

Diversity and Inclusion Goals and Actions

Proposed for the 2018-23 Campus Strategic Plan



DIVERSITY STRATEGY TASK FORCE
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Stakeholders Consulted:

Office of the Chancellor, including Office of Diversity, Equity and Access; 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, Illini 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, Office of Diversity Education, and Women's Resources Center
Senate Equal Opportunity and Inclusion Committee
Diversity and Inclusion Goals and Actions Proposed for the 2018-23 Campus Strategic Plan
Diversity Strategy Task Force

Executive Summary

Diversity and inclusion for faculty, staff, and students at the University of Illinois is inclusive of the intersectionality of race/ethnicity, class, gender, national origin and/or immigrant status, disability status, veteran/military status, sexuality/gender identity, and religion.

At Illinois, we adopt the 3-dimensional model of Higher Education Diversity (adapted from NADOHE 2012) that includes the following Social Identity Characteristics: Race/Ethnicity, Gender identity and expression, Age, Sexual orientation, Disability status, Religion, National & Geographic Origin, Language use, Socioeconomic status, First generation, Veteran/military, DACA/undocumented, Low-sending counties, Arrest record status, and Political ideology; the following 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, and Strategic Planning & Accountability. Social identity and core areas intersect with the following Focal Groups: Tenure system, Non-tenure system and Specialized faculty; Undergraduate and Graduate students; Civil Service (CS) and Academic Professional (AP) staff, including Administrators; Trustees, Alumni, local/global communities, and Others (see Figure 1).

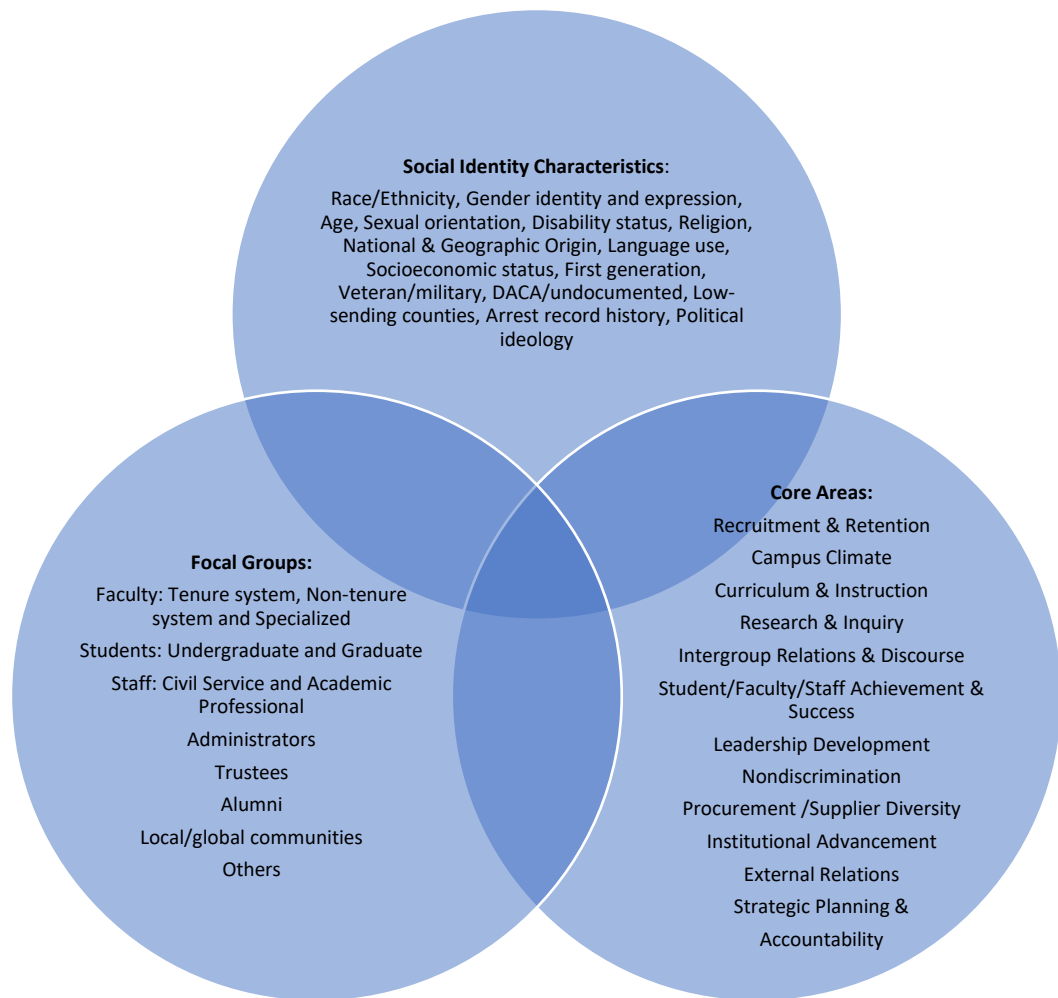


Figure 1. How Diversity is Defined at Illinois, adapted from the three-dimensional model of higher education diversity in "Advancing Scholarship for the Diversity Imperative in Higher Education: An Editorial," by R. L. Worthington, 2012, *Journal of Diversity in Higher Education*, 5, p. 2. Copyright 2012 by the National Association of Diversity Officers in Higher Education.

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 URM¹ 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, LGBTQIA 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; and
5. Has potential to lead in conferring MA/MS and Ph.D. degrees to URM students in the state and among peers.

However, the overarching challenges to diversity and inclusion at Illinois must be addressed to maintain our preeminence and to meet the aspirations outlined above. These include the following:

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; and
5. Campus climate reflects the lack of an explicit recognition and address of harms done through decades of intended and unintended racial bias towards Native Americans through the "Chief" and associated imagery and practices.

¹ In our usage, URM stands for **Underrepresented Racial/Ethnic Minority Groups**, which 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).

Recommendations

To meet these challenges, the Diversity Strategy Taskforce recommends the following:

1. Create a new strategic plan goal that focuses on diversity with the appropriate metric: "Achieve a diverse and inclusive learning and research community." Diversity metrics should focus on traditional and non-traditional underrepresented groups (e.g., URM, Asian Americans; LGBTQIA groups; disability status; veteran status and other identities). In addition to establishing this goal, it is important to interweave diversity with all other strategic planning goals.
2. Achieving the goal of a diverse and inclusive learning community is only possible if we attend to climate issues, including enhancing our physical infrastructure to make it more physically accessible.
3. Prepare students for a more diverse and inclusive society.
4. Enroll and graduate an undergraduate population representative of the diverse composition of our state who will enhance learning and research on this campus.
5. Address the flat enrollments of URM graduate students at 8% by increasing central campus funding for URM fellowships from \$876k to \$4.7M to support recruitment and retention.
6. Set faculty hiring and promotion goals that meet and exceed Affirmative Action compliance and top our peers. Recommend colleges/schools and campus divisions to set goals for at least a 25% increase in URM and a 40% increase in women's representation among faculty at all ranks.
7. Meet affirmative action placement goals for staff who are from URM groups, women, individuals with disabilities and veteran representation across the board in hiring, salary, and staff representation at all job levels on our campus. 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. With a greater focus of approximately 1400 AP and CS openings annually, the University of Illinois is poised to meet its Affirmative Action placement goals.
8. 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., and (c) to serve as consultants to departments and other institutions to enhance grant-writing success, educational initiatives, and climate improvements.
9. Recognize that diversity and inclusion require long-term commitments to institutional transformation: fully fund programs like TOP/Dual Career, ethnic and gender/women studies, Chancellor's diversity and Illinois Distinguished postdoc programs, fund graduate diversity fellowships and undergraduate scholarships at appropriate levels, fund regular climate surveys as well as central, student affairs, and college and division level diversity offices and programming.
10. Acknowledge the academic value of public engagement and incorporate it into the education of our students and reward research that intersects with public engagement in evaluations of faculty. Facilitate public engagement by maintaining a robust campus/community engagement portal, accompanied by an active communication strategy. Leverage public engagement assets by sustaining a University of Illinois college pipeline effort.

Summary of Short, Medium and Long Term Goals

Specific actions that would be most effective in realizing our diversity and inclusion goals:

Short term goals (by Fall 2018)

- Create a new strategic plan goal to “Achieve a diverse and inclusive learning and research community.”
- Climate and Diversity broadly: Take an intersectional approach to achieving diversity/inclusion goals, considering not just race and gender separately, but examining data on women of color specifically
- Climate: Create a taskforce to explore the possibility of conducting routine climate surveys for undergraduate and graduate students
- Provide annual graduate program assessment reports that measure student satisfaction and program performance on diversity, and work with Provost Office to provide diversity reports for program review. Climate: Establish a dedicated ADA coordinator
- Faculty Diversity: Encourage college-level committees to work with college CDOs, and senior faculty to mentor individual faculty through P/T and beyond
- Climate: Set a timeline for establishing a mascot or symbol to promote UIUC school spirit
- Climate: Recommend diversity statements in all course syllabi
- Conduct focus groups and employee surveys to better understand and depict the lived experiences of diverse staff

Medium term goals (within first two years)

- Coordinate data collection and reporting on diversity metrics with colleges to reduce duplication of effort
- Climate: Collect data on disability and veteran status of faculty, students, and staff
- LGBTQ Diversity: Begin to enumerate LGBTQIA faculty, students, staff
- Climate: Require diversity statements in job applications for faculty and staff
- Climate: Require diversity statements in degree applications for graduate students
- Climate: Require diversity statements in degree applications for undergraduate students
- Graduate Diversity: increase diversity by providing \$4.7M in funding for URM graduate fellowships
- Develop implicit bias training modules for graduate admissions committees
- Climate: Create a taskforce to explore the possibility of conducting routine climate surveys for employees (faculty and staff)
- Establish, maintain and monitor Affirmative Action Plan placement goals and good faith efforts for all colleges and units to increase representation in Academic Professional and Civil Service job categories
- 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
- Develop a robust infrastructure to identify, manage and mitigate **internal disputes and climate issues**

- 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)
- Prayer and meditation spaces with schedules to accommodate needs
- Create a team of Chief Diversity Officers assigned to each college/school and division serving as unit level ombudspersons
- Recommend that colleges set goals for a 25% increase in URM and a 40% increase in women's representation among faculty at all ranks

Long term goals (implemented by year 5)

- Climate and Faculty/Student Retention: Leveraging research support to contribute to Diversity and Inclusion: Establish a research 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., and (c) to serve as consultants to departments and other institutions to enhance grant-writing success, educational initiatives, and climate improvements.
- Develop college-level diversity action plans and metrics for annual evaluation of progress
- Develop a graduate diversity action plans and metrics for annual evaluation of progress
- Upon accomplishing Affirmative Action Plan Goals, identify and implement targeted goals to increase diversity beyond basic requirements
- Develop **new metrics** to monitor progress in these areas. Metrics should include:
 - Affirmative Action Plan Goals for respective job group
 - Specific Diversity recruitment efforts (i.e. diversity focused job fairs, conferences, and organization meetings)
 - Pipeline of high potential staff being prepared for leadership positions
- Multiple, alternative, and equivalent access to information technologies and experiences for students who are blind/low vision
- Renovate legacy environments that limit access to campus locations
- Complete renovations to bring cultural houses, area and thematic studies, ethnic studies, and Gender and Women's Studies offices and develop the proposed indoor and outdoor gathering spaces and the Diversity and Inclusion Center in accordance with the Campus Master Plan so as to maintain and strengthen their current locations and to further enhance campus access to these programs

In the following pages of this report, we review our progress since the 2013-16 strategic plan with regard to the diversity metrics articulated in that plan; we examine the ways we can leverage our strengths to have the greatest impact on our campus, communities, and state; and examine our overarching challenges. We then examine five sets of stakeholders: undergraduate students, graduate students, faculty, staff, and the public. We address our aspirations with regard to these five groups, our challenges, our goals, and our recommended actions. We end with a discussion of recommendations relating to the leveraging of funding.

Diversity Strategic Plan

Introduction

As the state's premier public university, one of the University of Illinois at Urbana-Champaign's core missions is to serve the interests of the diverse people of the state of Illinois and beyond. The institution thus values inclusion and a pluralistic learning and research environment, one in which we respect the varied perspectives and lived experiences of a diverse community and global workforce. We support diversity of worldviews, histories, and cultural knowledge across a range of social groups including race, ethnicity, gender identity, sexual orientation, abilities, economic class, religion, veteran status, and their intersections.

Diversity is strength, and with it comes excellence. Research indicates that people from diverse backgrounds working together identify more creative solutions to problems than people working in more homogenous groups. Thus, increased diversity encourages everyone on campus to think in more creative and innovative ways. This in turn enhances several important functions of the campus, including the production of ground-breaking research designed to address pressing societal needs and the training of future leaders to effectively work within increasingly diverse and global settings. Our learning is impoverished when we are in a homogeneous group of like-minded individuals who share the same kinds of experiences, beliefs, and aspirations, for only when a campus is truly inclusive can it make a claim to excellence (Association of American Colleges and Universities 2015).

Our commitment to diversity means

- We demonstrate our values and appreciation of the perspectives and contributions of the wide spectrum of people reflected in our community;
- We support curricular, interdisciplinary, and co-curricular learning environments that expose students to multiple perspectives including the histories and contributions of groups across social and economic identities; and
- We provide opportunities for students, faculty, staff, and administrators to establish meaningful relationships across differences and we actively encourage the campus community to participate in programming and events to create, develop and sustain those relationships.

(Faculty Senate Diversity Value Statement 2016)

Through the years, there has been a proliferation of programs and initiatives intended to address the outreach, advancement, recruitment, and retention of diverse populations of students, faculty or staff. The growth and development of units, committees, and programs and initiatives is reflective of the longstanding commitment to diversity by Illinois' administration, faculty, staff, and students.

With the 2018 – 2023 strategic Plan, We are positioning ourselves to make the moves now that will set the course and the sustainability of the campus for decades to come.

Progress since the 2013-16 Visioning Future Excellence Strategic Plan

In the tradition of Sankofa², in order to build toward our 2018-23 strategic plan, it is important to see where we left off with the last plan. How well did we do on meeting our goals? Table 1 provides an overview of strategic planning metrics identified in the 2013-16 plan that focus on issues of diversity and inclusion.

Table 1. 2013-16 Campus Strategic Plan Goals and Results that Focus on Diversity

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

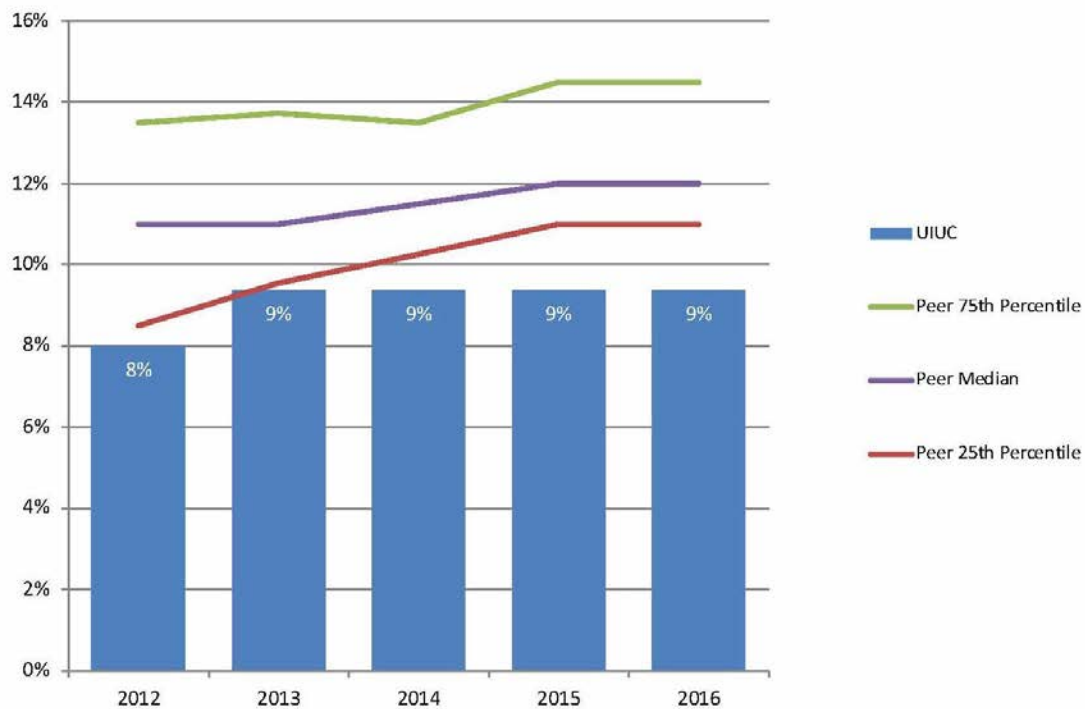
*2015-16 shown

From DMI, <http://www.dmi.illinois.edu/cp/>

As shown above, we met or exceeded the goals we set for the 4- and 6-year graduation rates of students from underrepresented racial/ethnic minority groups, the percentage of undergraduates enrolled from URM groups, and the percentages of academic professionals from URM groups. We were quite close in meeting the goal we set for CS staff from URM groups. Our URM graduate and professional student percentages are also troubling. The University of Illinois at Urbana-Champaign falls below the 25th percentile both in terms of the percentage of students in our graduate programs and whose Ph.D. s are being conferred (see Figures 2 and 3). These numbers are especially concerning because they mean we are not doing our part to build a pipeline to the professoriate.

