.

Data Source: 2015, IPEDS Data Center.
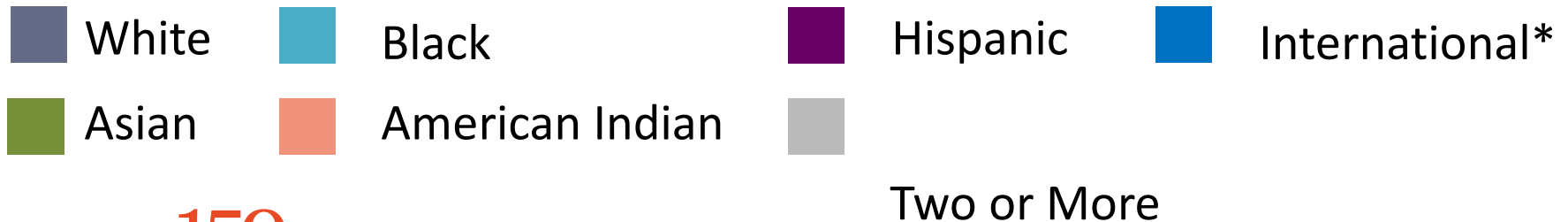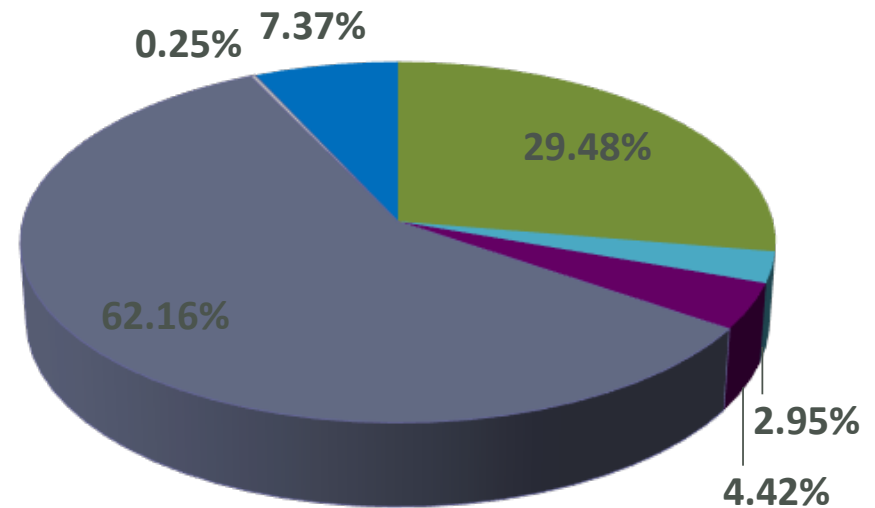
# Tenure line faculty of color at Illinois



Bar chart comparing Non-URM and URM tenure line faculty by rank.

- Assistant Professor: Non-URM 88.80%, URM 11.20%
- Associate Professor: Non-URM 88.73%, URM 11.27%
- Professor: Non-URM 94.31%, URM 5.69%

