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UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

**Preliminary Evaluation Report for the 2002-2003
Diversity Committee Recommendations
November 2003**

Background on the Diversity Committee Recommendations

On November 10, 2000, the Chancellor and Provost appointed a campus-wide committee to recommend action items for enhancing diversity at the University of Illinois at Urbana-Champaign. The committee is composed of students, faculty and staff. Its work focuses on the following areas: preparing students for a diverse workplace; recruiting and retaining students, faculty and staff from sectors of the population that currently do not, in large numbers, view Illinois as a place to study and work; creating a campus climate that values the contribution of all members of the Illinois community; and broadening the opportunity for Illinois to foster learning, discovery and engagement through diversity. The committee's work is ongoing; the recommendations that follow reflect the committee's recommendations to-date and the status of those recommendations.

Recommendation and Progress/Impact Statements

Recommendation 1: Establishment of a Center on Democracy in a Multiracial Society

Progress/Impact: The Center has been granted temporary status along with a budget for the first 3 years. A house is being renovated at 1108 W. Stoughton, Urbana. A search committee is being formed to hire a permanent director.

Recommendation 2: Research Board: challenge to add breadth to the projects it supports. Scholarship in humanities and social sciences on par with math and science.

Progress/Impact:

- A meeting was held with Dr. Zukowski in May 2003 to explain the funding in the Humanities and Social Sciences.
- Figures derived from the 2003 Research Board Year End Report, show that 55% of the \$7+M funds requested were from humanities, arts and social sciences. 61% of the \$3+M funds awarded were from humanities, arts and social sciences.
- Please note that the Research Board also administers the following:

1. Scholars' Travel Fund (STF) - this program is designed to provide travel support to faculty members in non-scientific/non-engineering areas to present original papers at scholarly meetings.
 2. Humanities Released Time Program – this program supports released time to Humanities faculty to conduct research projects. There were nineteen (19) of these awards in FY03 and eighteen (18) awards in FY02, typically \$9,000 for each award.
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Recommendation 3: Name a chair for Richard and Mildred Barksdale

Progress/Impact:

- A fund was established in the name of Richard and Mildred Barksdale. A major donor was identified who has given a gift and has been a proponent for the growth of the fund. Unrestricted Gift funds were identified by the Chancellor to help grow the fund to \$100,000.
 - The long-term goal is to build the fund to an endowed Fellowship level of \$ 50,000 (qualifying for a campus match at that point) and then work to build it to the professorship level at \$500,000.
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Recommendation 4: Hire permanent directors for the Asian American Studies Program and the Latina/Latino Studies Program; consider granting all Programs faculty lines they control with sufficient staff support and operating budgets.

Progress/Impact: Permanent directors have been hired. Pedro Caban, Latina/Latino Studies Program and Kent Ono, Asian American Studies Program. A new communication, #23 (<http://www.provost.uiuc.edu/provost/appointments/jointappts.htm>) was issued to address process for receiving tenure when the person holds a joint appointment.

Recommendation 5: Increase efforts to recruit and retain faculty in targeted academic departments.

Progress/Impact:

- The Committee on Retention was initiated and charged by the Provost in April 2002. The committee is involved in the institution's efforts to maintain the excellence of our faculty and specifically to use information from exit surveys and interviews to examine ways in which departments assist junior faculty to succeed and provide incentives to retain our highest quality senior faculty. Committee members are asked to identify areas of success and areas of concern as they relate to retaining a diverse faculty.
 - The Committee on Recruitment Practices was initiated and charged by the Provost in October 2002. This committee was asked to follow through on the work on recruitment begun by the Task Force on Gender Equity considering broad questions of recruitment with special attention to gender issues.
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Recommendation 6: Institute faculty, staff, student, and program diversity factors in the evaluation of units and top administrators (Provost's Document 10). Implement specific mandatory criteria in the hiring and review process for Deans, Directors, and Department Heads that will provide accountability for diversity issues.

Progress/Impact: The Office of the Provost continues to meet with Deans, Directors and Department Heads to review the progress made and chart future directions needed to address diversity issues pertinent to their units. The Office of Equal Opportunity and Access (OEOA) will provide sexual harassment, diversity and ADA training to over 1,100 faculty, staff and students by the end of fiscal year 2003. OEOA staff met with many deans, directors, department heads, equal opportunity officers, affirmative action officers and other key personnel in the past year, continuing the proactive initiative to make sure education and training programs are provided to the campus.