² Sankofa is an African word from the Twi language of Ghana of the Akan tribe. Sankofa “Literally translated, means ‘it is not taboo to go back and fetch what you forgot’” (<http://www.uis.edu/africanamericanstudies/students/sankofa>). The Akan believe the past serves as a guide for planning the future. To the Akan, it is this wisdom in learning from the past which ensures a strong future. The Akans believe that there must be movement and new learning as time passes. As this forward march proceeds, the knowledge of the past must never be forgotten (<https://www.berea.edu/cgwc/the-power-of-sankofa>).

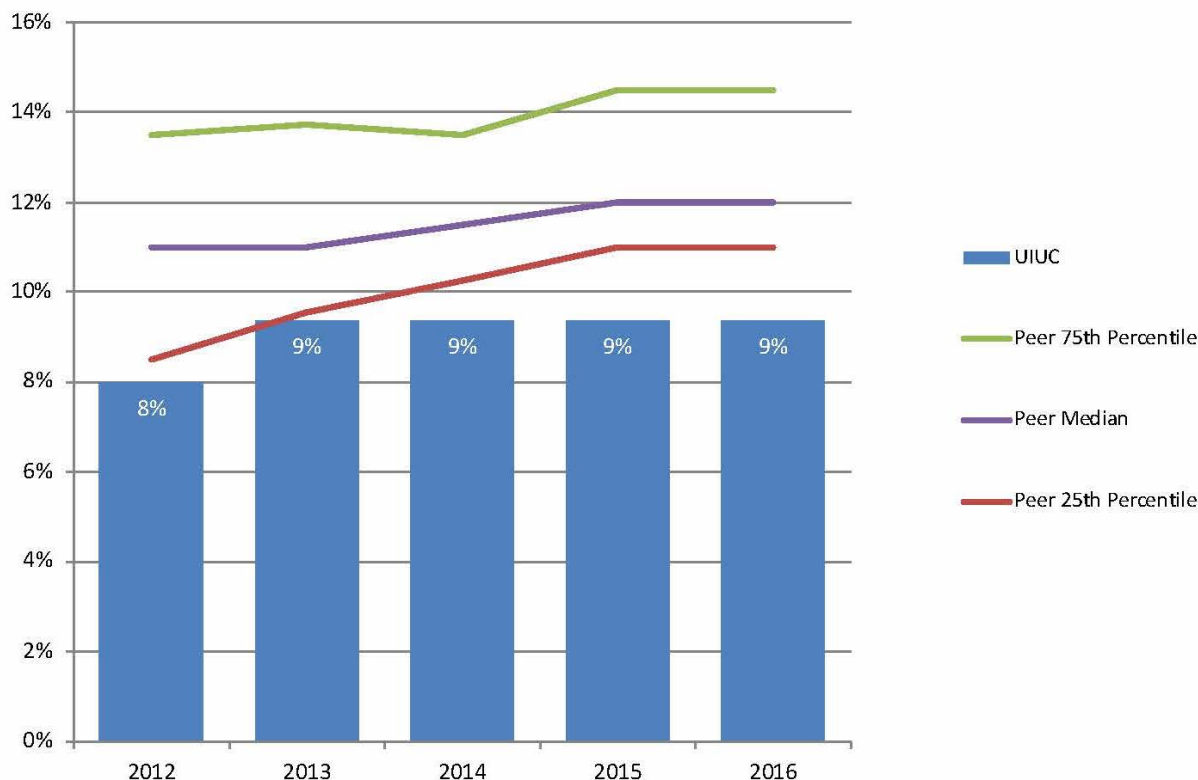
Figure 2. Percent Enrolled Graduate and Professional Students from Underrepresented* Groups, Fall 2010 – Fall 2016



*Includes African/America/Black, Latina/Latino, American Indian, Native Hawaiian/Other Pacific Islander, and multi-racial students.

Note: 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

Figure 3. Percent Graduate and Professional Degrees Granted to Students from Underrepresented* Groups, FY 2011 – FY 2016



*Includes African/American/Black, Latina/Latino, American Indian, Native Hawaiian/Other Pacific Islander, and multi-racial students.

Note: 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

Below we discuss challenges to meeting these goals and make recommendations for new goals and metrics for 2018-23.

Ways we can leverage our strengths to have the greatest impact on our campus, communities, and state

Our first recommendation to the strategic planning committee is to create a new strategic plan goal that focuses on diversity with appropriate metrics. We articulate this new goal as:

“Achieve a diverse and inclusive learning community.”

Notice in Table 2, that in the 2013-16 plan, four goals were articulated (highlighted in forest green). The diversity metrics all were interwoven within the first two goals. You will notice that we have listed the newly recommended goal five in light green at the end of Table 2.

Table 2. Campus Profile, 2013-16 Goals, and Newly Recommended Goal for 2018-23

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 Profnl 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)											

While it is important to articulate diversity and inclusion as a distinct goal, we also recommend that the campus strategic planning committee continues to interweave diversity with all other strategic planning goals. Finally, we recommend the creation of a broader set of diversity metrics that focus on traditional and non-traditional underrepresented groups (e.g. URM and Asian Americans, LGBTQIA groups, disability status, veteran status and other identities).

Overarching Challenges

Overarching challenges, as noted in the executive summary include:

1. Perceptions of an inhospitable climate by marginalized groups among students, staff and faculty;
2. Campus climate reflects the lack of an explicit recognition and address of harms done through decades of intended and unintended racial bias towards Native Americans through the "Chief" and associated iconography and practices;
3. Poor representation of women and URM at all levels: students, faculty, staff, and leadership;
4. Inadequate professional development and diversity education for domestic and international faculty, staff, and students; and
5. Insufficient infrastructure for resolving internal disputes and issues with racial/gender microaggressions and bias.

Each of these is explored below³.

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

The perceptions of an inhospitable climate are widespread as shown by numerous climate surveys. The most recent campuswide climate survey took place as a part of a UI system survey. It had a low response rate. Colleges have conducted climate surveys, including but not limited to LAS, Library, DGS and Housing for example. Graduate College surveys conducted from 2014 to 2017 of URM STEM Ph.D. students in the Sloan University Center for Exemplary Mentoring found concerns with climate and racism. The small sample of respondents (15) reported: URM perspectives were not valued in program; URM students were not seen as capable; URM students were subjected to racism; Performance standards were not applied equally; Faculty lacked awareness of URM issues; URM students were subjected to racism and increased mental and physical distress. However, the survey with the highest response rate among URM and other underserved undergraduate, graduate and professional student groups is the Racial Microaggressions Survey conducted by Stacy Harwood, Ruby Mendenhall, Jorge Chapa and others in 2011-12 (2015). Participants included 4800 students of color enrolled at UIUC 2011-2012. The racial and ethnic background of the survey participants included: American Indian or Native American (less than 1%), Asian (35%), Biracial or Multiracial (27%), Black or African American (19%), Latina/Latino (19%), and 53% of the sample was female.

³ Poor representation of women and URM at all levels: students, faculty, staff, and leadership will be addressed in the forthcoming student, faculty, and staff sections of this report.

Undergraduate students made up 68% of the sample, and a majority of the participants were from humanities and social sciences majors (63%). Finally, most (86%) of the participants had graduated from public high schools (RMA Survey Classroom Report by Harwood, Choi, Orozco, Hunt, and Mendenhall, 2015). The results point to 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" (2015, 13). The report further notes, "the classroom is often not a safe space to discuss or process racial microaggressions because the instructor is not able to facilitate such conversations" (2015, 15). An example of this follows:

In class, the professor demonstrated ignorance of the Muslim religion. One of his slides literally said: 'Summary: Muslim women = oppressed = no democracy.' This was outrageous to me because not only was it false, but also it was such a generalization. I asked a couple of people whether I should talk about it, but concluded that it was pointless. I ended up dropping his class. (Asian, Female)

Fellow students also contribute to the hostile climate as the following examples demonstrate.

Example 1:

I have been told that as a Hispanic, I received special treatment by the university so as to diversify the school. I told these individuals that I did not work so vigorously in high school to be dismissed by ignorant comments in college. I have earned my spot here and maintained good grades to prove it. I was disappointed by this disregard but I was prompted to continue striving to do my best to prove myself. (Latina, Female) (2015, 15).

Example 2:

One of the girls at the table with me said the only thing she knew about Native Americans is that they live on reservations and drink. I didn't really know what to say, so I didn't say anything... But it made me honestly really upset. I talked with people at Native American House later and they were obviously really supportive of my view that that was a very rude thing to say. I don't think she would have said it ... if she had any Native American friends. (Multiracial, Female) (2015, 15).

Additional experiences among students in housing can be found in the 2010 RMA report (Harwood, Hunt, Mendenhall and Lewis, 2010).

As to faculty experiences results from four climate surveys shed light, these include: i) survey of women faculty attending the 2015 "Faculty Women of Color in the Academy Conference" compiled by Professor Sandra Rodriguez Zas; ii) a 2015 survey of women in the College of Engineering; iii) a survey of women faculty attending the 2013 workshop on "Advancing the Future of Women Faculty"; and iv) the 2012 University of Illinois system-wide climate survey, provide insight into barriers to career advancement for women faculty. The majority of women faculty responding to these surveys noted higher teaching and service loads than men, feelings of isolation, and an unsupportive climate. Women faculty also reported a relative lack of career advocates, networking opportunities, role models in the form of women in leadership roles,

opportunities for participation in decision-making, and recognition of career accomplishments. Variable application of family friendly and work policies by unit EOs (i.e., college deans and department heads) and dissatisfaction with poor work-life balance were other factors mentioned.

Turning to staff experiences, there has been limited discussion and inquiry regarding staff diversity (administrative professional and civil service) at the campus level. The void of attention to staff is representative of a historical lack of focus on the needs of professional staff across classification and status. This lack of emphasis was highlighted in the results of the External Review Report and Recommendations on Diversity and Inclusion presented in spring 2017, which explicitly stated that “Civil service staff and academic professionals have concerns related to their status within the institution. In addition, representation of diverse civil service staff and academic professionals on campus is a concern that also affects advancing diversity among these groups (i.e., a lack of critical mass and advancement opportunities).” The external review team also denoted that a “lack of in-depth representation of lived experiences of staff of color” is concerning.

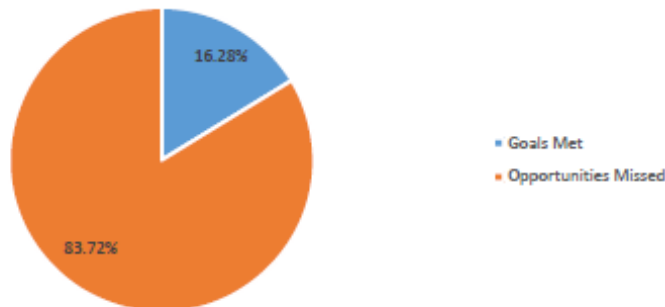
Over 8,000 staff positions exist on campus (4188 civil service and 4124 administrative professional), which provide significant opportunity to improve the diversity of staff and to better understand and improve lived experiences of URM, women, individuals with disabilities and veteran populations. In 2017, the campus conducted 740 academic professional and 637 civil service employee job searches, for a combined total of over 1300 openings. These annual totals represent ample opportunity to improve staff diversity through more focused and intentional hiring practices. Efforts to work with the State University Civil Service System to help improve diversity in applicant pools must also be considered if progress is to be made across civil service classifications. A few high level aspirational goals for staff diversity include:

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

A review of recent university affirmative action plans (AAP) reveal historical and current deficiencies in achieving placement goals for staff positions. 2016-17 data indicate that 10.4% of academic professionals and 15.9% of civil service employees are from underrepresented populations compared to 39.8% underrepresented minorities in the state of Illinois. As of January 2018, the university has placement goals in 31 different job groups. A placement goal is set when the percentage of minorities or females in a particular job group at the University of Illinois is less than reasonably expected given the percentage availability in the reasonable recruitment area.

The challenge of addressing the lack of diversity among civil service and academic professional employees is exacerbated when considering the number of missed opportunities to hire and promote academic professional and civil service employees in classifications that did not meet job placement goals (according the federal government). During 2017, there were 172 opportunities to hire civil service employees into job groups where the university did not meet the minimal threshold for underrepresented populations. However, only 28 (16.28%) of individuals hired into these positions were from underrepresented populations (see graph A).

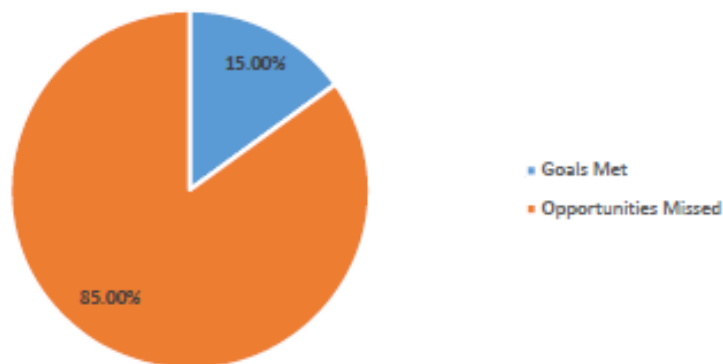
Civil Service Hires - Goals Met/Missed Opportunities



Graph A

Promotional opportunities for civil service employees were also very disappointing. 27 of 180 or 15% of promotions were awarded to individuals from underrepresented populations (see graph B).

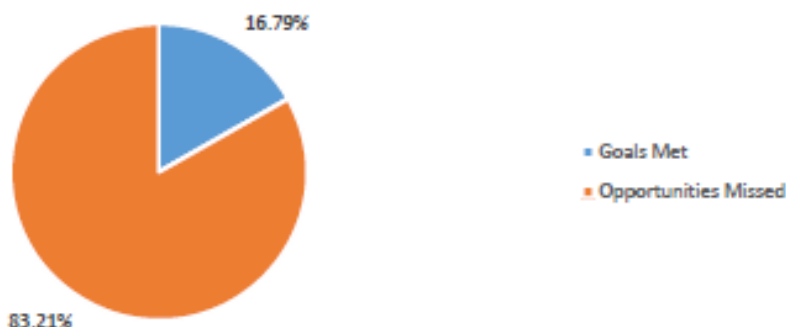
Civil Service Promotion - Goals Met/Missed Opportunities



Graph B

Goal attainment for academic professional classifications where the university did not meet the minimal threshold for underrepresented populations was also inadequate. During 2017, there were 554 new Academic Professional appointment and rehire opportunities into job groups where the university did not meet the minimal threshold for underrepresented populations. 93 (16.79%) of individuals hired into these positions were from underrepresented populations (see graph C).