Legend: Non-URM, URM

THE NEXT 150

# Little change over time

## Faculty: August 2012

- 0.28%
- 2.80%
- 24.93%
- 2.24%
- 68.63%
- 3.08%

## Faculty: August 2017

- 0.25%
- 7.37%
- 29.48%
- 62.16%
- 2.95%
- 4.42%

**Legend:**
- White
- Black
- Hispanic
- International*
- Asian
- American Indian
- Two or More

THE NEXT 150

*Faculty with visa status HB, TR, O1, J1, and F1

Men/women tenure line faculty at Illinois

# Women Tenure Line Faculty at Illinois



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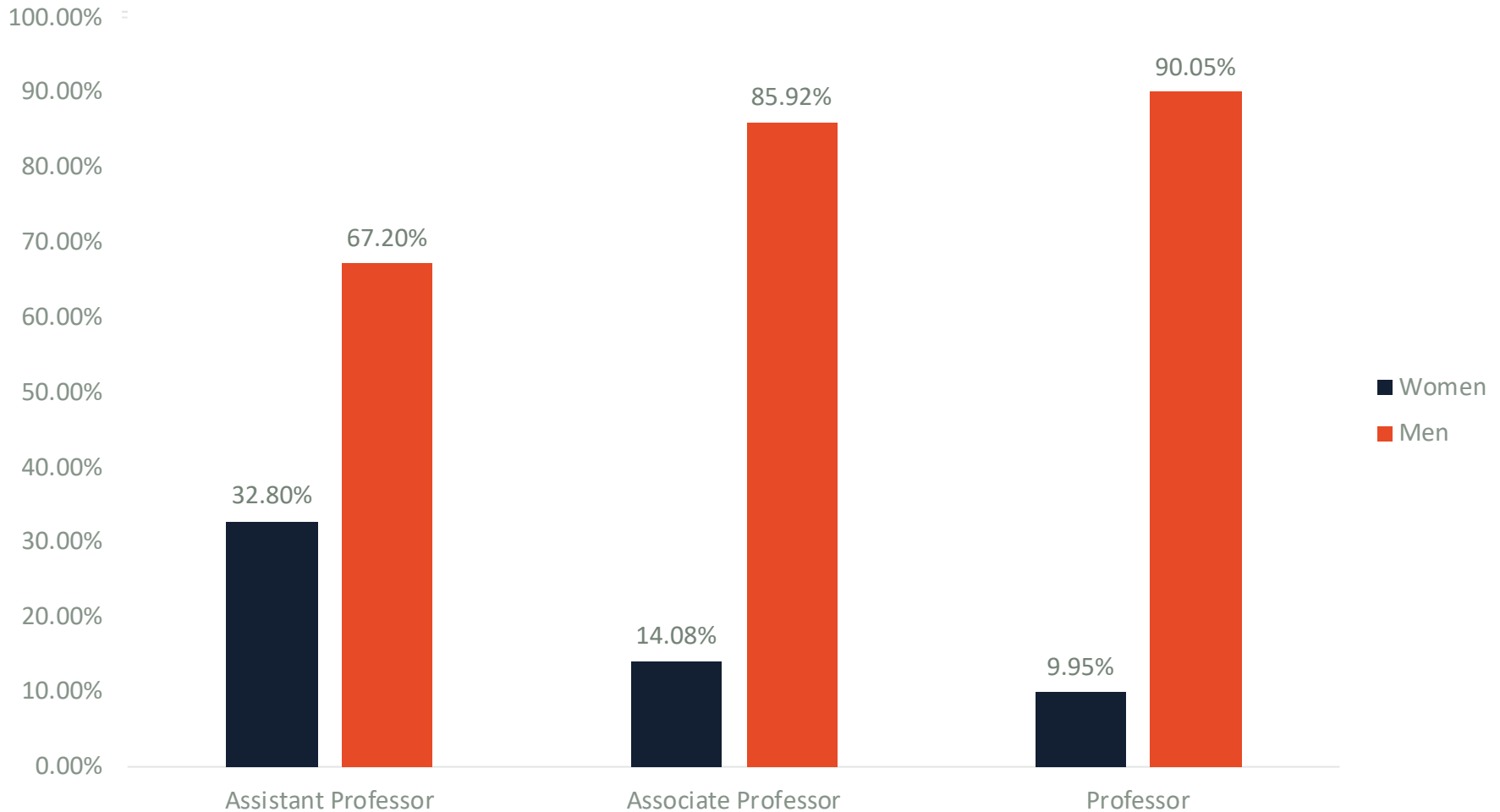
ILLINOIS 50
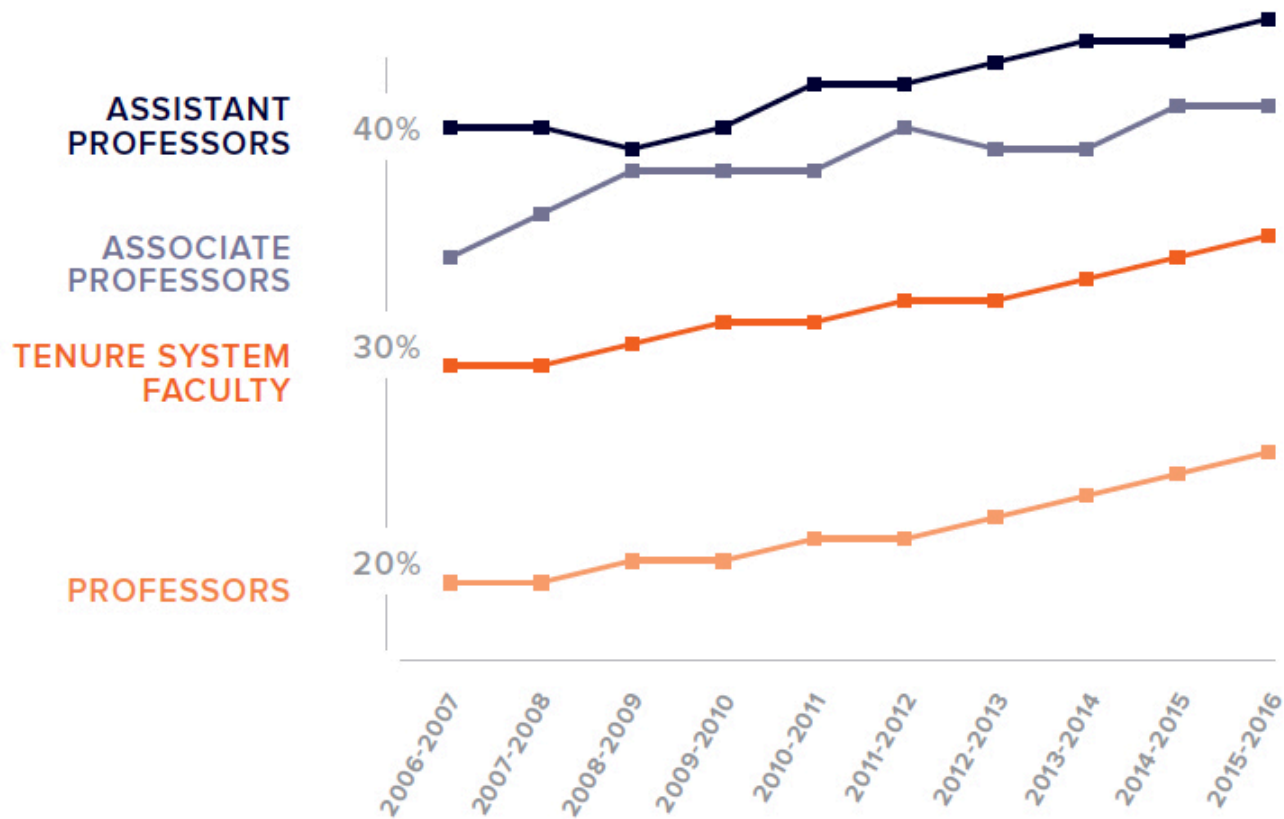
# Relatively little change over time