Recommendation 7: Create a university environment in which opportunities for persons with disabilities to fully participate in, contribute to and/or benefit from U of I programs, services and resources are indistinguishable from those afforded persons without disabilities. This can be achieved by increasing the prevalence of persons with disabilities among the faculty, staff and students; promoting better understanding and use of universal design principles relative to all University resources, programs and services; enhancing academic discourse regarding disability by increasing disability content in UI curricula; and increasing campus-wide disability education to enhance disability awareness and knowledge of how to appropriately and effectively engage persons with disabilities. Specific recommendations for achieving these ends are contained in the addendum to this report entitled *Appendix A - Working Group Recommendations on Disability Access*.

Progress/Impact:

- Reasonable accommodation request form for the use of any employee is now available on the web (<http://www.eoa.uiuc.edu/ADA/ix-a-25attach1.pdf>)
- Anthony Walesby, Brad Hedrick and Kim Collins have been holding training sessions with departments regarding how to address issues relevant to students with disabilities
- The Division of Rehabilitation-Education Services has received funding from the Provost to support a needs assessment for UI faculty and staff with disabilities, and to propose a system that would most effectively accommodate the disability-related needs of faculty and staff
- The Diversity Committee agreed at its last meeting to recommend that the Chancellor draft a statement of support for the inclusion of a written disability access statement in all course syllabi, and a similar verbal statement at the beginning of each new class term. The recommended disability access statement is: "Students who have disabilities that may adversely impact their ability to participate in course activities, or to meet course requirements are encouraged to contact the instructor to discuss their disability-related needs and to request reasonable accommodations."
- DRES disseminates a message via e-week at the beginning each term that directs instructors to a web page at www.rehab.uiuc.edu/faculty/default.html containing relevant information on classroom accommodations for students with disabilities.

Recommendation 8: Increase hiring of diverse academic professionals particularly in central and campus administration.

Progress/Impact: Some progress has been made to increase retention of minority and under represented academic professionals in central and campus administration.

Recommendation 9: Increase Graduate College Fellowship funds.

Progress/Impact: A report was submitted to the Diversity Committee in 2002-2003. Keeping funds available to recruit and support outstanding graduate students through fellowships remains our highest priority. Funding for the Graduate College fellowship program has remained stable over the past two years; in light of the campus budget situation, the fact that we have not lost ground could even be seen as positive.

It is perhaps worth noting that private gifts to support graduate fellowships have increased significantly in the past decade. According to the University of Illinois Foundation, from 1993 to 2003, private gifts supporting graduate fellowships have increased from \$15 million to \$52.5 million. Many of these gifts have been at the departmental level rather than the college level, but still represent gains for graduate fellowship dollars overall. The Graduate College is working with Campus Development to attract additional funds for graduate fellowships awarded at the college level.

Recommendation 10: Increase fellowship funds for women graduate students in underrepresented areas.

Progress/Impact: A report was submitted to the Diversity Committee in 2002-2003. The Graduate College operates fellowship competitions that are open to students in all areas, not just particular segments of the campus. Areas in which women students are underrepresented are most likely concentrated in science, technology, engineering, and mathematics fields, and some fellowships are offered by departments in those fields. Again, the Graduate College is working to increase fellowship funds for all students.

Recommendation 11: Bolster the outreach activities of the Graduate College to attract the most promising students from underrepresented groups to graduate programs across the campus.

Progress/Impact: The Graduate College is home to three primary initiatives to attract promising students from underrepresented groups to graduate study, and to help them succeed in their programs: the Summer Research Opportunities Program, the Academic Year Research Apprenticeship Program, and the Summer Pre-Doctoral Institute.

Since 1986, the University of Illinois at Urbana-Champaign has participated in the Summer Research Opportunities Program (SROP), a program initiated by the Committee on Institutional Cooperation (CIC) graduate deans to interest talented undergraduate minority students in academic careers and to enhance their preparation for graduate study through intensive research experiences with faculty mentors. SROP provides sophomores, juniors, and seniors with a 9-week summer experience in which they can learn about graduate education, research in their major field, and careers in academe. The Graduate College is

working closely with graduate programs to encourage them to maximize their recruitment efforts with this talented group of students.