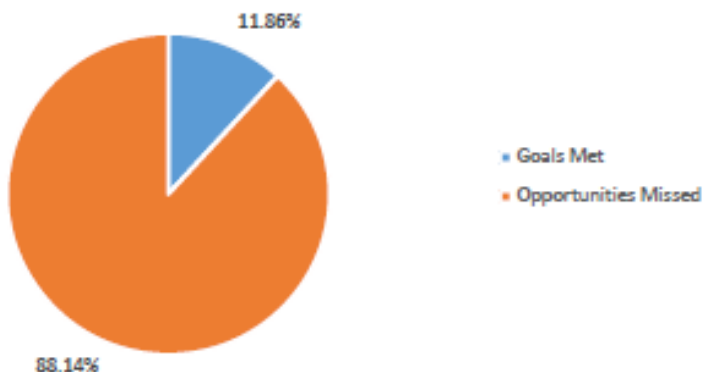
New AP Appointments and Rehire Goals Met/Missed Opportunities



Graph C

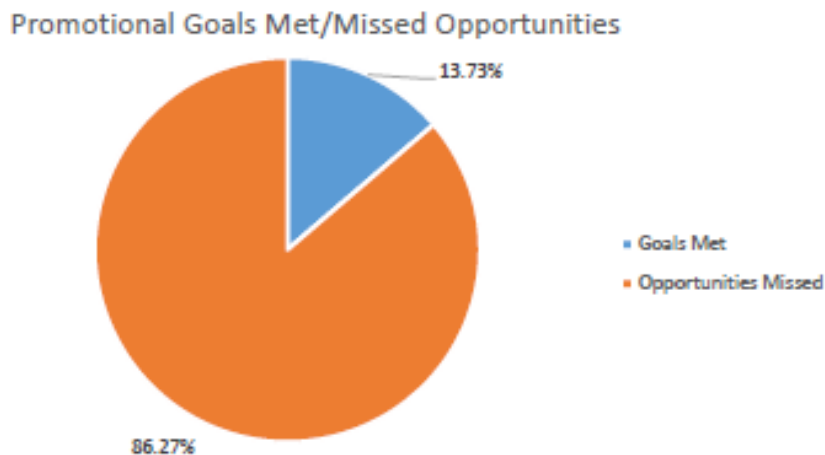
Hires from existing academic professional positions were even lower than other APP goals. Only 14 of 118 (11.86%) academic professional hires from existing academic professional positions were from underrepresented populations (see graph D).

Hires From Existing Positions Goals Met/Missed Opportunities



Graph D

The university also performed poorly in attaining goals for academic professional promotions. The university did not meet the minimal threshold for promotions of individuals from underrepresented populations. 42 of 306 (13.73%) promotional opportunities were filled by individuals from underrepresented populations (see graph E).



Graph E

Given the historical and current challenges of meeting affirmative action placement goals, the university needs to focus greater attention on achieving specific goals established by federal regulations. The following staff hiring and retention goals have been identified to make strides in relation to staff diversity:

- Achieve Affirmative Action Plan to increase gender/race/ethnicity/individuals with disabilities/veterans representation across the board (for hiring, salary, and staff representation at all job levels) to at least be in compliance with government regulations.
 - Establish, maintain and monitor Affirmative Action Plan placement goals and good faith efforts for all colleges and units to increase representation in Academic Professional and Civil Service job categories.
 - Upon accomplishing Affirmative Action Plan Goals, identify and implement targeted goals to increase diversity beyond basic requirements.
- Build upon existing and establish new professional and leadership development programs that target Academic Professional and Civil Service employees, with a subset of goals related to developing a diverse pool of future leaders.

Notably, the external review team's recommendations for staff briefly identified several exploratory suggestions, while more details of specific recommendations were highlighted for faculty, students, and suppliers. This underwhelming exploration of staff related challenges is another representation of how staff are often overlooked and undervalued as part of the campus community.

Mechanisms for resolving disputes between management and employees was also raised as a concern by the 2017 review team. Internal disputes, disciplinary issues, and micro aggressions with regard to racial, gender, LGBTQIA, veteran, or disability status persist due to **climate** and **insufficient infrastructure** for resolving related issues. Data from the Office of Diversity,

Equity, and Access (ODEA) for 2017 investigations of discrimination, harassment, and title IX complaints reveal the following:

- 25% of complainants that report to the Office of Diversity, Equity, and Access (ODEA) that they have experienced discrimination, harassment, or a Title IX situation decide not to proceed or report anonymously
- 19% of complaints in ODEA come from External Agencies (Illinois Department of Human Rights/U.S. Equal Employment Opportunity Commission/Office of Civil Rights)
- 25% of complaints result in an investigation in ODEA (5% of the cases investigated result in a finding)
- 31% of complaints result in a partial investigation by ODEA and then referred to Academic Human Resources, Faculty/Staff Assistance Services, other campus offices, or only require general guidance

There needs to be a mechanism to address bullying and other issues that don't rise to the legal definition of discrimination, harassment, and Title IX issues that affect the campus climate.

Additionally, the 2013 Human Capital Strategy project team recommended that principles for defined grievance and mediation processes for academic professional staff be developed and implemented. The objective of the recommendation was to ensure that academic professionals on all University of Illinois campuses have formal, clearly defined, and consistent policies and procedures to address workplace grievances through voluntary mediation, dispute resolution, and other processes.

The 2013 Human Capital Strategy project team also identified professional, career, and leadership development for academic professionals and staff as an area of deficiency. Limited professional development, advancement, and campus leadership opportunities for staff inadvertently impacts URM, women, individuals with disabilities and veterans. This is further complicated by a lack of resources dedicated to recruit URM, women, individuals with disabilities, and veterans into staff positions. Finally, hiring criteria and superficial technology requirements often prevent new and diverse applicants from progressing in through the hiring process.

Specific overarching goals and actions to improve staff diversity include the following:

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**

- 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)
- Conduct focus groups and employee surveys to better understand and depict the lived experiences of diverse staff
- Develop **new metrics** to monitor progress in these areas. Metrics should include:
 - Affirmative Action Plan Goals for respective job group
 - Specific Diversity recruitment efforts (i.e. diversity focused job fairs, conferences, and organization meetings)
 - Pipeline of high potential staff being prepared for leadership positions

Addressing Climate to Enhance Inclusion

Some of the main levers to pull to create a more inclusive climate are **(a)** diversity education, **(b)** a better structure for preventing and handling disputes, **(c)** work to accommodate through universal design and individual access, and **(d)** addressing harms caused by historical racism and bias.

(a) Diversity Education

Inadequate professional development and diversity education for domestic and international faculty, staff, and students is a concern. There are currently several opportunities for diversity education. Annual training opportunities allowed faculty, staff, and students to grow in their personal understanding of the social identities held by individuals on the Illinois campus, develop tools for engaging with difference, and build a network of allies to support continued growth of campus Inclusive Excellence. These are listed below.

Gaps and Recommendations:

Our campus offers a wide variety of diversity education options through academic and administrative units, student affairs, and campus human resources, however there is a lack of coordinated efforts to centralize these opportunities. This current structure limits participation due to the lack of capacity to reach all campus audiences (such as extension staff and anyone who does not work a traditional 8:00 a.m. – 5:00 p.m. office schedule. Information about how to find trainings and who is served by each of the various trainings is difficult to navigate.

We recommend a centralized office to coordinate all diversity education and training for the entire campus. Increased capacity is of immediate importance with the pending implementation of the U.S. Minority course requirement beginning in Fall, 2018. In order to meet the vision of making diversity a value for the institution, skills-based training should be part of all on-boarding processes.

(b) A better structure for preventing and handling disputes

One way to prevent problems with bias in the workplace is by requiring diversity statements in job and degree program applications. This will signal the importance of diversity and inclusion

as a value on our campus to applicants. The University of California system and other peers are using this process, and to great effect. The purpose of this policy is explained below.

“According to University of California academic personnel policy, to preserve and foster the quality of UC as one of the nation’s leading public institutions, peer review committees are expected to evaluate the contributions to diversity of all faculty in view of the critical need for equity and excellence. *‘In addition to research, teaching, and general professional and public service, service contributions that promote diversity and equal opportunity are encouraged and given recognition in the evaluation of the candidate’s qualifications. Examples include, but are not limited to, developing strategies for the educational or professional advancement of students in underrepresented groups; efforts to advance equitable access and diversity in education; and activities such as recruitment, retention, and mentoring or advising of underrepresented students or new faculty.’* (APM 210-1-d) The purpose of the statement is to identify candidates who have professional skills, experience, and/or willingness to engage in activities that would enhance campus diversity and equity efforts... [Further], Applications that do not include a Diversity Statement will not be forwarded to the search committee for consideration”.

(<https://apo.ucsc.edu/employment/ApplicantDiversityStatements.html>) Further, according to Inside Higher Ed, “In general, these statements are an opportunity for applicants to explain to a search committee the distinct experiences and commitment they bring to the table” (Golash-Boza 2016).

A second way is to include diversity education as a part of onboarding for Teaching and other Graduate Assistants, AP’s, CS employees, and faculty. Undergraduate students currently complete DiversityEDU within their first semester at the University of Illinois. And graduate students who are teaching assistants have the option of taking a diversity session during their mandatory TA training. Research Assistants receive no formal training on diversity. Faculty and staff only receive training if they happen to serve on a search committee that focuses on bias awareness during search processes. But there is no mandated training as a part of onboarding for any group.

A third way is by recommending that faculty and instructors include a diversity statement in their syllabi. According to the Yale Center for Learning and Teaching:

A diversity statement is a paragraph or section in institutional, department, or course language that welcomes the range of human representations including race, class, gender, religion, accessibility, and socioeconomic status. Instructors can use the diversity statement to set expectations for civil discourse, encouragement for varying opinions, and standards of behavior both within a course or discipline and during controversial campus events. At root, the diversity statement signals belief that all students have value and bring unique perspectives worthy of consideration.

Research into the impact of syllabus diversity statements on classroom behavior remains slim, but the practice is widely accepted and deemed advantageous. Diverse student populations have been shown to connect course material to daily life in different ways (Packard, 2013), a factor that instructors might recognize when crafting statements. By demonstrating respect for differences in intellectual exchange, diversity

statements can show support towards different student practices and students feeling marginalized. These statements signal instructor awareness of potentially volatile campus conversations, and encourage free exchange of earnest dialogue across a range of issues. --<https://ctl.yale.edu/DiversityStatements>

The Inclusive Illinois campaign has included coordination of annual diversity statements by college/school deans, and Inclusive Illinois day, as an opportunity for the campus community to affirm their commitment to diversity and inclusion. For 2018-23, we would like to encourage all units to add a diversity statement to their websites.

Setting new policies, such as the recent request that faculty and staff who are involved in student facing services should not display chief paraphernalia in common areas, will also be helpful⁴.

After these preventive measures are taken, it will be important to address the concern that the current infrastructure for resolving internal disputes and issues with racial/gender microaggressions and bias is insufficient. There is currently an expansive infrastructure including Student Affairs' Bias Assessment & Response Team (BART), ODEA and Illinois HR, University HR, the Faculty/Staff Assistance Program, and the Faculty Advisory Committee (FAC). We recommend a taskforce to explore the efficacy of the Student Affairs' Bias Assessment & Response Team (BART), ODEA, HR, University HR, FSAP, and FAC procedures for students and employees, to identify remaining gaps, and to explore ways we can better support this work through the use of CDOs and ombudspersons (and whether CDOs should be trained as ombudspersons). There is also a need to identify third party resources, without direct ties to the university, who provide neutral intervention and serve as an intermediary between the university and complainant. Further, the impact of professional development and diversity education on the cultural competency of domestic and international faculty, staff, and students should be measured and educational efforts should be adjusted to ensure continued effectiveness. Finally, climate surveys should be issued on a regular basis.

⁴ On January 30, 2018, Chancellor Jones and Provost Cangelaris wrote: "As you may know, the Illinois Student Government recently passed a resolution calling for a ban on Chief Illiniwek symbols from university facilities, including employee offices. The university does not allow the official use of the Chief Illiniwek logo or imagery in our operations or facilities. Department executive officers should confirm that no unauthorized, unofficial logos or imagery are used as official symbols of the university in any facilities under your oversight. However, we do not have unrestricted authority to prohibit university employees from displaying various images or logos in their personal workspaces or on their personal property (such as cars, clothing, etc.). This is a good opportunity to remind all of us about employee rights of expression and speech in workplaces. Individuals may display images or materials in their personal workspaces as long as they do not violate any state or federal regulations or policies. These displays may be incidentally visible to others, but they cannot be displayed in a manner that implies or leads one to infer that they represent any official university endorsement or support. Additionally, these displays must be limited to an individual's personal workspace. Banners, art or other displays in common areas should be assumed to be representative of the University of Illinois and conform to our branding and identity standards."

(c) Enhancing Our Physical and Virtual Infrastructure

Critically, improving the campus climate includes ongoing attention to how our physical spaces and facilities support and accommodate the diversity of our campus community. There are specific efforts underway, our goals include:

1. Continuing to develop campus-wide integrated efforts that support and identify needs and financial support of F&S projects, and early involvement of accommodations discussions in all F&S and new construction planning;
2. Supporting efforts of the Title IX and Disability new office and webpage re: legal compliance with ADA, communication, etc.;
3. IT Accessibility Document—Implementing and continuing to educate the campus community;
4. Maintaining minimal ADA compliance (ADA Transition Plan through F&S); and
5. Creating, updating, maintaining the ADA Web/map (and other signage) that helps students, staff, faculty, and visitors find accessible routes and special use locations, and also supports Campus Security efforts for safe evacuation of individuals with disabilities (e.g., deaf/hard of hearing, blind/low vision, wheelchair users, psychological diagnoses including those with PTSD, anxiety disorders).

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. These include:

- a. Accessible routes, buildings, public spaces, and special events that accommodate individuals (e.g., who use wheel chairs);
- b. Multiple, alternative, and equivalent access to information technologies and experiences for students who are blind/low vision;
- c. Renovate legacy environments that limit access to campus locations; and
- d. IT Accessibility.

Creating easily accessible and identifiable special use spaces that accommodate diverse practices is also important. We recommend funding and follow through for:

- a. Infant nursing and family care spaces;
- b. All gender restrooms;
- c. Prayer and meditation spaces with schedules to accommodate needs; and
- d. Complete renovations to bring cultural houses, area and thematic studies, ethnic studies, and Gender and Women's Studies offices and develop the proposed indoor and outdoor gathering spaces and the Diversity and Inclusion Center in accordance with the Campus Master Plan so as to maintain and strengthen their current locations and to further enhance campus access to these programs.

(d) Addressing harms caused by historical and current racism and bias

Campus climate reflects the lack of an explicit recognition and address of harms done through decades of racial bias towards Native Americans through the "Chief" and associated imagery and practices

1. Defining a Mission for the Mascot
 - a. Considering the difference between a mascot, symbol, and emblem, while ensuring native imagery is not a part of any of these campus identifiers
 - b. Determining the role of the mascot on campus (how it connects to Admissions, Athletics, student life, etc.)
2. Strong Communication
 - a. Making an intentional effort to consider institutional culture and traditions
 - b. Acknowledging present and past trauma associated with Native imagery
 - c. Reemphasizing the NCAA ruling and the institution's stance on the former mascot/symbol
 - d. Working with a broad constituency to ensure voices are heard
 - e. Maintaining transparency throughout the entire process

Before a communication that includes institutional "past trauma," an articulation of trauma that has occurred prior to 1867, and a recognition of the people forcibly removed from Illinois, should preface institutional trauma. Such an articulation has been created for the Congress of Qualitative Inquiry that is read at the opening every annual conference held on campus. Here is their statement.

