

Goal #3: Promote Diversity and Inclusion

The College views diversity work as a core value for addressing historical and contemporary institutional barriers and inequity within higher education. Increasing diversity in the classroom and research environment enhances the College's intellectual culture, energizes innovative thinking, and models excellence. Indeed, investing in a diverse and inclusive College is a strategic way of investing in excellence.

The objectives of this working group are to provide guiding input around the core values of diversity, equity, inclusion (diversity work) necessary to achieve the goals of academic excellence in the 21st Century. Specifically, the College asks Task Force members to help it identify potential strategies for the following.

1. Addressing the recruitment, mentoring, and retention of women and diverse women in the sciences as well as domestic U.S. ethnic and racial minorities across academic disciplines and administrative units.
2. Enhancing the instructional, educational, research, and professional climate for U.S. ethnic and racial minorities, women, LGBTQ people, low-income and first-generation students, and international students, faculty, and staff, among other groups underrepresented in the College of LAS.

Background & Context

In the past thirty years, the demographics of the United States has changed dramatically. African Americans and Latinas/os now make-up 31.7% of the US population and 22.8% of Illinois's population. In global cities such as Chicago, Los Angeles, and New York, non-Hispanic Whites are now the minority. Chicago's population is 32.7% non-Hispanic White, 30.5% African American, and 29.7% Latina/Latino.

The University of Illinois has been slow to keep up with demographic changes reflective of the nation or the state. Yet College and Campus investments in undergraduate education have yielded improved results in recruiting and graduating Latina/o undergraduates while African American undergraduates remain seriously underrepresented. Additionally, the underrepresentation of African American, Latina/o, and Native American faculty and graduate students remains severe and systemic within many of its academic programs.

In this context, LAS plays an essential role in campus's efforts to increase U.S. domestic and global diversity in students, faculty, instruction, and scholarship while modeling an inclusive academic climate for all who work and study at Illinois.

As the largest college at Illinois in terms of headcounts, LAS often drives the Campus diversity.

- **Undergraduate:** In AY2018-19, 19.6% of undergraduate students in LAS majors identified with groups that are ethnically and racially underrepresented in U.S. higher education. Not counting LAS students, the rest of campus stands at 18.7% of students from U.S. ethnically and racially underrepresented groups.
- **Graduate:** LAS enrolls 14.0% (2082/14767) of doctoral or master's students, and 10.8% (255) of LAS graduate students identified with U.S. ethnically and racially underrepresented groups, slightly above the campus average of 10.6%. Notably, while LAS graduate enrollments are at a 10-year low, ethnic and racial diversity is at a 10-year high moving from its low of 6.7%.
- **Faculty:** Out of a total 612.44 LAS faculty appointments, 12.3% tenure-system faculty identified with ethnically and racially underrepresented groups. This percentage is on par with the Campus

average of 12.3%, and it has been relatively static since 2012 and up from its 10-year low of 9.5% in 2009. The percentage of tenure-system women is at 37% and slightly above the Campus average of 35.4%.

- **Staff:** LAS appoints 320.35 academic professionals of which 13.3% identified with ethnically and racially underrepresented groups, and 222.14 civil service staff of which 8.9% identified with ethnically and racially underrepresented groups. The number of academic professionals is above the Campus average of 11.3%, but below the campus average for ethnically and racially underrepresented civil service staff at 16.7%.
- **Curriculum & Instruction:** LAS plays a key role in teaching and researching about U.S. domestic and global diversity. In particular, the [US Minorities and Culture General Education Course Requirement \(USMC\)](#) was the result of an LAS initiative led by the College's ethnic studies units, who with Women and Gender Studies are core players in the implementation of the requirement. Full implementation means that LAS will need to create over 2000 new seats/year through 2020-2021 in certified USMC courses. Our units will not only contribute new courses and increase capacity themselves; they will also provide critical support in training instructors and TAs to ensure learning outcomes for the requirement are effectively satisfied.

The following sections outline some key areas of strategic need for the College around issues of student, faculty, and staff diversity and equity and building an inclusive academic climate. The intent of the outline is to instigate engagement and deliberation around diversity work in the College and are not to be exhaustive or instructive.

Area 1: Developing a College Diversity Structure

1. Provide feedback on the role of Faculty Director of Diversity and Inclusion. The position was created Fall Semester 2017 and functions as the Chief Diversity Officer of the College.
2. Provide recommendations on the creation of College and Departmental Level diversity committees and the effective use of diversity advocates.
3. Provide recommendations on the use of College and Department diversity statements and diversity action plans.