The Academic Year Research Apprenticeship Program (AYRAP) is designed to introduce freshmen and sophomores to research and summer research programs and to prepare them for research and internship opportunities in academia and in industry. Students in AYRAP are given first consideration for participation in SROP, either at Illinois or at another CIC institution.

Now in its third year, the Summer Pre-Doctoral Institute (SPI) provides incoming graduate students from underrepresented groups with experiences designed to help them succeed in their studies. SPI encourages rapid acclimation to the campus and to various departmental, disciplinary, and graduate school cultures. Students from all disciplines are eligible for participation; however, students in science, engineering, and mathematics are specifically targeted.

Recommendation 12: Establish partnerships with historically black colleges and universities, Hispanic serving institutions and tribal colleges to recruit students into graduate programs

Progress/Impact: The University of Illinois at Urbana-Champaign, an associate member of the Hispanic Association of Colleges and Universities (HACU). On September 11-13, 2003, the Graduate College hosted a conference, "Graduate Education for Hispanics in Science and Engineering," to bring together representatives from member institutions in the Hispanic Association of Colleges and Universities, professional organizations, government, and industry to address the underrepresentation of Hispanics in higher education-as students, faculty, and researchers-and in science and engineering professions. Institutions represented at that conference included the following Hispanic-serving institutions (HSIs): New Mexico State University, Texas A. & M. Kingsville, and UT-Pan American. Under the leadership of Associate Dean Cecilio Barrera, the Graduate College is now following up with these institutions in an effort to recruit Hispanic students to graduate programs at the University of Illinois.

This fall, the Graduate College has also made a number of important connections with the following historically black colleges and universities (HBCUs): Howard University, Jackson State University, Alcorn State, Clark-Atlanta, Morehouse, Spelman, Stillman, North Carolina A & T, Xavier University.

Recommendation 13: Provide full measure of resources to units such as Office of Minority Student Affairs and Office of Admissions to ensure that undergraduate retention and collaborative efforts, as well as campus recruiting initiatives can be expanded.

Progress/Impact: No budgetary increments were provided to OMSA, however their budget was protected during the fiscal challenges faced during FY03 and 04.

Recommendation 14: Provide scholarship funding for out-of-state minority undergraduate students and more mid-range Illinois residents.

Progress/Impact: The growth in the Generation to Generation Scholarship program is adding some scholarship support for these students however they are not specifically targeted for these groups.

Recommendation 15: Extend health benefits to domestic partners. The proposal on extending health benefits to unmarried same-sex and unmarried opposite-sex domestic partnerships was first passed in the Senate in 1996 on three campuses and the University Senates Conference. Again, in April 2001, the proposal, with additional data on universities, Fortune 500 companies, and state and local governments, was reconfirmed and passed by the Urbana-Champaign Senate. The granting of health benefits to domestic partners continues to increase---all Ivy League universities, major state universities, and 6 Big Ten schools subscribe to such plans.

Progress/Impact: Health benefits were extended to unmarried same- sex domestic partners at the September 18, 2003 meeting of the Board of Trustees.

Recommendation 16: Offer health coverage for contraception for women faculty and staff as well as spouses and partners of male faculty and staff. Women graduate and undergraduate students receive this benefit through McKinley Health Center but it is not offered for faculty, academic professionals and staff. Eight of the Big Ten Schools as well as the University of Illinois Springfield and University of Illinois Chicago offer this benefit.

Progress/Impact: Starting in February 2002, female Urbana campus employees will be able to fill prescriptions for certain oral contraceptives at no cost through McKinley Health Center. State coverage for all contraceptives begins July 1, 2004.

Recommendation 17: Increase support for and understanding of lesbian, gay, bisexual and transgender issues and members of the campus community. Specific recommendations are provided in *Appendix B – Recommendations from Office of LGBT Concerns (see attached)*.

Progress/Impact: Chancellor has set up a standing committee to deal with LGBT concerns. They have established goals with one primary goal - increase staffing in the LGBT office to 1 FTE.

Recommendation 18: Seek “legislative relief” that will allow the University to expand childcare facilities beyond research oriented centers. The Board of Trustees approved the expansion of the Child Development Laboratory, representing a first step to increase available campus childcare. However, one of the many issues affecting the recruitment and retention of women faculty and staff continues to be the lack of affordable, high quality childcare.