Acknowledging the Land

We wish to acknowledge the land upon which we gather here today for the 10th Qi Congress. These lands were the traditional territory of a number of First Nations bands prior to European contact, with the Peoria, Kaskaskia, Piankashaw, Wea, Miami, Mascoutin, Odawa, Sauk, Mesquakie, Kickapoo, Potawatomi, Chippewa people being some of the last bands forcibly removed. This land witnessed many First Peoples resistance against the pressures of colonization manifested through war, disease, and Diaspora. These lands carry that memory, through the stories of the people and the struggle for survival and identity in the face of overwhelming colonizing power. We all need to become aware of what Haig-Brown and Dannenmann (2002) have called the "pedagogy of the land" and begin to watch and listen to the stories of the land. It is through this process that we may begin to heal the ruptures of the past. As scholar Mary Young has suggested through the Anishinaabe language and the term, pimosayta—"let us walk together", and in that walking together we may learn and heal from the memory of the land so that we may realize pimatisiwin—"walking in a good way".

Haig-Brown, C. & Dannenmann, K. (2002). A pedagogy of the land: Dreams of respectful relations. *McGill Journal of Education*, 37(3), 451-468.

Young, M. (2012) Personal communication with Patrick Lewis and Janice Huber September 18th via telephone.

Summary of Specific Actions that will Benefit Campus Broadly

Achieving the goal of a diverse and inclusive learning community is only possible if we attend to climate issues. Recommended actions that attended to issues listed above are listed below.

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

Next, we examine a number of stakeholder groups individually: Undergraduate and graduate students, faculty, staff, and the public. We examine challenges, goals and specific actions recommended to address the needs of each group in the campus strategic plan that are relevant to creating and maintaining a diverse and inclusive campus.

Aspirations, Challenges, Goals, and Specific Action for Four Stakeholder Groups

In the following pages, please find aspirations, challenges, goals, and specific action for undergraduate and graduate students, faculty and staff.

Undergraduate Students

As a result of the work of accomplishing the 2013-16 Campus Strategic Plan Goals:

- Illinois 2016 freshman class had the most Latino and URM students in the Big Ten Academic Alliance (Table 3)
- 2016 is our most diverse freshman class ever (see Figure 4)
- 2016 is our most diverse undergraduate student body ever (see Figure 5)
- Urbana is 4th among BTAA peers in 6-year graduation rates (Table 4)
- Urbana is a state leader in African American freshman enrollments and graduation rates (see Figure 6)
- Six-year graduation rate gaps between URM and majority groups have been cut in half (see Figure 7).

Table 3. Illinois' 2016 freshman class had the most URM students in the Big Ten

	African American	Percent		Latina/ Latino	Percent		Total URM	Percent
Michigan State	605	7.6%	Illinois	932	12.3%	Illinois	1,480	19.5%
Maryland	554	12.2%	Rutgers	784	13.5%	Rutgers	1,332	23.0%
Illinois	548	7.2%	Penn State	546	6.3%	Maryland	951	20.9%
Rutgers	385	6.6%	Indiana	495	6.5%	Michigan State	944	11.9%
Indiana	350	4.6%	Iowa	459	8.1%	Penn State	872	10.1%
Penn State	326	3.8%	Michigan	444	6.6%	Indiana	845	11.0%
Michigan	297	4.4%	Maryland	397	8.7%	Michigan	741	11.1%
Ohio State	338	4.3%	Purdue	355	4.9%	Iowa	640	11.3%
Minnesota	257	4.4%	Wisconsin	355	5.5%	Ohio State	634	8.0%
Purdue	228	3.1%	Nebraska	352	7.2%	Purdue	583	8.0%
Iowa	181	3.2%	Michigan State	339	4.3%	Nebraska	501	10.3%
Nebraska	149	3.1%	Ohio State	296	3.8%	Wisconsin	490	7.6%
Wisconsin	135	2.1%	Northwestern	270	13.6%	Minnesota	471	8.0%
Northwestern	100	5.0%	Minnesota	214	7.7%	Northwestern	370	18.6%

Figure 4. 2016 Freshman Class from Underrepresented Groups

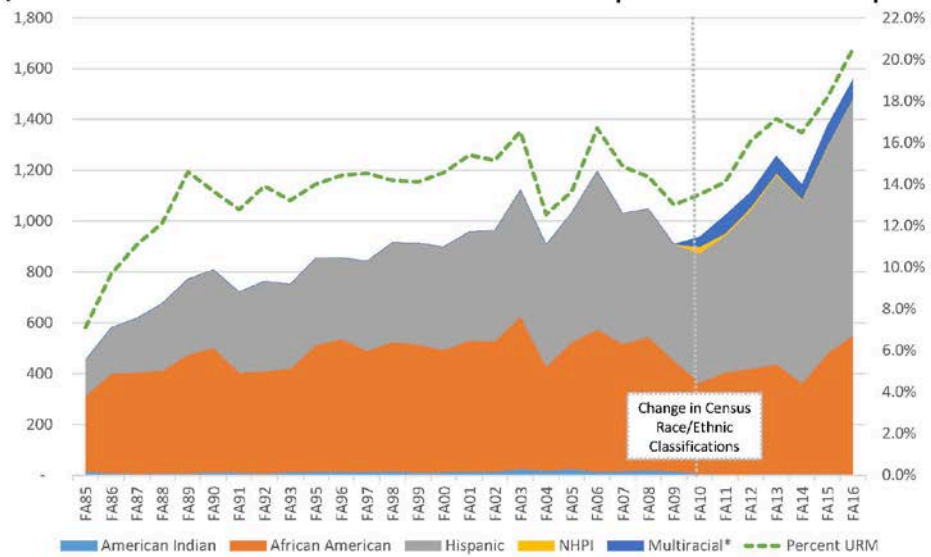


Figure 5. Students from Underrepresented Minority Groups in undergraduate student body, 2016

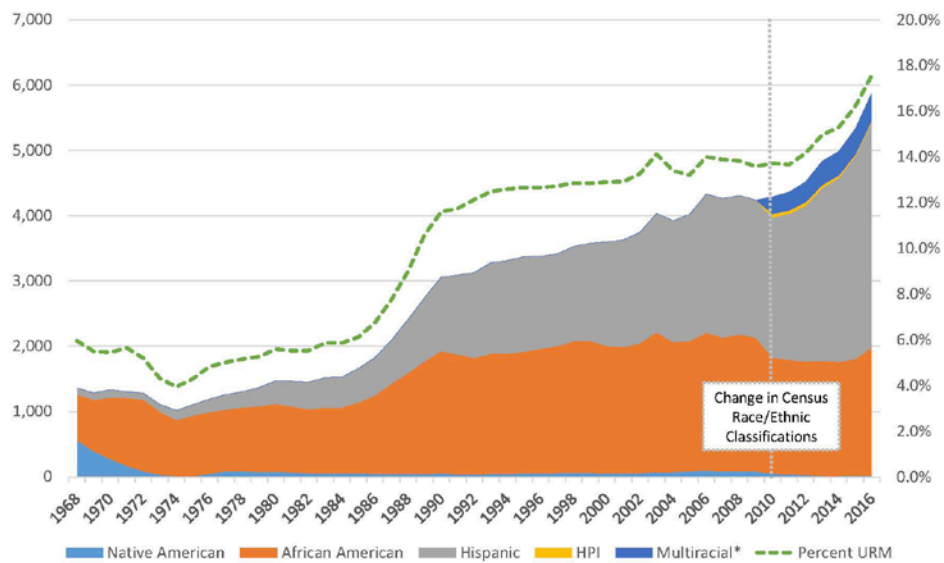
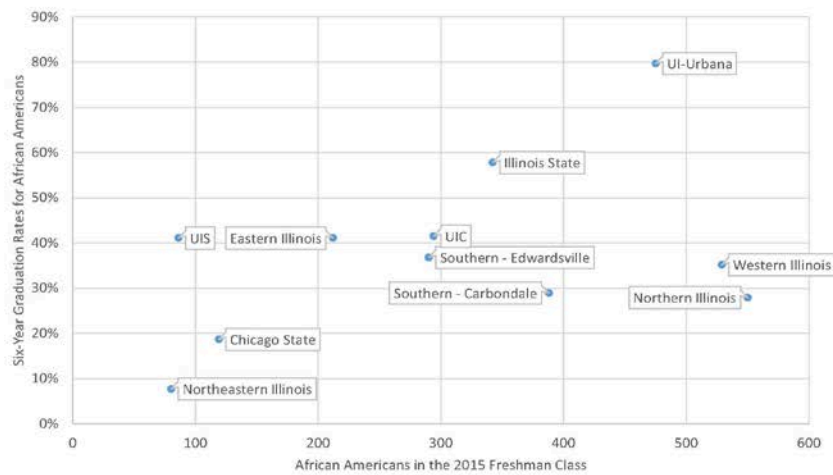


Figure 6. Urbana African American Freshman Enrollments and Graduation Rates, 2015



Urbana is a state leader in African American freshman enrollments and graduation rates (see Figure 6). However, high cost and insufficient financial aid are the top reasons URM students cited for declining admission to Illinois.

Urbana is fourth among peers in 6 year graduation rates (see Table 4).

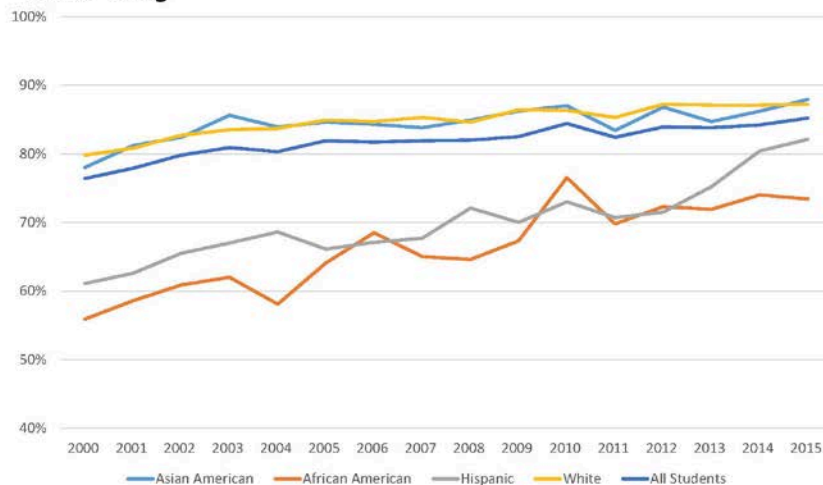
Table 4. Students from URM Groups' 2014 6-year graduation rates, BTAA

Big Ten University	URM	Black	Latino	Overall
Northwestern	90.1%	92.7%	88.5%	93.3%
Michigan	83.0%	79.3%	88.4%	90.9%
Maryland	78.4%	77.4%	79.9%	84.6%
Illinois	77.4%	75.0%	79.9%	84.2%
Penn State	72.9%	70.3%	75.3%	86.1%
Wisconsin	72.6%	70.5%	74.8%	83.7%
Rutgers	71.9%	73.8%	70.4%	80.4%
Indiana	63.5%	58.8%	69.6%	77.6%
Minnesota	62.1%	57.9%	69.9%	78.4%
Purdue	61.7%	62.7%	61.3%	73.4%
Michigan State	60.2%	57.9%	66.0%	79.1%
Iowa	57.3%	49.0%	61.9%	70.0%
Nebraska	54.2%	52.3%	56.9%	66.8%

Source: <http://www.collegeresults.org>

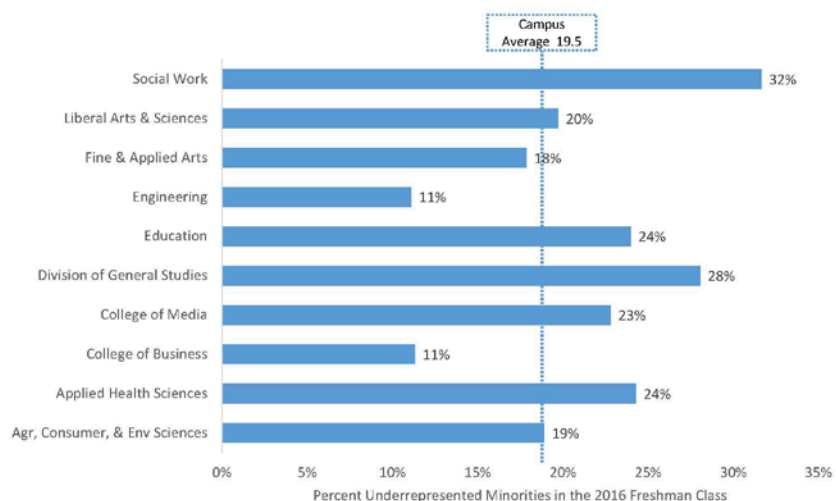
Six year graduation rates have been cut in half from 2000-2015 (Figure 7).

**Figure 7. Six-year Graduation Rates by Race/Ethnicity
2000-2015**



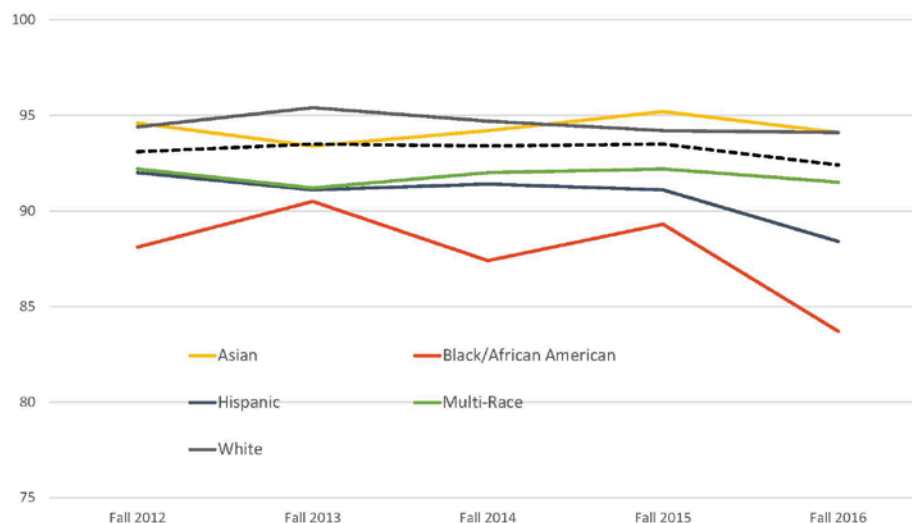
A number of challenges remain. For example, the percentage of freshmen from URM groups by college is variable (see Figure 8). The colleges/schools with the largest percentages of URM students are DGS and Social Work.

Figure 8. Percent Underrepresented Minorities in the 2016 Freshman Class



And in 2016, the freshman retention gap between URM and non-URM students has widened, especially for African American freshmen (see Figure 9).

Figure 9. Freshman Retention by Race/Ethnicity (FL16→FL17)



Undergraduate Students: Aspirations

During 2018-23, we seek to:

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

Undergraduate Students: Challenges

A number of challenges will need to be addressed in order to make these aspirations a reality.

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

Undergraduate Students: Goals and Actions

The overarching goal in regards to undergraduate students is to enroll and graduate an undergraduate population representative of the diverse composition of our state.

It is our hope to build toward an inclusive environment, and this cannot be accomplished without matriculating a critical mass of students of color who freely participate in campus life and intellectual discourse. It is important to embrace both the educational benefits to all students and the social justice implications of providing access to underserved communities when considering how we might go about setting goals in this regard. If we only focus on the advantages for all students, of whom students of color are a small fraction (that grows more minuscule, depending on the group), we lose sight of addressing the specific needs of disadvantaged groups and thus exacerbate our problems with pipeline building, recruitment, admissions, matriculating, retention, time-to-degree, graduating URM students, and closing gaps between URM and other students. We find it troubling that the Fisher ruling sees as a “challenge ...(reconciling) the pursuit of diversity... and equal treatment” when the ‘equal’ treatment would contribute to inequity. But we appreciate that it is crucial to gain an understanding of the Supreme Court’s perspective so we can better make the case for diverse enrollment.

Examining 2013-16 goals set in the strategic plan, an unambitious goal of less than a 2% increase in URM undergrads and only a 3% increase in URM 4-year graduation rates was the stated goal for 2016. We would like to see bolder goals set for the 2018-23 plan.