FACULTY: AUGUST 2012

Female 12.61%

Male 87.39%

FACULTY: AUGUST 2017

Female 17.69%

Male 82.31%

THE NEXT 150
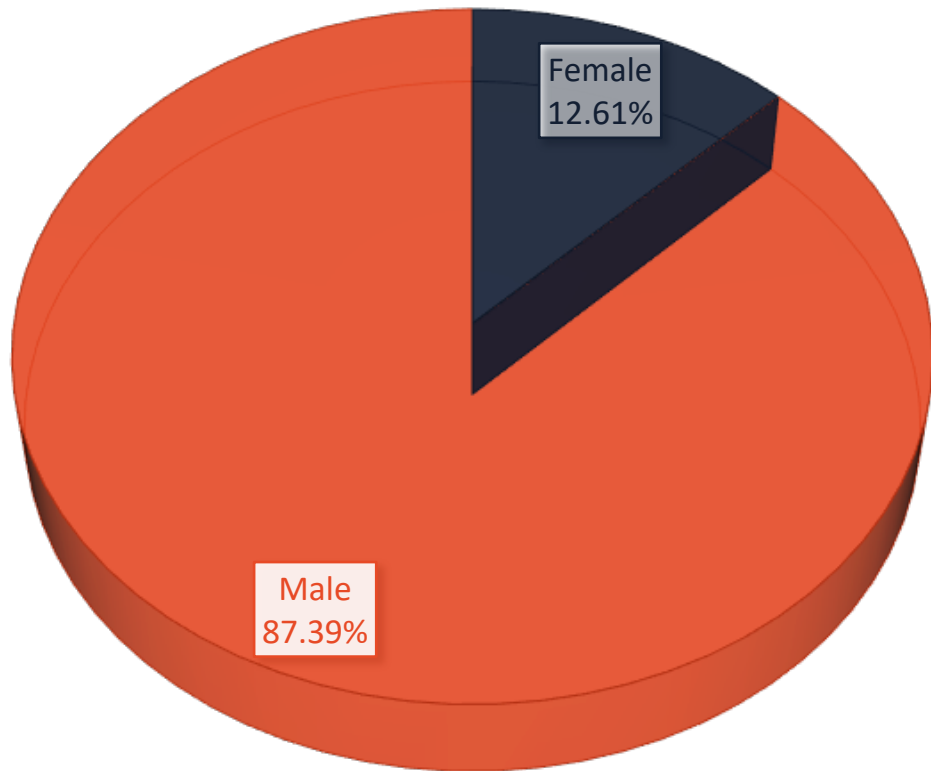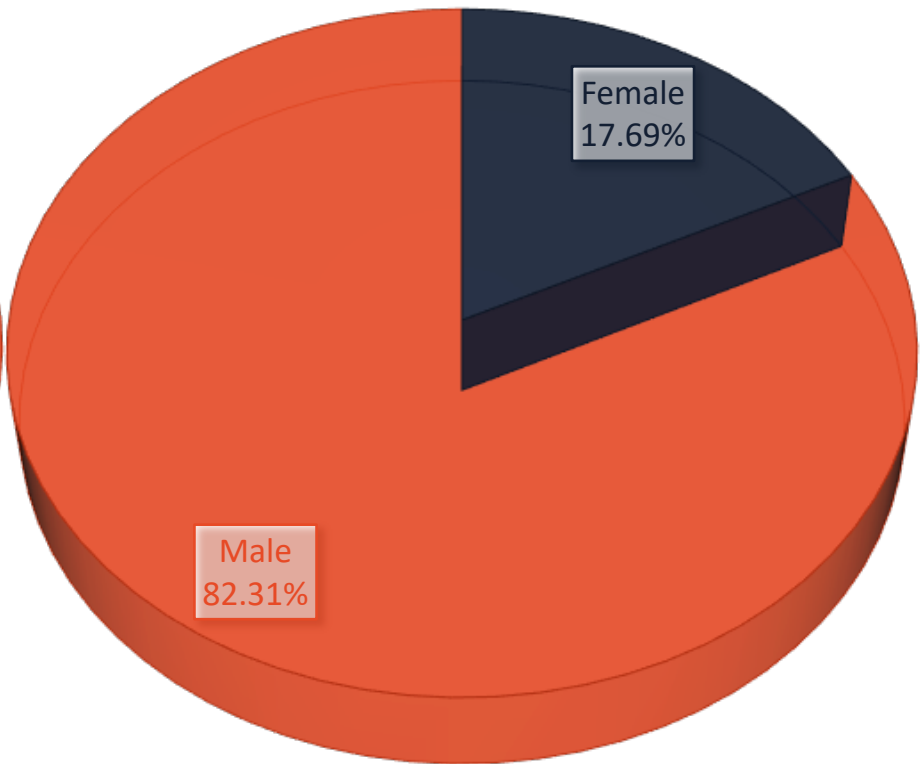