Progress/Impact:

- Emergency and Sick Child Care - When child care arrangements fall through, for example, due to the illness of a baby sitter, "back-up" care is available through the Child Care Resource Service (CCRS) at the University of Illinois Urbana-Champaign. The program is described at http://www.aces.uiuc.edu/%7ECCRSCare/BUS_1/homepage.php. To make best use of the program, parents should pre-register their child with CCRS so that the required information for the child is readily available. Currently, the "back-up" care utilizes unused spots in day care facilities. There are over 25 day care providers in Champaign-Urbana and nearby communities (all within Champaign county) who have joined the program. When back-up care is needed, parents can visit a web page and see which of their "favorites" have an unused place available. (Parents should realize that back-up infant care may not always be available.) A program for sick child care is under development and expected to be in place sometime next year. Watch the success by six website (<http://uwayhelps.org/successby6.html#>) for more information. In this program, a skilled caregiver will come to the home to care for a mildly ill child.
- Work is underway to establish a child care program at the Research Park. It is hoped that this will be in service in the near future.

Recommendation 19: Initiate a planning effort for a program to commemorate the 50th Anniversary of Brown vs. Board of Education. A proposal for such an anniversary celebration is attached. [A committee has been charged to develop a year-long dialogue.]

Progress/Impact: The Brown v Board Commemoration Committee funded approximately 23 grants, and are co-sponsoring more than 50 programs, lectures, films, performances and other activities in a year long study of the impact of Brown, featuring scholars, journalists and artistic performers from across the nation as well as drawn from the wealth of campus talent. The activities kicked off with an address by author and NPR correspondent Juan Williams who talked about the contributions of Supreme Court Justice Thurgood Marshall to the legal breakthrough brought about the Brown decision. A major law/education conference will take place in April, 2004 with Julian Bond as keynote speaker. The commemoration will continue through commencement, 2004, with a few projects continuing until December, 2004. Information is available at <http://www.oc.uiuc.edu/brown>.

Recommendation 20: Ensure that teaching workshops and orientation programs for faculty, staff and graduate students with assistantships include diversity content.

Progress/Impact: Diversity content is incorporated into all teaching and graduate teaching assistant orientations as well as new faculty and administrator orientations. Topics woven into these discussions are topics on individual differences such as learning styles, sexual harassment, gender differences and diversity in the classroom.

Recommendation 21: Establish a Graduate College lecture program to bring faculty members from minority-serving institutions to our campus..

Progress/Impact: The Center for Democracy in a Multiracial Society, established in fall 2002, sponsors a number of programs that have resulted in bringing a number of faculty members from minority-serving institutions to campus. However, through our developing relationships with a number of HSIs and HBCUs (see 12. above), the Graduate College also hopes to bring some faculty members, particularly those working in science, technology, engineering, and mathematics fields, from these institutions. In addition to providing these individual faculty members an opportunity to connect with Illinois faculty, these visits could help lay the groundwork for partnership agreements with their institutions that would enable us to better serve their students who wish to pursue graduate study at the University of Illinois.

Recommendation 22: Demonstrate the value to the campus community of the existing cultural programs, the Office for LGBT concerns and the Office of Women's programs by providing resources to enable them to enhance their ability to provide quality services to the campus and community.

Progress/Impact: Funds were allocated on a non-recurring basis to the LGBT committee.

Recommendation 23: Increase meaningful, well-coordinated and sustained campus engagement in the surrounding Urbana-Champaign community. Both the campus and local community need increased skills in navigating each other's environment with respect and understanding, and in a way that provides for the development of cooperative and meaningful community-campus engagement. See *Appendix C – Engagement in the Surrounding Urbana-Champaign Community* for more details.