URM as percentage of Undergraduate Enrollment

UIUC undergraduate enrollment increased 2.7% between fall 2012 to fall 2016 reaching 17.6% of the student body. The increase in undergraduate enrollment mostly occurred in the Hispanic student share (4.2%). The African American enrollment numbers slightly increased 0.7% and NHPI/AIAN declined. The number in the NHPI/AIAN is too small to be displayed. Nationally, undergraduate enrollment is projected to increase by 14% between 2015 – 2026 (U.S. Department of Education, 2017). Illinois is also expected to see an increase in enrollment, particularly from URM groups, if current trends persist. According to the 2017 Illinois State Report Card Index, the URM population represents 43% of the student body K-12. Fifty one percent (51%) of the 2017 Illinois graduates were college ready. If we seek to continue enrolling a very diverse group of students, and based on national and state projections, the % URM at Illinois will continue to growth particularly from Hispanics and NHPI/AIAN. It is our goal to begin at least aspiring to mirror the State student high school graduation rates. *By 2023, we aspire 23% URM.*

Table 5. Enrollment Efforts & Retention Projected Goals Undergraduate

Descriptor	2012-2013	2016-2017	Projected growth 2018-2023	Expected Enrollment Efforts
URM_ Students Enrolled % Fall 2017	14.9%	17.6%	-5.4%	* Targeted outcomes * Intentional enrollment of URM * Retention initiatives designed to increase the graduation rate
URM_ 2nd Year Retention % (Fall 2016)				
URM_ 6 Year graduation rate %				
Descriptor	2012-2013	2017-2018	Projected growth 2018-2023	Projected enrollment by 2023
AA_ Total Students Enrolled % Fall 2017		2,502 (5%)	-7.9%	0.9 % ³ + 4% + 4 % = 82% (Retention)
AA_ First time Enrolled % Fall 2017	414 (6%)	500 (6.7%)		
AA_ 2nd Year Retention % (Fall 2016)		84%		
AA_ 6 Year graduation rate % (2011)		78%		
Descriptor	2012-2013	2017-2018	Projected growth 2018-2023	Projected enrollment by 2023
Hisp_ Students Enrolled % Fall 2017		4,461 (9%)	+7.7%	4% + 2% + 6% = 82% (Retention)
Hisp_ First time Enrolled % Fall 2017	625 (9%)	995 (13.2%)		
Hisp_ 2nd Year Retention % (Fall 2016)		88%		
Hisp_ 6 Year graduation rate % (2011)		76% ¹		
Descriptor	2012-2013	2017-2018	Projected growth 2018-2023	Projected enrollment by 2023
NHPI_ Students Enrolled % Fall 2017		29 (< 1%)	+37.2	0.5% (combined with AIAN)
NHPI_ First time Enrolled % Fall 2017	11 (0.1%)	7 (0.1%)		
NHPI_ 2nd Year Retention % Fall 2016		*	(Combined with AIAN) ²	
NHPI_ 6 Year graduation rate % (2011)		*		
Descriptor	2012-2013	2017-2018	Projected growth 2018-2023	Projected growth
AIAN_ Students Enrolled % Fall 2017		26 (< 1%)	See NHPI	There is a concern that the AIAN enrollment has remained flat despite an increase in the AIAN population in IL. 10% =76.7% (Retention)
AIAN_ First time Enrolled % Fall 2017	4 (0.1%)	3 (0.0%)		
AIAN_ Second Year Retention % Fall 2016		*		
AIAN_ 6 Year graduation rate % (2011)		66.7 %		

¹Hispanic RR dropped from 82% (2016) to 76% (2017) – significant drop in the 6 year graduation rate.

²Combined NHPI & AIAN

³ The Office of Undergraduate Admissions does not have goals/quotas for enrollment by race/ethnicity or aspirational goals that could be construed as de facto quotas of enrollment by race/ethnicity.

Illinois State Report Card, 2017. www.illinoisreportcard.com

Multi-race is a new category which includes students under URM (except Hispanic).

*Too few records to display

Note. "Base" projections are if enrollments simply followed the State of Illinois demographic trends.

Expected Enrollment Efforts

* Targeted outcomes

Explore and identify mechanisms to attract and enroll URM in the State of Illinois with the aim to build an inclusive environment, which can only be accomplished by matriculating a critical mass of students of color who will engage in the intellectual discourse necessary to succeed in the 21st century.

*** Intentional enrollment of URM**

Recognize that there are systematic challenges in the enrollment efforts of URM. However, in order to fully embrace both the educational benefits to all students and the social justice implications of providing access to underserved communities, we must re-affirm that enrolling minority students is a commitment to excellence and equality.

*** Retention initiatives designed to increase the graduation rate**

Implement best practices on retention programs based on current data and analysis. Invest on academic and social support initiatives campus wide to uncover trends to support and promote graduation among the growing diverse student population.

Also, we should begin to collect data on percentage of LGBTQIA students and by gender identity, percentage of students by disability status, and percentage of students by veteran/military status.

Actions to help us attain this goal include:

1. Expanded and coordinated precollege pipeline initiatives, locally and statewide;
2. Financial aid commensurate with our recruiting challenges and indexed to cost of attendance; and
3. A comprehensive, collaborative, coordinated approach to student support and success, both in and out of the classroom. Including considering student development from a holistic approach to enhance academic success, with considerations for non-cognitive variables for student's academic success (Sedlacek & Brooks, 1976)
4. Developing media and information literacy, in addition to critical thinking across the curriculum.

Graduate and Professional Students

With the capacity to lead in conferring graduate degrees to underrepresented students, we seek to accomplish that potential and to create and maintain a welcoming environment for them. We seek to recruit and confer degrees to a graduate population that represents the diverse composition of our state and contemporary society as well as meets the employment demands of government, industry and the professions, and academic institutions. And we seek to create an effective and sustainable graduate student environment for URM students and women in STEM (and other fields where they are underrepresented) to improve admissions, enrollment, retention, close gaps in time to degree, and achieve a 7-year degree conferral average.

Graduate Students: Challenges

The low percentages of students who are from URM groups requires attention. Challenges to low graduate and professional students from underserved groups include:

1. Implicit bias in admissions, teaching and evaluation, advising and mentoring, contributing to the low perception of degree referrals relative to peer institutions (see Figure 3);
2. Lack of sustainable and effective mentoring models that account for a diversity of circumstances and backgrounds;
3. Flat URM enrollment of 8% (below 25th percentile among peer institutions [Figure 2]⁵ and 50th percentile among BTAA peers, see Table 5) because of limited financial investments in URM students; and
4. Colleges that keep the majority of revenue generated by graduate programs without aligning their contributions to achieve campus diversity goals.

Funding is a major impediment to broadening participation in graduate education. We ask, should revenue-generating programs be investing in diversity, in ways that help the university meet its mission? How can they invest in creating an environment for student success? It is important to note that central campus does not hold the majority of revenue from graduate programs. Instead it is pushed back to colleges. Should colleges play a larger role in supporting graduate students who are URM and women in STEM? (Perhaps we could build from Sloan and College of Engineering models and expand). We will need to fund graduate diversity fellowships at appropriate levels to help us to achieve/maintain our diversity goals. As a key, \$1m=25 students (with fellowships for 2 years each). The Graduate College estimates that we need a minimum of \$4.7M to move the needle, which is 1/10 of the financial aid diversity commitment from AY2017. This is a far cry from the current allocation of \$876k. Staff at the Graduate College explain that according to Fall 2017 enrollment reports, we have 13,210 total graduate students and 33,624 undergraduates. So, we are proposing a tenth of the investment we make on undergraduates for a student population that makes up approximately 25% of the campus. A million dollars translates to the campus supporting 20 students at 25k for two years, which is close to the Big Ten average. Four will allow us to support an additional 60-70 students per year. Welcoming, approximately, an additional 700 URM students to this campus during the next 7 years, improving overall campus enrollment by almost 50%. The 25K is for two years of funding with the departments required to provide support for additional years.

⁵ 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.

Table 6. Graduate and Professional Students
Big Ten Academic Alliance Institutions Enrolled Underrepresented Graduate and Professional Students by Race/Ethnicity
Rank by Percentages
Fall 2016

Big Ten Academic Alliance Institutions	Black			Hispanic			Black and Hispanic			Total
	Number	Percent	Rank	Number	Percent	Rank	Number	Percent	Rank	Number
Rutgers University-New Brunswick	1,312	9.4%	1	1,293	9.3%	1	2,605	18.6%	1	13,978
University of Maryland-College Park	845	8.0%	2	425	4.0%	9	1,270	12.0%	2	10,611
Northwestern University	576	4.4%	5	731	5.6%	2	1,307	10.0%	3	13,032
Michigan State University	616	5.5%	3	447	4.0%	10	1,063	9.4%	4	11,250
University of Michigan-Ann Arbor	619	3.9%	7	782	5.0%	3	1,401	8.9%	5	15,735
Ohio State University-Columbus	631	4.6%	4	569	4.2%	8	1,200	8.8%	6	13,651
Indiana University-Bloomington	436	4.1%	6	417	4.0%	11	853	8.1%	7	10,511
University of Illinois at Urbana-Champaign	446	3.4%	8	599	4.6%	6	1,045	8.0%	8	13,019
Pennsylvania State University-University Park	190	3.0%	11	302	4.7%	5	492	7.7%	9	6,430
University of Wisconsin-Madison	292	2.5%	13	552	4.7%	4	844	7.3%	10	11,624
University of Iowa	214	2.8%	12	333	4.4%	7	547	7.3%	11	7,535
Purdue University-West Lafayette	333	3.2%	9	382	3.7%	12	715	6.9%	12	10,408
University of Minnesota-Twin Cities	511	3.1%	10	545	3.3%	14	1,056	6.3%	13	16,709
University of Nebraska-Lincoln	113	2.2%	14	180	3.6%	13	293	5.8%	14	5,064
<hr/>										
Total Big Ten Academic Alliance Institutions	7,134	4.5%		7,557	4.7%		14,691	9.2%		159,557
University of Illinois at Chicago	863	7.7%		1,079	9.7%		1,942	17.4%		11,161
University of Illinois at Springfield	198	8.0%		76	3.1%		274	11.1%		2,469

Data Source: 2016, IPEDS Data Center.

Examining 2013-16 goals set in the strategic plan, an unambitious goal of less than a 1% increase in URM graduate students (and the same for URM professional students) were stated for 2016. As noted above, we would like to see bolder goals set for the 2018-23 plan.

Benchmarking against our peers for 2016-2017, Illinois in the 10th percentile for enrolled URM students in professional and graduate programs and 9th percentile in degrees conferred among UA Peer Groups.⁶ Illinois is in the 40th percentile among BTAA institutions.

Using 2016 benchmark data a 16% enrollment and degree conferral would move Illinois to the 85th percentile in the BTAA and 75% percentile among UA peers.

Target: URM Graduate Students enrollment and degree conferral of 16%.

Increase Masters from 685 enrolled to 1,897 = 9.04% to 16%

Increase Ph.D. from 482 to 1309 = 9.38% to 16%

Also, we should begin to collect data on % of LGBTQIA students and by gender identity, % of students by disability status, and % of students by veteran status.

Graduate Students: Goals and Actions to address funding challenges Include:

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

In regards to diversity action plans, Graduate College staff point out that from the Sloan project, we have learned what effective URM mentoring looks like and the commitments required at the program level for success. These include a) adequate funding, b) trained faculty mentors, c) campus level mentoring support, d) holistic admission practices, and e) sustained community building.

⁶ The University Administration identifies these institutions as peers: 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.

Faculty: Tenure System, Non-Tenure System, and Specialized

In regards to *tenure track, non-tenure track, and specialized faculty*, we aspire to:

1. Develop a distinguished faculty⁷ 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; and
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.

However, challenges include: 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; climate concerns for URM, women, and faculty from marginalized groups, both on campus and in the community (including handling of online attacks); 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.; implicit bias in applicant review and mentoring practices; and lack of recognition of public engagement in annual review and promotion and tenure processes.

We recommend setting faculty hiring and promotion goals to meet and exceed Affirmative Action compliance and top our peers.

Our goal is to achieve a critical mass of all women faculty and faculty of color so the university community as a whole can experience innovation promoting, and intellectual benefits of diversity. The research shows that these benefits cannot be experienced unless diversity and inclusion are both accomplished. As such, the aim is not just an increase to a certain number e.g. a 25% increase in faculty from URM groups, and a 40% increase in women but also a qualitative improvement in climate for all women, to include women of color. This 40% increase is a proportional increase (as shown below), and is arrived at not just by hiring more women but by promoting practices to make search and promotion committees, faculty, staff and deans more aware of implicit bias. In addition, promoting awareness of global benefits of diversity/inclusion of URM groups, using the power of storytelling/counter storytelling, cumulative/ multiplicative and unique disadvantages experienced by women of color (that vary, depending on intersections of race, class, gender, gender identity, and sexual orientation, nation of origin, language, religion, disability and veteran status, age, etc.) and the relevance of problems of relationality, interest convergence, colorblind racism, etc. will help to achieve an overarching objective of creating an inclusive environment.

⁷ Note: Faculty include tenure track, non-tenure track, and specialized.

So, for example, if in a college we have: 2 African American/Black women, 3 Latinas/Latinx women, 25 Asian American women, and 70 white women to equal 100 women total, a 40% increase would mean 140 women. Of these we expect to see something close to at least one African American and one Latina/Latinx, about 10 Asian Americans, and about 28 white women⁸. However, very importantly, we would not expect to arrive at this result through quotas, but by working on better recruiting, decreasing bias in search processes, mentoring, and evaluation, and through better mentoring.

Even if hiring has ambitious targets and measures for achieving diversity, obtaining critical mass in any department will take time, as shown in Figure 10. The rate of change in faculty composition depends on targeted growth in faculty numbers, which affects the rate of hiring. With an extremely ambitious fraction of 33% URM new hires—far above any historical achievement—it would take 10 years to raise the faculty to 15% URM. Under a zero-growth or shrinkage scenario, faculty composition would change even more slowly. If new hires were 15% URM, or one in about seven, the faculty composition would reach only 10% URM after 20 years. Finally, if climate concerns result in URM attrition, the fraction of URM in the faculty will barely rise above today's level.

Figure 10

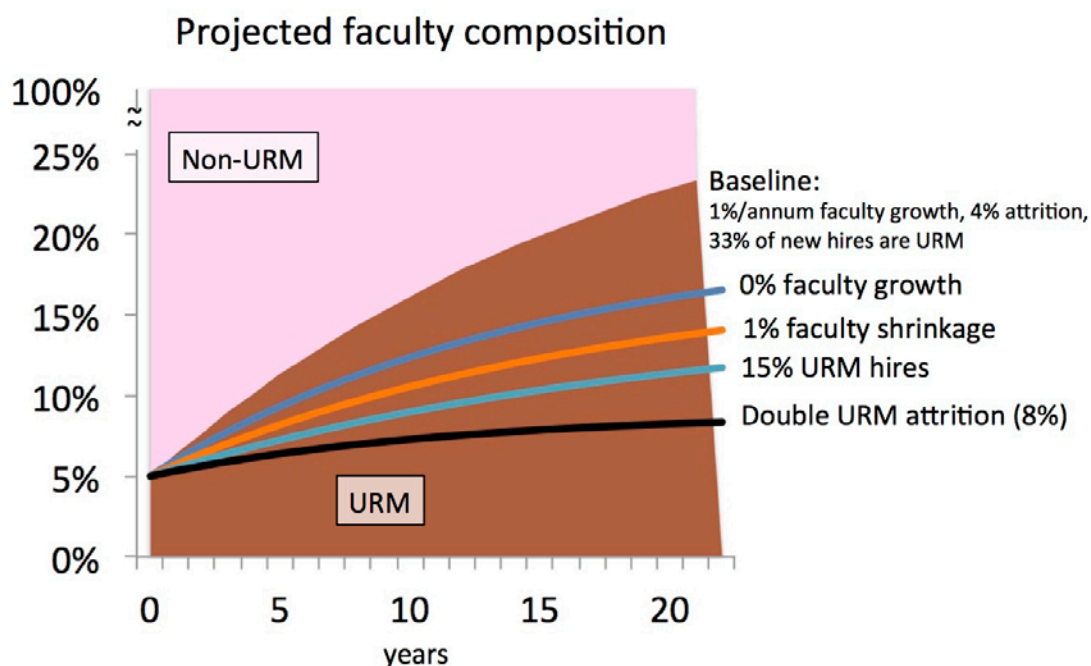


Figure 10. Projected composition of the faculty under various assumptions. Baseline assumptions include a current composition of 5% URM; 1% growth in faculty size per annum; 4% attrition per annum with new hiring to meet both growth and replacement; and a very ambitious rate of 33% URM hires.