**Women Faculty by Race and Ethnicity 2015-2016**
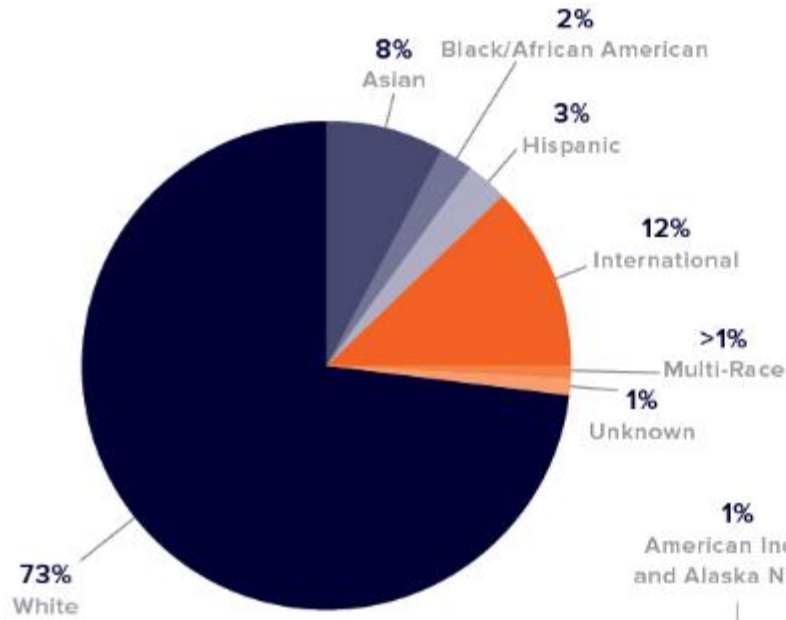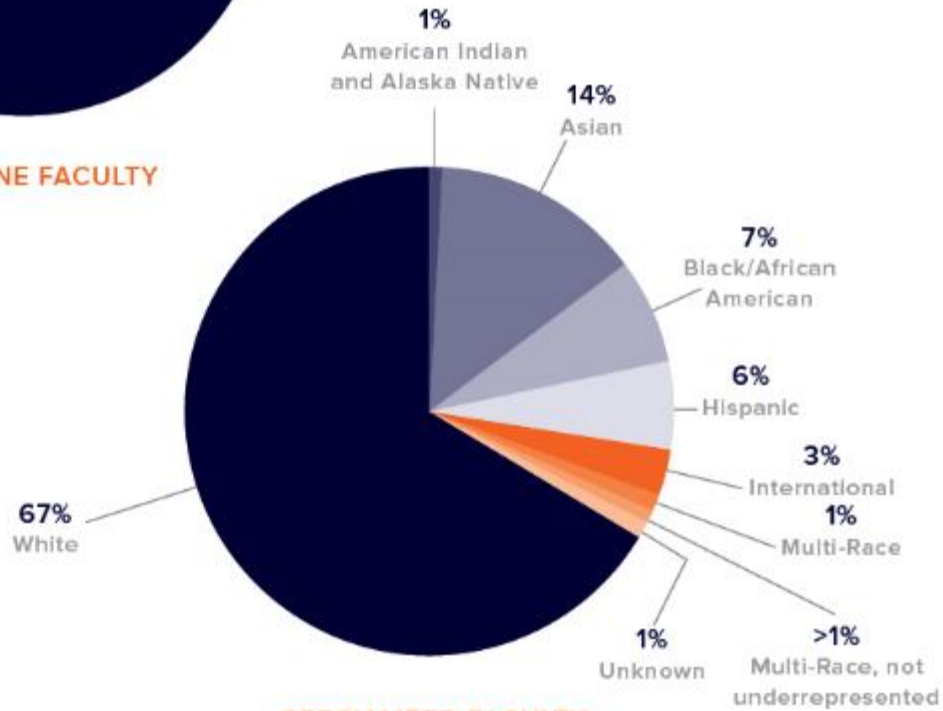
Faculty Diversity Challenges