Progress/Impact:

- Held focus groups and interviews with community and faculty members.
 - Established Student Community Volunteer Program which connects the University of Illinois students with two local community organizations and assists those organizations with volunteer management.
 - Sponsored a section of the Learning in Community (LINC) Campus-wide service learning course.
 - Initiated a dialogue between the English Department's Writing Studies program and a local literacy focused youth program.
 - Assisting the Community Consortium for Economic Develop to re-establish itself and to connect with university faculty and students.
 - The Office of Equal Opportunity and Access has a continued commitment to develop new relationships and strengthen current partnerships between the University and internal stakeholders, as well as external community groups. OEOA has been designated as the coordinator of community outreach efforts toward minority and female populations.
 - Four particular events that stand out as excellent examples of our commitment to this goal include planning and implementing meetings and receptions for the Black Faculty/Academic Professional Caucus and local community leaders with the Chancellor and Provost, co-sponsoring a welcome reception for the new Superintendent of the Champaign School Unit 4 District that included the Chancellor and community leaders, partnering with the Martin Luther King, Jr. Advocacy for Justice Committee to provide scholarships to high school students from low socio-economic backgrounds and focusing on campus/community "good neighbors" principles.
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Recommendation 24: Design and build a web site where information on diversity in the curriculum, cultural activities, and existing campus policies is openly disseminated. This should include information on classes dealing with U.S. minorities, ethnic studies programs, cultural centers, student organizations focused on diversity issues, and a comprehensive list of diversity events that can be commingled with planning.

Progress/Impact: A web site is substantially completed. A way of finding and publicizing diversity events across campus needs to be identified. <http://www.diversity.uiuc.edu>. At this point in time, the web site has been entirely static rather than the active resource envisioned by the committee in their report.

Recommendation 25: Establish both a Non-Western Cultures and a U.S. Domestic Minority Peoples and Cultures General Education requirement. The domestic minority requirement should initially focus on a critical examination of racism and/or (a) racial/ethnic minority group(s) and should eventually facilitate course work on social groups identified by gender, sexuality, disability, and corresponding systems of discrimination. We recommend that the domestic minority requirement be phased in over a three-year period. For three years, the Non-Western/U.S. Minority Culture(s) requirement can be met by courses certified as meeting the Non-Western Culture(s) requirement or the U.S. Minority Culture(s) requirement. During this three-year period a campus-wide committee should evaluate the best way to incorporate the study of gender, sexuality and disability into the general education curriculum. In the fourth year a separate U.S. Domestic Minority Peoples and Cultures General Education requirement should be instituted.

Progress/Impact: A proposal is in progress from Diversity General Education Subcommittee. A representative of the Diversity Gen Ed Subcommittee has met with an adhoc subcommittee of the Campus General Education Board. Conversations are underway regarding the diversity proposal as well as with Rhetoric about increasing diversity content in RHET 105.

This recommendation was changed last year but not formally submitted as part of the diversity committee's final report. In order to implement the new requirement, approximately 7500 seats, per graduating class, would need to be added to courses focused on U.S. minorities. A copy of the proposal is attached.

Recommendation 26: Create a campus-wide task force responsible for developing a plan to transform the campus into a more diverse physical space. The task force should be comprised of members of the diversity committee and administrators responsible for the planning, design, and maintenance of campus spaces. The task force should explore the impact of physical spaces and aesthetics on perceptions of diversity, evaluate the diversity of physical structures and spaces on campus and suggest actions that can be taken at both a campus and unit level to incorporate diversity more fully into the aesthetic of our campus.

Progress/Impact: Not yet implemented.

Recommendation 27: Launch a campus initiative to highlight the historical contributions of people of color, people with disabilities, and women to our campus. The initiative should seek to create lasting physical reminders of these contributions. Individual proposals should be solicited from various campus constituencies. The campus should move forward with the Project 500 commemoration proposal, which can serve as a model for other such proposals.

Progress/Impact: The Project 500 Commemoration provided an array of educational opportunities for current students and faculty regarding Project 500 and the impact on their lives today. Many alumni returned to campus for the commemoration. Two permanent works of art were commissioned and hang in the Illini Union and Nesbitt African American Culture Program.

Recommendation 28: The 2003 report by Trustee Roger Plummer concluded that there are two options before the Board regarding the issue of Chief Illiniwek: retention or retirement. The committee recommends that the Board select the option of retiring the Chief.

Progress/Impact: Pending Board of Trustee vote 11/13/03.