⁸ African American/Black women, $2 \times .4 = .8$
 Latina/Latinx women, $3 \times .4 = 1.2$
 Asian American, $25 \times .4 = 10$
 White, $70 \times .4 = 28.4$
 Total, $.8 + 1.2 + 10 + 28.4 = 40$

- Table 6. 2013-14 College Goals for Women and URM Faculty
- Tables 7 & 8. Recommended Diversity Goals for Tenure System Faculty (URM and Women)
- 2017 Affirmative Action Program reports for Faculty

	Current Faculty Headcount:		Optimal Faculty Headcount in 5-7 years:			% Female Faculty Goal		Difference	% Underrepresented Minority Goal		Difference	Number of Female Faculty headcount		Total New Hires to meet goal (at optimal headcount)	Number of women if goal met (at optimal headcount)	Total New Hires to meet goal (at current headcount)	Number of Underrepresented Current make goal (at optimal headcount)		Total New Hires to meet Goal (at current headcount)	Number of Underrepresented if goal met (if current headcount)	Total New Hires to meet goal (if current headcount)
ACES	188	215	30%	28%	2%	12%	10%	2.2%	52	65	12	56	4	18	26	7	23	4			
AHS	67	90	50%	48%	2%	18%	16%	1.9%	32	45	13	34	1	11	16	5	12	1			
BUS	103	130	45%	21%	24%	12%	8%	3.7%	21	59	37	46	25	9	16	7	12	4			
EDU	78	84	63%	58%	5%	33%	27%	5.6%	45	53	7	49	4	21	27	6	25	4			
ENGR	388	430	18%	13%	5%	8%	5%	2.6%	50	77	28	70	20	21	34	13	31	10			
FAA	179	185	45%	33%	12%	15%	13%	1.6%	59	83	24	81	21	24	28	4	27	3			
GSLIS	24	36	50%	54%	-4%	25%	13%	12.5%	13	18	5	12	-1	3	9	6	6	3			
LAS	592	650	50%	34%	16%	15%	12%	3.5%	201	325	124	296	95	68	98	29	89	21			
LAW	49	47	47%	42%	5%	15%	12%	3.0%	21	22	2	23	2	6	7	1	7	1			
LER	19	22	50%	31%	19%	10%	6%	3.7%	6	11	5	10	4	1	2	1	2	1			
LIB	69	95	70%	70%	0%	23%	12%	11.4%	48	67	18	48	0	8	22	14	16	8			
MEDIA	25	32	50%	44%	6%	25%	22%	2.8%	11	16	5	13	1	6	8	2	6	1			
SW	17	24	70%	74%	-4%	20%	16%	4.2%	13	17	4	12	-1	3	5	2	3	1			
VETMED	99	124	55%	45%	10%	15%	5%	10.2%	45	68	24	54	10	5	19	14	15	10			
TOTAL	1897	2164							616	925	308	803	187	203	316	113	275	72			
	Difference 268		Average percent change 10.88%			Average percent change 7.66%			Total %:	43%		37%		Total %:	15%		14%				

*Library Faculty on DMI are at 69, but the hiring plan said 80

Table 8. Tenure-System Faculty 2017 Data, Goals from the past, and Recommended Future Goals: URM (DRAFT to solicit input)

Count of UIN	Column Labels							URM in 2017	5-7 Year Goals URM set in 2013-14	Total Goal 2023, 25% increase in URM faculty
	Asian	African American/ Black	Latina/ Latino/ Latinx	Native American	Two or More	Unknown	White			
Agr, Consumer, & Env Sciences	15.14%	2.70%	9.19%	0.00%	0.54%	0.00%	72.43%	12.43%	12%	15.54%
Applied Health Sciences	16.67%	4.55%	9.09%	0.00%	0.00%	1.52%	68.18%	13.64%	18%	17.05%
Carle Illinois Medicine	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	NA	at least 3
Center Innov in Teach Learn	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	NA	at least 3
Chancellor	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	NA	NA
College of Business	33.66%	3.96%	5.94%	0.00%	1.98%	3.96%	50.50%	11.88%	12%	14.85%
College of Media	14.29%	11.43%	8.57%	0.00%	0.00%	2.86%	62.86%	20.00%	25%	25.00%
Education	11.94%	17.91%	4.48%	0.00%	1.49%	0.00%	64.18%	23.88%	33%	29.85%
Engineering	29.98%	2.70%	4.18%	0.00%	0.25%	0.74%	62.16%	7.13%	6%	8.91%
Executive Offices	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	NA	at least 3
Fine & Applied Arts	6.43%	7.60%	7.60%	0.00%	1.17%	0.00%	77.19%	16.37%	15%	20.47%
Graduate College	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	NA	at least 3
Illinois International	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	NA	NA
Law	9.09%	12.12%	0.00%	3.03%	3.03%	0.00%	72.73%	18.18%	15%	22.73%
Liberal Arts & Sciences	16.90%	4.38%	5.79%	0.78%	1.56%	1.25%	69.33%	12.52%	15%	15.65%
Medicine at UIUC	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	NA	at least 3
Provost & VC Acad Affairs	20.00%	0.00%	0.00%	0.00%	0.00%	0.00%	80.00%	0.00%	NA	at least 3
School of Information Sciences	7.14%	7.14%	0.00%	0.00%	0.00%	3.57%	82.14%	7.14%	25%	8.93%
School of Labor & Empl. Rel.	26.32%	0.00%	5.26%	0.00%	0.00%	0.00%	68.42%	5.26%	10%	6.58%
School of Social Work	20.00%	0.00%	10.00%	0.00%	10.00%	0.00%	60.00%	20.00%	20%	25.00%
University Library	6.94%	5.56%	6.94%	0.00%	2.78%	0.00%	77.78%	15.28%	23%	19.10%
Veterinary Medicine	23.53%	1.96%	5.88%	0.00%	0.00%	0.00%	68.63%	7.84%	15%	9.80%
Grand Total	18.82%	4.86%	5.91%	0.31%	1.15%	0.94%	68.01%	12.23%	15%	15.29%

Note: For units with unmet 2013-14 5-7 year goals which are bolder than our 25% increase, we recommend maintaining the goals set in 2013-14

Table 9. Tenure-System Faculty 2017 Data, Goals from the past, and Recommended Future Goals: WOMEN (DRAFT--to solicit input)

Colleges	Women in 2017	Men in 2017	5-7 year goals set in 2013-14	Goal 2023, 40% increase in women faculty	Notes, Qs, recommendations:
Agr, Consumer, & Env Sciences	31.89%	68.11%	30%	45%	work to achieve new goal and race/gender intersectional equity
Applied Health Sciences	60.61%	39.39%	50%	>=50%	maintain 2013-14 5-7 yr goal and work to achieve race/gender intersectional equity
Carle Illinois Medicine	0.00%	100.00%	NA	at least 3	work to achieve new goal and race/gender intersectional equity
Center Innov in Teach Learn	0.00%	100.00%	NA	at least 3	work to achieve new goal and race/gender intersectional equity
Chancellor	100.00%	0.00%	NA	NA	work to achieve new goal and race/gender intersectional equity
College of Business	25.74%	74.26%	45%	36%	work to achieve new goal and race/gender intersectional equity
College of Media	51.43%	48.57%	50%	>=50%	maintain 2013-14 5-7 yr goal and work to achieve race/gender intersectional equity
Education	61.19%	38.81%	63%	63%	work to achieve 2013-14 5-7 yr goal and race/gender intersectional equity
Engineering	17.20%	82.80%	13%	24%	work to achieve new goal and race/gender intersectional equity
Executive Offices	0.00%	100.00%	NA	NA	work to achieve new goal and race/gender intersectional equity
Fine & Applied Arts	33.33%	66.67%	45%	47%	maintain 2013-14 5-7 yr goal and work to achieve race/gender intersectional equity
Graduate College	0.00%	100.00%	NA	NA	work to achieve new goal and race/gender intersectional equity
Illinois International	100.00%	0.00%	NA	NA	work to achieve new goal and race/gender intersectional equity
Law	39.39%	60.61%	47%	>=50%	work to achieve new goal and race/gender intersectional equity
Liberal Arts & Sciences	35.99%	64.01%	50%	50%	maintain 2013-14 5-7 yr goal and work to achieve race/gender intersectional equity
Medicine at UIUC	20.00%	80.00%	NA	28%	work to achieve new goal and race/gender intersectional equity
Provost & VC Acad Affairs	20.00%	80.00%	NA	28%	work to achieve new goal and race/gender intersectional equity
School of Information Sciences	57.14%	42.86%	50%	>=50%	maintain 2013-14 5-7 yr goal and work to achieve race/gender intersectional equity
School of Labor & Empl. Rel.	31.58%	68.42%	50%	>=50%	maintain 2013-14 5-7 yr goal and work to achieve race/gender intersectional equity
School of Social Work	75.00%	25.00%	70%	70%	maintain 2013-14 5-7 yr goal and work to achieve race/gender intersectional equity
University Library	69.44%	30.56%	70%	70%	maintain 2013-14 5-7 yr goal and work to achieve race/gender intersectional equity
Veterinary Medicine	45.10%	54.90%	55%	55%	maintain 2013-14 5-7 yr goal and work to achieve race/gender intersectional equity
Grand Total	35.02%	64.98%	37%	49%	work to achieve new goal and race/gender intersectional equity

Note: Goals in units in which women are >=50% remain at >=50 and refocus effort on working to achieve race/gender intersectional equity

Specific actions to help us meet this goal are listed below.

Action 1: Recommend that colleges set goals for a 25% increase in URM and a 40% increase in women's representation among faculty at all ranks.

Action 2: In units where there is parity, goals should address intersections of race/gender.

Action 3: Coordinate data collection to systematically identify gaps in promotion and retention for underrepresented groups.

Action 4: Incorporate diversity education and connections to campus resources as a part of onboarding and at regular intervals.

Action 5: Create more effective teams of diversity champions.

Action 6: Provide diversity education and support to senior faculty, unit-level committees and CDOs to mentor individual faculty through promotion and tenure and beyond.

Action 7: Coordinate meaningful mentoring with non-tenure track and specialized faculty.

Action 8: Add diversity and inclusion criteria to annual reviews of unit executive officers.

Table 10. Full-Time Tenure System Faculty
Big Ten Academic Alliance Institutions Underrepresented Full-Time Tenure System Faculty by Race/Ethnicity
Rank by Percentages
Fall 2016

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	81	4.6%	1	96	5.5%	1	177	10.1%	1	1,757
Michigan State University	77	4.1%	5	89	4.8%	2	166	8.9%	2	1,856
University of Maryland-College Park	60	4.3%	2	57	4.1%	4	117	8.5%	3	1,382
University of Michigan-Ann Arbor	119	4.3%	3	112	4.1%	5	231	8.4%	4	2,752
Indiana University-Bloomington	54	3.8%	7	62	4.4%	3	116	8.3%	5	1,405
Northwestern University	57	4.3%	4	52	3.9%	8	109	8.2%	6	1,335
Pennsylvania State University-University Park	73	4.1%	6	67	3.8%	9	140	7.9%	7	1,775
Ohio State University-Columbus	89	3.7%	8	82	3.4%	13	171	7.0%	8	2,431
Rutgers University-New Brunswick	51	3.0%	9	64	3.7%	10	115	6.7%	9	1,714
Purdue University-West Lafayette	51	2.9%	10	62	3.6%	11	113	6.5%	10	1,731
University of Nebraska-Lincoln	25	2.3%	13	43	4.0%	7	68	6.3%	11	1,088
University of Iowa	28	2.1%	14	55	4.0%	6	83	6.1%	12	1,360
University of Wisconsin-Madison	46	2.4%	12	66	3.4%	12	112	5.8%	13	1,936
University of Minnesota-Twin Cities	57	2.6%	11	62	2.9%	14	119	5.5%	14	2,173
<hr/>										
Total Big Ten Academic Alliance Institutions	868	3.5%		969	3.9%		1,837	7.4%		24,695
University of Illinois at Chicago	66	5.3%		94	7.6%		160	13.0%		1,235
University of Illinois at Springfield	5	3.0%		2	1.2%		7	4.2%		168

Note: Tenure system faculty is the sum of tenured faculty and on tenure-track faculty.
Data Source: 2016, IPEDS Data Center.

Academic Professional and Civil Service Staff

We aspire to foster and maintain a staff⁹ 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, and maintain a welcoming environment for all underrepresented groups (ethnic, class, gender, gender identity and sexual orientation, disability status, and veteran/military status) that is manifested through job satisfaction, professional development, and new opportunities.

Challenges encountered by AP and CS staff include:

1. Limited professional development, advancement, and campus leadership opportunities for URM, women, individuals with disabilities and veterans among AP and CS staff;
2. 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; and
4. Hiring criteria and technology requirements bias against new applicants and more diverse pools.

The goal set is to 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. We seek to accomplish this with the following specific actions:

1. 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;
2. Develop a robust infrastructure to identify, manage and mitigate internal disputes and climate issues;
3. Dedicate resources to recruiting URM, women, individuals with disabilities, and veterans for staff positions (i.e. internships, diversity focused job fairs, conferences, and organization meetings); and
4. Develop new metrics to monitor progress in these areas

⁹ "Staff" Includes Academic Professionals and Civil Service Staff.

Public Engagement

Benefits and Challenges

Local public engagement is a significant resource that contributes to quality of life, well-being and work-life balance, and 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 diffused and do not benefit from accretion. For example, there is no way to communicate whether students have participated in multiple programs, and for how long. And other than for select programs, students are not provided pathways from summer programs and other engagements to college applications and program entry.

Goals and Actions

To enhance ties between Public Engagement and diversity, we recommend, first that we find ways as a campus to acknowledge the academic value of public engagement and incorporate it into the education of our students and into the evaluations of faculty. We also agree with the white paper that it is important to establish a *new* Office of Public Engagement. We hope that the new office will be responsible for the maintenance of a robust campus/community engagement portal, accompanied by an active communication strategy. And it would be wonderful to see the Office of Public Engagement and the College of Education work in concert with other stakeholders to create and sustain a University of Illinois college pipeline effort.

Funding Considerations

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.

While we support the white paper submitted by Wynn Korr, we would like to add an addendum. See appendix 6.

Ways we can better leverage our diversity funding efforts

There are two broad recommendations in regards to better leveraging our diversity funding efforts.

The first is to 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., and (c) to serve as consultants to departments and other institutions to enhance grant-writing success, educational initiatives, and climate improvements. (See appendix 5)

Secondly, it is important to recognize that diversity and inclusion require long-term commitments to institutional transformation. Specific actions we recommend include:

1. Fully fund programs like TOP/Dual Career, ethnic and gender/women's studies, and Chancellor's diversity and Illinois Distinguished postdoc programs;
2. Fund graduate diversity fellowships and undergraduate scholarships at appropriate levels to help us achieve/maintain our diversity goals; and
3. Fund regular climate surveys as well as central, student affairs, and college/division level diversity offices (inclusive of the new Vice Chancellor for Diversity, Equity and Inclusion) and programming to aid in the process of (measuring and) creating an inclusive environment.

Sources:

Harwood, S. A.; Choi, S.; Orozco, M.; Browne Hunt, M.; & Mendenhall, R. (2015). *Racial microaggressions at the University of Illinois at Urbana-Champaign: Voices of students of color in the classroom*. University of Illinois at Urbana-Champaign.

Harwood, S. A., Browne Hunt, M., Mendenhall, R., Lewis, J. A. (2010). *Racial microaggressions at the University of Illinois at Urbana-Champaign: Voices of students of color living in university housing*. Urbana, IL University of Illinois, Center on Democracy in a Multiracial Society.