Area 2: Developing Faculty, Students, and Staff Recruitment Resources

1. Undergraduate students
 - a. Think through possible strategies for engaging the Access and Achievement Program to facilitate AAP collaboration with academic programs and help create an inclusive climate for students from ethnically and racially underrepresented groups.
 - b. Think through possible strategies for engaging the Access and Achievement Program for addressing the possibilities for the collaborative development of curricula for recruiting & retaining students from ethnically and racially underrepresented groups as well as low-income students and students from low-sending counties.
 - c. Identify ways courses, curricula, and extra-curricular programs and activities in the College might need to innovate to recruit and retain undergraduate students from underrepresented groups.
 - d. Recommend suggestions for the role LAS should play in the implementation of the US Minority and Cultures (USMC) General Education Requirement for the Campus.
 - i. Identify possible strategies for LAS curricular offering of USMC and other ways to integrate diversity across LAS curricula. Think through potential strategies for

the pedagogical support of faculty and graduate student instruction in USMC and other forms of curricular diversity.

- e. The LAS undergraduate student body is the most culturally diverse on our campus with 20.6% identifying as an underrepresented ethnic and racial minority and 17.2% as international. The Global Leaders Program (GLP), a part of the Life + Career Design initiative, brings together faculty with new international and domestic students in a team- and research-based project that designs solutions for community challenges communities.
2. Graduate Students
 - a. Think through possible strategies for developing an LAS Center for Exemplary Mentoring to assist in the recruitment and mentoring of graduate students from underrepresented groups.
3. Faculty & Staff
 - a. Think through possible strategies for LAS specific recruitment and retention programs of underrepresented faculty and staff members.
 - b. Develop recommendations for the development of or use of preexisting resources to ensure search protocols adhere to and demonstrate good faith efforts to meet the diversity and equity goals of Departments and the College.
 - c. Develop recommendation on the use and efficacy of diversity statements and inclusive job announcements.

Area 3: Building an Inclusive Academic Climate

1. Develop recommendations and strategies for integrating the US Minority Cultures General Education requirement (USMC) and diversity across the LAS curriculum
2. Develop recommendations and strategies for promoting and highlighting the research, teaching, and service of the College's Interdisciplinary Units: Gender & Women Studies, American Indian Studies, African American Studies, Asian American Studies, and Latina/o Studies units.
3. Recommend a process for developing a set of College-wide best practices for fostering an inclusive academic culture through tools such as ombudspersons, climate assessment tools, toolkits for executive officers on active faculty recruitment and mentoring, and the development of diversity statements and diversity action plans.
4. Suggest strategies for encouraging faculty engagement in the Student Academic Affairs Global Leaders Program.
5. Suggest strategies for the implementation of recommendations by the LAS Senior Women's Task Force.

Additional Resources

To assist the Task Force in its discussion it may want to take into account college and campus reports in the area of diversity, equity, and inclusion.

In an effort to inventory and evaluate the effectiveness of campus diversity and inclusion effort, the Chancellor's Office conducted an external review of diversity efforts across the campus in 2017. In its recommendations, the [Chancellor's External Report](#) called for addressing the following areas:

1. Undergraduate student diversity, financial support, academic services support
2. Graduate student diversity, financial support, and climate issues
3. Faculty recruitment, mentoring, and retention (women, U.S. ethnic and racial minorities, international faculty, LGBTQ faculty, and persons with disabilities) with a focus on climate.
4. Diversity and climate issues among administrative and civil service staff

Diversity and Inclusion was also an area of focus in the campus strategic planning process in 2017-2018 (See the [Campus Strategic Plan Diversity and Inclusion Goals and Actions Report](#)).

Among its recommendations are the following:

1. Addressing climate and accessibility issues within the learning environment
2. Undergraduate preparation for working in a diverse and inclusive society
3. Improving graduate student ethnic and racial diversity admissions, enrollments, and graduation rates
4. The recruitment, mentoring, and retention of U.S. ethnic and racial minority faculty and women and diverse women faculty in the sciences.

This past year the LAS Senior Women's Task Force completed their survey and recommendations on issues of gender equity and women's advancement in the College (See attached Task Force Report).

Among the recommendations are the following:

1. Robust implementation of faculty mentoring structure and annual review processes for faculty and executive officers.
2. Create and promote college-level leadership opportunities, resources and training.
3. Addressing and eliminating bias in annual reviews, service, teaching, promotion and tenure considerations, and hiring practices.

The task force report will play a critical role in helping the College to create and implement its diversity and inclusion strategic plan. As such, the Task Force should develop recommendations about top priorities, strategies for achieving those priorities, and suggestions for assessing progress towards the shared goals of the College. In doing so, the Task Force report will contribute to the development of a collaborative communicative framework and shared language around diversity work for the College.