Recommendation 29: Identify a development officer at the University Office for Development to deal specifically with diversity issues. This diversity officer should focus the attention of college development officers on issues of diversity

Progress/Impact:

- A development officer has spent the past 18 months working with Professor William Berry and Associate Chancellor Wilson in a dual role to assist campus groups with fundraising for diversity programs.
 - On the corporate front Assistant Chancellor Lynette Marshall submitted proposals to a dozen companies to seek support for the Brown v Board of Education Commemoration.
 - The Chancellor and Associate Chancellor Wilson have met with a number of individuals, corporations, and foundations in order to seek support for campus diversity programs.
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Conclusions and Recommendations

Working Draft

Prioritization of Remaining Recommendations

Working Draft

Appendix A: Working Group Recommendations on Disability Access

Recommendation 7-A1: Increase the presence and visibility of academic courses that address disability in UIUC curricula a). Promote dialogue on opportunities for creating an interdisciplinary disability studies program. There are a number of options for the form of such a program (e.g., an undergraduate minor or an interdisciplinary degree program in disability studies). What is needed at this time is encouragement for relevant units to consider such an initiative. b). Consider infusing central issues pertaining to disability within the general education curriculum, in order to ensure that all UIUC students secure a fundamental knowledge base in this area. This recommendation could be implemented in a range of ways (e.g., asking general education courses in appropriate areas, such as social and behavioral science, to infuse content on disability within course offerings; adding a disability requirement to the general education sequence).

Progress/Impact 7-A1: The College of Applied Life Studies has moved forward with the development of a series of courses with disability content (each of the courses is identified in a table at the bottom of this document). Several have been approved for General Education and others are being revised for resubmission. For a complete list see Appendix D: *Courses Related to Disability*.

Recommendation 7-A2: Create a central fund to underwrite expenses associated with disability accommodations for faculty and staff.

Progress/Impact 7-A2: This recommendation is on hold pending completion of the aforementioned study by DRES of faculty/staff service needs.

Recommendation 7-A3: Improve the utilization of universal design principles in all programs, systems and services

- a). Formally incorporate input from individuals with universal design expertise in all strategic information technology systems planning
- b). Underwrite the development of instructional resources pertaining to accessible courseware design for faculty and staff
- c). Support the development of tools that may be used inconspicuously by course developers to create accessible online instructional resources
- d). Promote standardization in information technology (IT) procurement practices of the Committee on Institutional Cooperation (CIC) institutions related to accessibility standards to improve vendor compliance

Progress/Impact 7-A3: Campus administration in collaboration with the College of Applied Life Studies and DRES developed a plan to centralize IT support and services for students with disabilities. The plan called for Dr. Jon Gunderson, the DRES Coordinator of Assistive Communication and Information Technology, to be assigned part time to the Office of the Chief Information Officer (CIO) to support the identification and implementation of strategies to optimize disability access to University of Illinois IT and web resources. Additionally, funding was provided by the Provost to support the hiring of

an individual to assume the student service responsibilities previously performed by Dr. Gunderson, and to support ongoing DRES research efforts to develop web document accessibility tools.

Recommendation 7-A4: Fund a new tenure track faculty position to support the American Sign Language curriculum on the UIUC campus. The involvement of a faculty member who is a native user of sign language and/or a deaf individual would be highly advantageous to enhancing the curriculum and research agenda in this scholarly area

Progress/Impact 7-A4: The College of Applied Life Studies (ALS) and Dept of Speech & Hearing Science (SHS) forwarded a recommendation that American Sign Language be accepted as meeting the UIUC foreign language requirement. The recommendation was approved and ALS/SHS is currently interviewing a prospective faculty member to further support this initiative.

Recommendation 7-A5: Increase scholarship funding for undergraduate students with disabilities by college

Progress/Impact 7-A5: No Progress

Recommendation 7-A6: Provide Graduate College fellowships to support the successful recruitment of the most highly qualified graduate students with disabilities

Progress/Impact 7-A6: The graduate college appointed a fellowship committee in 2002-2003 to provide recommendations on levels of fellowship funding for the entire campus. The committee declined to make recommendations for fellowships to students with disabilities as they felt they did not have enough expertise to understand the scope of the problems encountered by the students. No further progress has been made.