Relevant Reports:

Campus Strategic Planning Retreat Diversity Strategy Taskforce Slide Deck

<https://blogs.illinois.edu/files/7831/601837/127668.pdf>

Diversity Review

<https://chancellor.illinois.edu/view/7101/492526>

2017 AAP reports for Faculty, Academic Professionals and Civil Service

2012 Climate Report (also see:

<https://www.uillinois.edu/cms/One.aspx?portalId=1324&pageId=135393>)

Appendices

1. Campus Diversity Education Resources
2. Recommended Metrics
3. Grad College Report
4. Tables 11-12. Faculty Administration and Tenure/Tenure Track Faculty, Nov. 2017
5. Diversity Institute
6. Addendum to Public Engagement white paper

Campus Diversity Education Resources

Undergraduates:

DiversityEDU30: An online training module, required through college 100 introductory courses, provided 7792 first year students with a common understanding of diversity terminology, introduced diversity concepts students will face during their time at the University of Illinois, and challenged students to embrace the opportunity to engage with difference as part of their Illinois experience. In the second year of this training, completion rates increased from 52.99% in 2015-2016 to 70.56% in 2016-2017.

I-connect: This experiential training was designed to help incoming students embrace differences and recognize shared experiences in order to build a welcoming and engaged campus community. This training was required of all first-year students in the spring semester.

Five Days for Change (5D4C): This week-long training program challenged staff and faculty members to understand how personal identities affect interactions with others. Through 5D4C, participants learned to use power, privilege, and position to influence positive change in the University of Illinois campus climate.

Everyone:

In the Zone: A collaboration funded by a Student Affairs Initiatives Grant to bring together the allies and advocates trainings which provided identity specific training for faculty, staff, and students. Offerings included Disability Ally Program, ICARE bystander intervention training, LGBT Ally Network, Racial Justice Allies and Advocates Training, Undocumented Student Training, and Veteran Ally Workshops.

Haven Training: All new undergraduate students, faculty, and staff were required to register for and complete the Haven training which was designed to inform about Title IX expectations about the prohibition of sex discrimination, sexual harassment, and sexual misconduct.

Faculty:

Diversity Realized at Illinois through Visioning Excellence (DRIVE) Faculty Search and Mentoring Trainings: The DRIVE Chancellor's and Provost's Diversity Committee offered an array of training and support opportunities to executive officers, search committees, faculty, and postdocs. These included *To Tenure and Beyond: Best Practices for Inclusive Faculty Mentoring and Development* and *DiversityEDU* a required on-line implicit bias awareness training for search committees and customized in person training

Faculty and Staff:

Office of Diversity, Equity, and Access Workshops

- Fostering a Culture of Respect I: Understanding the Legal Landscape of Discrimination and Harassment
- Fostering a Culture of Respect II: Disability Equity: Laws, Etiquette, and Awareness
- Fostering a Culture of Respect III: The Power of Inclusivity and Cultural Competence
- Sexual harassment Workshop
- Introduction to Diversity Workshop
- Title IX Overview Workshop
- Sexual Harassment and Title IX Workshop
- ADA Workshop
- Fostering a Culture of Respect: Understanding Sexual Harassment and Its Implications for Creating an Inclusive Learning and Working Environment
- ADA/Disability Etiquette Workshop
- ADA Overview/Workshop
- Macroaggressions and Harassment
- Confidentiality and Conflict of Interest in the Search Process
- Diversity Advocate Workshop
- HireTouch/Search Process Overview
- EEO Officer Workshop
- Academic Recruitment, Selection and Hiring Workshop
- Affirmative Action Plan Workshop
- Custom Workshops around Affirmative Action and Equal Employment Opportunity

Inclusive Illinois Professional Leadership Series: This year-long workshop series is designed to build diversity and inclusion skills and understanding. Forty-five participants, representing twenty-one colleges and units from across campus, are chosen annually to attend monthly workshops which introduced diversity and inclusion topics presented by University of Illinois faculty, academic professional experts, and campus partners in subject areas including Understanding the Importance of Diversity, Microaggressions, Engaging in Difficult Dialogues, Implicit Bias, Religious Diversity, Disability Awareness, and Developing an Inclusion Focus.

Racial Microaggressions Workshop conducted by Stacy Harwood and Ruby Mendenhall research team

Staff (Academic Professionals and Civil Service):

Emerging Women Leaders: The program provided leadership development for early career professional women at Illinois who aspire to become organizational leaders. The women were nominated to participate in this 9-week program by Senior Administrators. The focus of this program was to equip participants with leadership skills and strategies that will positively

impact their departments and the communities in which they live and serve. The selected women attend monthly seminars where campus and community senior women leaders will share their insight and experience on topics ranging from networking to identifying individual strengths to navigating organizational politics.

Executive Women Discussion Group: The group was comprised of faculty members and academic professional women in senior leadership roles who meet monthly during the school year to network and discuss matters of interest to the group. Topics include important campus issues and initiatives, leadership, mentoring and community engagement.

HR Series:

Fostering a Culture of Respect I: Understanding the Legal Landscape of Discrimination and Harassment: After this training, participants will be able to articulate and understand the basic tenets of discrimination and harassment laws and policies. Participants will gain more understanding of the Americans with Disabilities Act Amendments Act, including new updates in the law regarding pregnancy and reporting requirements around disability issues. A question and answer as well as discussion session will allow for meaningful exchange around discrimination, harassment, disability, and diversity.

Fostering a Culture of Respect II: Disability Equity: Laws, Etiquette, and Awareness: Participants will understand the importance of the Americans with Disabilities Act, the Genetic Information Non-Discrimination Act (GINA), and other disability laws. They will learn the dos and don'ts around disability etiquette and engage in discussions on disability awareness in our work environments.

Fostering a Culture of Respect III: The Power of Inclusivity and Cultural Competence: A diverse workforce brings varied perspectives and understandings. At times, diversity can present challenges in creating an inclusive environment. This seminar empowers the participants to connect and understand the importance of being culturally competent and see how through inclusivity their work environments will blossom as we maintain a community of respect and civility.

Recommended Metrics

Students – see Table 5

Faculty - see Figures 8, 9 and 10

Either meet Affirmative Action goals, as stated in the Affirmative action plan (see: <http://diversity.illinois.edu/Reports/2017%20Faculty%20Report.pdf>) or aim for goals below if they are bolder.

- URM Assistant Professor 25% increase
- URM Associate Professors 25% increase
- URM Full Professors 25% increase
- Women Assistant Professor 40% increase
- Women Associate Professors 40% increase
- Women Full Professors 40% increase
- Women URM 40% increase
- Women URM Associate Professors 40% increase
- Women URM Full Professors 40% increase

Staff

Meet Affirmative Action placements goals in each job category, as noted in the 2017 Affirmative Action plan, see:

- <http://diversity.illinois.edu/Reports/2017%20AP%20Executive%20Summary%20Report.pdf>
- <https://diversity.illinois.edu/Reports/2017%20CS%20Executive%20Summary%20Report.pdf>
- Pipeline of high potential staff being prepared for leadership positions

Everyone

- Establish a non-public database repository for storing expanded diversity metrics which can be used for research, budgeting, policy development, fundraising, grant writing and related purposes.
- Establish LGBTQIA faculty, students, staff baseline to consider appropriate metrics (note: policies should make clear that gender identity and expression, and sexual orientation, are protected categories on this campus even, if not recognized at the state or federal level).
- Establish voluntary disclosure of disability status of students to create baseline to consider appropriate metrics (note: employees can already self-id disability status).
- Metrics with regard to diversity training/education opportunities for students/faculty/staff, e.g. (1) all TAs teaching US racial/ethnic minority cultures course will complete a minimum of 20 hours of diversity education; (2) all UGs will complete DiversityEdu, I-Connect, and complete a US racial/ethnic minority cultures course by 2022; (3) All employees will receive diversity education as a part of on-boarding by 2020; and (4) All current employees will receive diversity education by 2022?
- Request/require a diversity statement in job applications. Increase diversity statements offered in job apps to 100% by 2020.

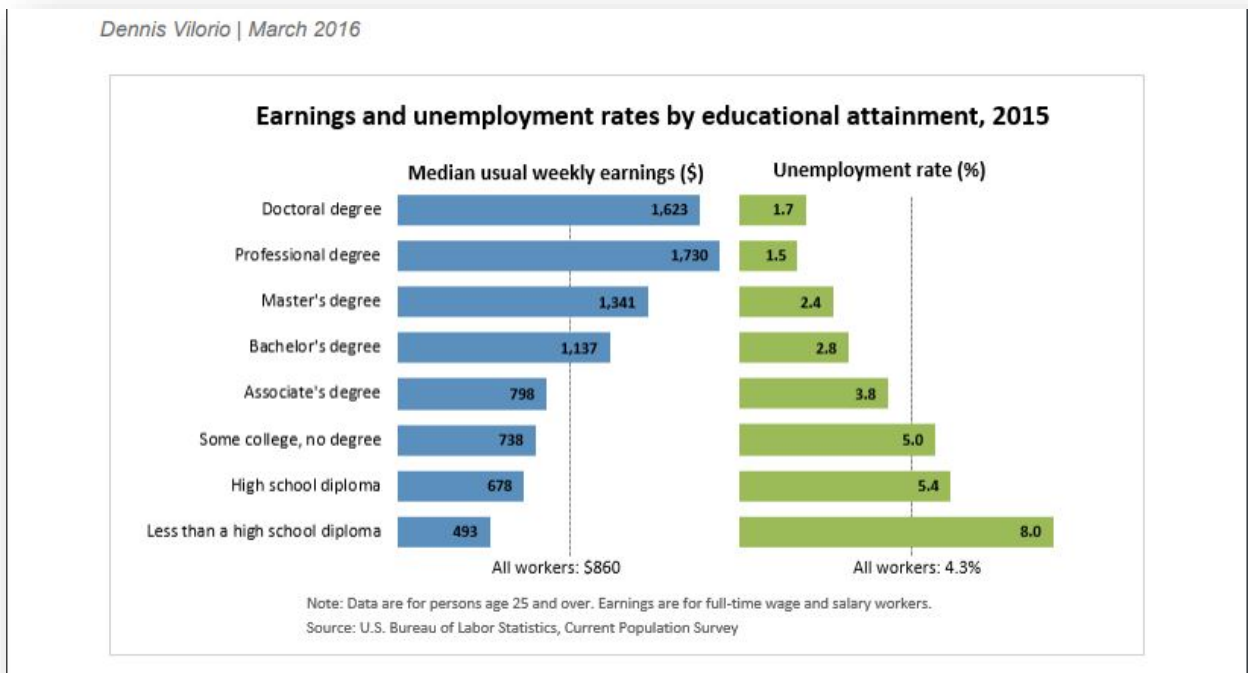
Grad College Report

Why it matters to diversify Graduate Education? A White Paper

The Graduate College has prepared this white paper to call attention to the importance of diversity in graduate education. Illinois is a land grant institution charged with enhancing the lives of citizens in Illinois, across the nation, and around the world. Diversity in graduate education is a vital part of that mission as outlined in the economic, social, and institutional rationales below. We also present evidence for investing in graduate student diversity and why we believe it is an ethical imperative for our campus.

Economic Rationale

According to the U.S. Bureau of Labor Statistics (2016), “earnings increase and unemployment decreases as educational attainment rises.”¹⁰ Indeed, employees with doctoral and professional degrees have the largest earning potential and lowest unemployment rate.¹¹



In today's global and digital economy, attaining an undergraduate degree is not enough to achieve full earning potential. According to a 2013 survey of employers, employers want universities to place more emphasis on intellectual and practical skills with “information literacy” (72%) and “teamwork skills in diverse groups” (67%) topping the list of desired

¹⁰ Dennis Vilorio. March 2016. “Education Matters.” Bureau of Labor Statistics. Retrieved 17 October 2017 from <https://www.bls.gov/careeroutlook/2016/data-on-display/pdf/education-matters.pdf>

¹¹ Ibid.

abilities.¹² By comparison, “quantitative reasoning” came in at 55% and “knowledge about science and technology” at 56%. Surveyed employers also identified “ethics” and “intercultural skills” as the two most important areas for prospective employees regardless of academic field.¹³

Graduate education matters for all populations as improved information literacy through “more education leads to better prospects for earnings and employment.” Equally as important to students is attending a university with diverse graduate programs allowing the opportunity to develop valuable on-hand skills for working in diverse groups.

Social Rationale

In the past thirty years, the demographics of the United States has changed dramatically. African Americans and Latinas/os now make-up 31.1% of the US population.¹⁴ In global cities such as Chicago, Los Angeles, and New York, people who identify as non-ethnic White are no longer the majority population. For example, Chicago’s population is 31.7% non-Hispanic white, 32% African American, and 28% Latina/Latino.¹⁵

The University of Illinois has been slow to keep up with national and state demographic changes in its undergraduate and graduate enrollments. Long-term investments in undergraduate admissions and retention have yielded improved results in recruiting and graduating Latina/o undergraduates while African American undergraduates remain significantly underrepresented.

Nonetheless, the underrepresentation of African American, Latina/o, and Native American students within graduate programs remains severe and systemic. In spite of demographic changes at the national and state level, improvements in undergraduate enrollments, and the fact that graduate education improves the earning potential and employment prospects of students, ethnic and racial minorities make up 8.2% of graduate programs at Illinois, a number that has not substantially changed in the past 10 years.¹⁶

Out of 10,428 graduate students, 985 students are from underrepresented groups. Additionally, Illinois is currently in the bottom 25th percentile of peers in the percent of graduate and professional degrees granted to students from underrepresented groups.¹⁷ In sum, Illinois is underserving underrepresented communities with regard to attaining a graduate education.

Institutional Rationale

Diversifying graduate education is a complex and key best practice in developing an equitable and inclusive institutional culture. Research on structural diversity and impact on students

¹² Hart Research Associates. April 2013. “It takes more than a major: Employer priorities for college learning and student success.” Retrieved 17 October 2017 from

https://www.aacu.org/sites/default/files/files/LEAP/2013_EmployerSurvey.pdf

¹³ Ibid.

¹⁴ U.S. Census. “American FactFinder: Community Facts.” Retrieved 17 October 2017 from

https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml?src=bkmk

¹⁵ Ibid.

¹⁶ DMI; Peers include UC Berkeley, UC Los Angeles, UC San Diego, U of Michigan, U of North Carolina Chapel Hill, UT Austin, U of Washington, U of Wisconsin Madison.

¹⁷ DMI

demonstrates that diversity along the entire ecosystem from undergraduate to graduate to faculty plays a significant role in producing an equitable and inclusive climate:

“The sheer fact that racial and ethnic students remain minorities in majority White environments contributes to their social stigma (Steele, 1992) and can produce minority status stress (Prillerman, Myers, & Smedley, 1989; Smedley, Myers, & Harrell, 1993). ... (A)n institution’s stance on increasing the representation of diverse racial/ethnic groups communicates whether maintaining a multicultural environment is a high institutional priority.”¹⁸

Improving the success of underrepresented undergraduate and graduate students is dependent on increasing diversity throughout the academic pipeline. Moreover, to meet the needs of industry and academy requires an investment in graduate and undergraduate students. A Ph.D. is required to attain employment in many STEM industries and national laboratories, for example.

Evidence for Investing in Graduate Student Diversity

The following are recommendations based on the 3-year outcomes of the Illinois Sloan University Center for Exemplary Mentoring grant, a \$1 million grant to diversify STEM graduate education:

1. **The cost of graduate education presents a significant barrier for underrepresented and first-generation graduate students.** Tuition-waiver generating assistantships at the 50% level are critical to recruitment and retention. At least 1-year of fellowship at matriculation provides the most effective transition to graduate education. This must become a financial priority for Central Administration and Academic Colleges. It should be a shared responsibility.
2. **Applying holistic admissions practices free from bias and bias generating metrics, such as the use of GRE cut scores, is critical to improving access to all students who might come from non-traditional sending institutions.** Underrepresented ethnic and racial minority applicants are more likely to apply from these institutions. Admissions committees trained in holistic admissions are more successful in admitting diverse applicants.
3. **Tiered mentoring involving peer mentors, academic advisors, and research advisors is vital to student retention and student success.** This practice has been so effective for supporting students from diverse gender, ethnic, and racial backgrounds and first-generation students in the Sloan departments that at least one department at Illinois is applying the mentoring model to its entire graduate student population.