Recommendation 7-A7: Establish an academic professional position to coordinate faculty/staff accommodations

Progress/Impact 7-A7: No Progress

Recommendation 7-A8: Include faculty with disabilities in existing campus programs designed to enhance faculty diversity (e.g., allow recruitment of faculty members with disabilities to participate in the Target of Opportunity Program). Assistance with recruitment should particularly be prioritized in instances where faculty member's knowledge of and experience with disability will enhance curriculum

Progress/Impact 7-A8: No Progress

Recommendation 7-A9: Provide funding to support neuropsychological testing for enrolled UI students at risk of not being retained who have been identified by the staff of the UI Counseling Center, McKinley, or DRES as very likely having undiagnosed cognitive or psychological disabilities

Progress/Impact: No increased funding was obtained to support this initiative

Recommendation 7-A10: Incorporate information related to UIUC disability policies, procedures and resources for students, faculty and staff into the systemic training activities of senior administrators and college intake specialists

Progress/Impact: No progress in terms of senior administrator training. However, an Admissions Frequently Asked Question (FAQ) for prospective students with disabilities was jointly developed by the Office of Admissions & Records and DRES for use by OAR staff when communicating with high school guidance counselors of students with disabilities and their families.

Recommendation 7-A11: Hold campus-wide "town meetings" on disability issues every 1-3 years. A description of the most recent town meeting on disability access is available at the following URL:
<http://www.rehab.uiuc.edu/access/meeting.html>

Progress/Impact: No progress.

Appendix B: Recommendations from Office of LGBT Concerns

Recommendation 17-B1: Provide additional funding for the Office for Lesbian, Gay, Bisexual and Transgender Concerns.

Progress/Impact: Funds have been allocated on a non-recurring basis was provided to increase the space of the office and to hire an intern. A request has been made for the increased funding to be made permanent.

Recommendation 17-B2: Establish a Task Force on the Status of LGBT People

Progress/Impact: Chancellor has established a standing committee to deal with LGBT concerns.

Recommendation 17-B3: Insert the words, *actual or perceived gender identity, gender expression, intersex status and sexual practice* after the word "sex" in the University nondiscrimination policy

Progress/Impact: A sub-committee of the LGBT committee has been formed to study this recommendation.

Recommendation 17-B4: Sponsor a symposium during the Spring 2003 semester on transgender issues.

Progress/Impact: A sub-committee of the LGBT committee has been formed to plan and implement a symposium during the Spring 2004 semester.

Appendix C: Engagement in the Surrounding Urbana-Champaign Community

Recommendation 23-C1: Develop an appropriate format to establish ongoing exchange between community members, faculty, staff and students to increase opportunities for academic outreach into the community and to establish criteria for how research projects in the community are identified, implemented, conducted and evaluated. Representative groups would include, but not be limited to, the following: community representatives, faculty and staff, Urban Exchange Center personnel, Cultural Program representatives, Office of Volunteer Programs, U of I Extension (ACES) and America Reads / America Counts representatives.

Progress/Impact:

- An advisory committee has been established and had its first meeting on October 23rd, 2003. The recommendation was made to set up a strategic planning meeting.
- Research criteria had been discussed in community meetings, but no definitive criteria has been established. The Urban Exchange Center has discussed this with two university based partnership centers, LSU and Penn. Penn will be sending the Urban Exchange Center a copy of the criteria that a joint university-community committee established.

Recommendation 23-C2: Continue the immersion experiences organized by the Urban Exchange Center in Spring 2001. A community inversion experience for faculty was conducted providing faculty an opportunity to visit key community people and resources. This first step provided faculty a sense of the needs and assets in the community and presented them with an opportunity to think of ways to connect their individual teaching and research with the community. Immersion experiences that are focused in specific areas (e.g., housing, education, economic development) need to be conducted. Similar immersion experiences need to be offered for community leaders to provide them with an understanding of university resources, intellectual and otherwise, available to help them develop strategies to resolve problems.

Progress/Impact: No further immersion experiences have been held. The Center has focused instead on cultivating potential relationships that came out of the first immersion experience, and from other dialogues and focus group meetings. For example, the dialogue between the English Department and the Urban League's literacy programs originated from the an English Department faculty's participation in the first immersion experience and from the Urban League's participation in a focus group.

Recommendation 23-C3: Develop a mentorship program through the Urban Exchange Center for community leaders and program directors to foster linkage between the university and the local community. The program will:

- a) Engage in leadership skill development clinics & workshops.
- b) Research best practices with mentorship and tutorial programs and share this information through seminars, workshops, brochures, etc., to the program coordinators.
- c) Develop training for mentors and help program coordinators develop the skills to train the mentors themselves.

d) Create a "community scholars" program that allows community members to take university courses that deal directly with the work they're doing in the community. Enrollment could be limited to potential students who are directly involved in the partnerships created in accomplishing our second goal.