Illinois’ Ethical Imperative

Graduate education is a key characteristic of all research universities.¹⁹ Diversity in graduate education is central to providing a holistic experience for both undergraduate and graduate

¹⁸ Sylvia Hurtado, Jeffrey F. Milem, Alma R. Clayton-Pedersen, and Walter R. Allen. 1998. “Enhancing Campus Climates for Racial/Ethnic Diversity: Educational Policy and Practice.” *The Review of Higher Education*. 21:3. Retrieved 1 Nov 2017 from <https://muse.jhu.edu/article/30049>

¹⁹ Marybeth Gasman. Sept 2011. “Graduate Education Matters.” Retrieved on 17 Oct 2017 from <http://www.chronicle.com/blogs/innovations/graduate-education-matters/30359>

students. Graduate students are the next generation of professors, Noble Laureates, and creative and scientific innovators. Lee Bollinger (2007), the former president of Colombia University and the University of Michigan in writing about why diversity matters to institutions of higher learning observed:

“We know that connecting with people very – or even slightly – different from ourselves stimulates the imagination; and when we learn to see the world through a multiplicity of eyes, we only make ourselves more nimble in mastering and integrating – the diverse fields of knowledge awaiting us.”²⁰

By not investing in opportunities for ethnic and racial minority students to attain a graduate education, Illinois is foreclosing on the economic potential of those students and the potential to transform the communities and global society in which they live. By not providing international and majority graduate students an opportunity to interact, learn, and work alongside people very or slightly different from them, Illinois limits the innovative production of knowledge.

The current process of budget reform on our campus provides an ideal opportunity for all of us to rethink how and why we will commit to supporting graduate education for students underrepresented on our campus. The Graduate College looks forward to participating in this dialogue.

²⁰ Lee Bollinger. June 2007. “Why Diversity Matters.” *Chronicle of Higher Education*. Retrieved 17 Oct 2017 from <http://www.chornicle.com/article/Why-Diversity-Matters/9152>

Appendix 4

Tables 11 and 12

Table 11. November 10, 2017 - Faculty Administrators and Tenure/Tenure Track Faculty

Faculty Administrators	White	Asian	African American	Latina/Latino/Latinx	Two or More	Native American	Women	Men	Grand Total
Agr, Consumer, & Env Sciences	8	3	0	1	0	0	4	8	12
Applied Health Sciences	10	0	1	0	0	0	7	4	11
Carle Illinois Medicine	0	1	0	0	0	0	0	1	1
Chancellor	0	0	2	0	0	0	1	1	2
College of Business	6	0	0	0	0	0	1	5	6
College of Media	2	0	0	1	0	0	3	0	3
Education	1	0	2	0	0	0	2	1	3
Engineering	26	10	0	2	0	0	4	34	38
Fine & Applied Arts	7	0	0	0	0	0	4	3	7
Graduate College	1	0	0	0	0	0	0	1	1
Illinois International	0	0	1	0	0	0	1	0	1
Law	2	1	1	0	0	0	2	2	4
Liberal Arts & Sciences	39	8	0	2	0	0	14	35	49
Medicine at UIUC	2	0	0	0	0	0	0	2	2
Provost & VC Acad Affairs	4	1	0	0	0	0	1	4	5
School of Information Sciences	3	0	0	0	0	0	1	2	3
School of Labor & Empl. Rel.	2	0	0	0	0	0	0	2	2
School of Social Work	1	1	0	0	0	0	1	1	2
University Library	2	0	0	0	0	0	1	1	2
Veterinary Medicine	4	2	0	0	0	0	2	4	6
Vice Chancellor for Research	1	0	0	0	0	0	1	0	1

Tenure/Tenure Track w/out Faculty Administrators	White	Asian	African American	Latina/Latino/Latinx	Two or More	Native American	Women	Men	Grand Total
Agr, Consumer, & Env Sciences	125	25	5	16	1	0	55	117	172
Applied Health Sciences	36	11	2	6	0	0	33	22	55
Center Innov in Teach Learn	1	0	0	0	0	0	0	1	1
College of Business	47	36	4	6	2	0	25	70	95
College of Media	21	5	4	2	0	0	15	17	32
Education	42	8	10	3	1	0	39	25	64
Engineering	230	112	11	15	1	0	66	303	369
Fine & Applied Arts	125	11	12	13	2	0	52	111	163
Law	22	2	3	0	1	1	11	18	29
Liberal Arts & Sciences	409	103	28	35	10	5	216	374	590
Medicine at UIUC	2	0	0	0	0	0	0	2	2
School of Information Sciences	21	2	2	0	0	0	15	10	25
School of Labor & Empl. Rel.	11	5	0	1	0	0	6	11	17
School of Social Work	11	3	0	2	2	0	14	4	18
University Library	54	5	4	5	2	0	49	21	70
Veterinary Medicine	31	10	1	3	0	0	21	24	45

Table 12. November 10, 2017 - Faculty Administrators and Tenure/Tenure Track Faculty

Faculty Administrators	White	Asian	African American	Latina/Latino/Latinx	Two or More	Native American	Women	Men	Grand Total
Agr, Consumer, & Env Sciences	66.67%	25.00%	0.00%	8.33%	0.00%	0.00%	33.33%	66.67%	1
Applied Health Sciences	90.91%	0.00%	9.09%	0.00%	0.00%	0.00%	63.64%	36.36%	1
Carle Illinois Medicine	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	1
Chancellor	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	50.00%	50.00%	1
College of Business	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	16.67%	83.33%	1
College of Media	66.67%	0.00%	0.00%	33.33%	0.00%	0.00%	100.00%	0.00%	1
Education	33.33%	0.00%	66.67%	0.00%	0.00%	0.00%	66.67%	33.33%	1
Engineering	68.42%	26.32%	0.00%	5.26%	0.00%	0.00%	10.53%	89.47%	1
Fine & Applied Arts	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	57.14%	42.86%	1
Graduate College	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	1
Illinois International	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	100.00%	0.00%	1
Law	50.00%	25.00%	25.00%	0.00%	0.00%	0.00%	50.00%	50.00%	1
Liberal Arts & Sciences	79.59%	16.33%	0.00%	4.08%	0.00%	0.00%	28.57%	71.43%	1
Medicine at UIUC	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	1
Provost & VC Acad Affairs	80.00%	20.00%	0.00%	0.00%	0.00%	0.00%	20.00%	80.00%	1
School of Information Sciences	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	33.33%	66.67%	1
School of Labor & Empl. Rel.	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	1
School of Social Work	50.00%	50.00%	0.00%	0.00%	0.00%	0.00%	50.00%	50.00%	1
University Library	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	50.00%	50.00%	1
Veterinary Medicine	66.67%	33.33%	0.00%	0.00%	0.00%	0.00%	33.33%	66.67%	1
Vice Chancellor for Research	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	1

Tenure/Tenure Track w/out Faculty Administrators	White	Asian	African American	Latina/Latino/Latinx	Two or More	Native American	Women	Men	Grand Total
Agr, Consumer, & Env Sciences	72.67%	14.53%	2.91%	9.30%	0.58%	0.00%	31.98%	68.02%	1
Applied Health Sciences	65.45%	20.00%	3.64%	10.91%	0.00%	0.00%	60.00%	40.00%	1
Center Innov in Teach Learn	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	1
College of Business	49.47%	37.89%	4.21%	6.32%	2.11%	0.00%	26.32%	73.68%	1
College of Media	65.63%	15.63%	12.50%	6.25%	0.00%	0.00%	46.88%	53.13%	1
Education	65.63%	12.50%	15.63%	4.69%	1.56%	0.00%	60.94%	39.06%	1
Engineering	62.33%	30.35%	2.98%	4.07%	0.27%	0.00%	17.89%	82.11%	1
Fine & Applied Arts	76.69%	6.75%	7.36%	7.98%	1.23%	0.00%	31.90%	68.10%	1
Law	75.86%	6.90%	10.34%	0.00%	3.45%	3.45%	37.93%	62.07%	1
Liberal Arts & Sciences	69.32%	17.46%	4.75%	5.93%	1.69%	0.85%	36.61%	63.39%	1
Medicine at UIUC	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	1
School of Information Sciences	84.00%	8.00%	8.00%	0.00%	0.00%	0.00%	60.00%	40.00%	1
School of Labor & Empl. Rel.	64.71%	29.41%	0.00%	5.88%	0.00%	0.00%	35.29%	64.71%	1
School of Social Work	61.11%	16.67%	0.00%	11.11%	11.11%	0.00%	77.78%	22.22%	1
University Library	77.14%	7.14%	5.71%	7.14%	2.86%	0.00%	70.00%	30.00%	1
Veterinary Medicine	68.89%	22.22%	2.22%	6.67%	0.00%	0.00%	46.67%	53.33%	1

Diversity Institute

We propose a new research initiative on Diversity Science, in which we develop an interdisciplinary and collaborative center that uses rigorous scientific methods to address diversity issues, such as those concerning race, gender, religion, and sexual orientation. These topics hold great relevance for the University of Illinois and society at large. As racial demographics continue to shift in the United States, systemic inequities undermine the full realization of a thriving and diverse society. These issues will continue to be of central importance in years to come.

Cutting-edge research that is derived from the dissemination of ideas across disciplines and from collaborations that bridge disciplines is sorely needed to effectively address issues related to diversity. Currently, there are a growing number of faculty distributed widely across units and colleges who are producing scholarship related to diversity science, and many of these individuals are prominent scholars in their own right. The potential to build a strong, successful center with a wide range of expertise and research emphasis is thus present at Illinois. However, to date, faculty who address issues related to diversity exist somewhat in a vacuum, with little connection across disciplines. Intersections of expertise that cut across disciplines could be readily leveraged to create a thriving enterprise whose whole in addressing issues related to diversity will far outreach the sum of its parts. Bringing these scholars together in a more organized fashion would also increase their ability to bring significant research grant funding to the University.

We have begun working on creating such a cross-campus initiative, modeled after other successful initiatives on campus, such as the Cancer Center. This initiative will bring together scholars from across campus interested in Diversity Science-related issues that are the subject of cutting-edge research, including topics such as implicit bias, stereotype threat, identity formation, social justice and law, diversity in science, intergroup relations, and health disparities. We hope that this initiative will cross-pollinate research methodologies and provide scholars with new or richer approaches to study diversity-related issues in their own fields. In addition, we hope to develop research directions and collaborative programs that intersect with campus priorities and other initiatives such as the Carle-Illinois College of Medicine, institutes such as the Beckman, IGB, and the Cancer Center, with implications for health and wellness research, social equality and cultural understanding, and policy at local, national, and international levels. This research initiative will also complement efforts across campus focusing on specific issues of diversity (e.g., aging and disability) as well as on physiological and biological perspectives (e.g., the CHAD Annual Symposium in AHS; Carle Neuroscience Symposium; Health Care Engineering).

Our goal is to work toward a larger center that will put Illinois on the national map, much like the Kirwan Institute on Race and Ethnicity at Ohio State (<http://kirwaninstitute.osu.edu/>) and the Haas Institute for Inclusion at Berkeley (<http://haasinstitute.berkeley.edu/>). This long-term goal would necessitate substantial investment on national and local levels (such as recruiting a nationally-recognized leader in Diversity Science to be the Head of this center). This initiative will catalyze large projects focused on diversity issues in contexts ranging from education to

medicine to politics to economics. Ultimately, like other centers on campus, we hope to provide coordination of cross-campus diversity-related research and collaborations across research, education, and public engagement settings. We will encourage training grants and provide grant writing support for projects large and small, and will develop scientifically-backed materials that will be useful on both local and national levels for education, research, and policy purposes. This initiative also has the strong potential to appeal to private funders and foundations with interests in enduring and contemporary issues of diversity.

Addendum to Public Engagement white paper

March 1, 2018

This addendum is a response to the Public Engagement Report written in November 2017 and posted on the University of Illinois website. That Report was researched and written within a short time frame and understandably left out many aspects of this challenging focus area. This brief addendum is inadequate but aims to broaden the conversation somewhat. Further, plans and values statements must be living materials, so that this document is a work in progress.

While the University aims to be a trusted source of knowledge and reliable people, it is not currently trusted or perceived as reliable in many circles. There have been too-frequent missteps, miscommunications, and outright misuse of power over the years. Rebuilding that trust will take all of us.

Premises

- Local leaders and activists have long been involved in community uplift and their experiences and organizations deserve attention and, when possible, support from the University, which is hosted by these communities.
- A multiplicity of approaches is needed and desirable, while recognizing that work in coalitions can amplify smaller efforts and strengthen shared priorities. At times, coalitional work requires sitting with discomfort and certainly learning and practicing conflict management.²¹
- University engagement with publics needs to evaluate not only the immediate financial costs and benefits, but also the costs and benefits to morale, resource use, and credibility, short- and long-term.
- “Nothing about us without us,” a slogan with a long history among activists, must guide responsible research with community members.
- Institutional change is slow, hard and messy; those involved in community engagement efforts must accept and learn from mistakes as well as name and confront current entrenched power structures that do not serve us well. Participants must reflect on: who benefits? Who does not benefit? Why? What can be done?²²
- The University is not monolithic, of course, and there are numerous individuals on campus and with Extension who have built long-lasting and worthwhile connections within the local area and across the state.

²¹Conflict management/resolution **must** include memories of past events; conflicts that have not been resolved and wounds that continue to fester (cf Ahmed, *On Being Included*:

<https://www.dukeupress.edu/on-being-included>; Chatterjee and Maira, eds. *The Imperial University: Academic Repression and Scholarly Dissent* [2014]); Viet Nguyen, <https://vietnguyen.info/2013/just-memory-war-and-the-ethics-of-remembrance>

²²To contribute to improved relations, the University needs to foster concerted efforts to gather stories and experiences from past campus-community exchanges, to document our histories and acknowledge problems. A recent excellent example of such historical reflection is the [Chancellor-sponsored video, “A Home of Their Own,”](#) on housing for African-American students at the University in the 1940s.

- The communities and University together will foster a culture of appreciation for each other and our work.

The [Imagining America](#) (IA) consortium, of which the University of Illinois has been a member since the early 2000s, is a helpful resource for planning engagement policies, curricular programming, and faculty development. Current IA involvement is through the Illinois Program for Research in the Humanities (IPRH). The [Engagement Scholarship Consortium](#) (ESC) is another national organization that may be useful to strategic planning for public engagement.

The November report recommends a set of advisory groups. The Office of Undergraduate Research, the Odyssey Project (through IPRH), and the Education Justice Project (EJP) are on-campus entities that were not mentioned in the November report but which have a track record of effective engagement (there are others, too) and should be involved in internal planning. Student course-based research on the University, generated through over a decade of courses with the [Ethnography of the University Initiative](#) (EUI) have been [archived in IDEALS](#), and are a trove of information about community-based work.

Rather than name particular off-campus organizations or individuals who may join this public engagement effort as external advisors, categories of groups with which to collaborate include: anti-violence groups; businesses and business associations; city and county governments; continuing (adult) education; environmental justice groups; health advocates and clinics; affordable housing advocates; immigration and new immigrant support groups; Legal Aid; libraries; media groups; museums; park districts; public schools; religious organizations; service providers and groups; social justice groups; Urbana-Champaign Big Broadband (UC2B); and youth-serving organizations. Please note that community members who are not affiliated with the University and are invited to serve on advisory groups should be adequately compensated for their time, ideas and expertise as consultants.

--This document was written by Sharon Irish, in consultation with five community partners who provided feedback to an initial draft. Sharon Irish is a part-time project coordinator at the School of Information Sciences, University of Illinois, Urbana-Champaign, and a long-time Urbana resident.