Progress/Impact: No progress

Recommendation 23-C4: Provide resources to the Urban Exchange Center to allow it to function as a more effective conduit between community needs and university resources and expertise. The UEC should continue conducting a needs assessment of the local community as well as an inventory of university programs, faculty and resources. A database and interactive web site should be developed and housed at UEC to make this information readily available. The database should contain tools to evaluate efforts and disseminate information on best practices

Progress/Impact: No additional resources have been provided for the center, and no database has been established at this time.

Working Draft

Appendix D: Courses Related to Disability

Department	Course Number	Course Title	Course Description	General Education	Effective	Notes
CHLTH/REHAB	230	Disability in American Society	Course presents a range of issues pertaining to disability. Problems are approached from a disability studies perspective; that is, the disadvantages associated with individuals' impairments result from socially imposed barriers. Topics include: demographics, disability rights, services, policies and current issues.	Social Science	Aug-02	
CHLTH/KINES/REHAB	307	Disability, Culture and Society	Examines the cultural and social contexts of disability, their consequences to the experience and management of disability, and implications for cultural competence in disability-related research and practice.	No		Included given its diverse enrollment across campus.
REHAB	206	Working with Persons with Disabilities, I	Introduction to identifying the individual needs of persons with disabilities, recognizing the variance of disabilities, and administering activities of daily living.	No		Recently offered as a second eight week course, enrollment is near 200.
REHAB	245	Disability and Culture: Art, Literature, Cinema and Media	Critical examination of positive and negative portrayals of persons with disabilities in culture. Emphasis is on the social and political meaning of persons with disabilities as figures in art, literature, cinema, and mass media.	No		Submitted for Gen Ed review, denied but course is being revised.
KINES	394	Physical Activity and Disability	New course offered SP04 - No prerequisites listed	No		

LEIST	230	Leisure Service and Diversity	Course is designed to increase awareness and knowledge of the leisure needs of members of ethnic and racial minorities, the poor, women, the elderly, people of alternative lifestyles, and people with disabilities. It introduces students to concepts and factors that influence the delivery of leisure services to diverse populations.	No		Submitted for Gen Ed review, denied but course is being revised.
SPSHS	102	Introduction to Human Communication: Systems, Processes, and Disorders	Examines broad perspectives of theories and information regarding normal and abnormal communication: how speech and language develop, how people hear, how they produce speech and what can go wrong; addresses the impact of speech and hearing science on society, culture, and modern technologies.	Behavioral Science	Aug-02	
	280	Communication Disability in Multimedia	Introduction to the study of human communication disability across the lifespan as depicted in the media and includes an overview of three areas of inquiry: behavioral/psychosocial impact of communication disability, ethical decisions in rehabilitation interventions, and disability rights.	Social Science/ Advanced Composition	Aug-01	

Appendix E:

Graduate Fellowships Committee Report to the Campus Diversity Initiatives Committee

March 20, 2003

The Graduate Fellowships Committee first met on February 19, 2003. Dean Richard Wheeler reviewed the charge to the committee and briefly identified a number of points that the committee should act on. As a result of the ensuing discussion, the committee requested that additional information regarding the Graduate College Fellowships be provided. This information was provided by Dean Deborah Richie and included data on the number of applications, offers, acceptances, and level of awards for the 2001-2002 and 2002-2003 academic years. It was noted that the number and quality of applicants, as determined by grade point averages, identity of the home institutions, research experience, test scores, and other indicators, has increased. In addition, Dean Richie provided similar data for the Minority Academic Partnership Program (MAPP) for 2001-2002 and 2002-2003, which also reflected an increase in number and quality.

The information provided by Dean Richie was the focus of the subsequent meeting of the committee on March 12, 2003. A significant point of discussion was the fact that some of the highest ranked departments on campus suffer a large proportion of declines, in some case having all offers have been declined. These declinations occurred even for the strongest awards, which offer three years of support at \$15,000 per year. The committee supported an increase of the stipend level to \$17,000. The committee also recommended that best practices in recruiting and retaining a diverse graduate student body be identified and disseminated.

Based on the discussions that took place at both meetings, the committee wishes to make the following recommendations for action by the Campus Diversity Initiatives Committee (CDIC):

1. The CDIC should affirm that the efforts to recruit, enroll, retain, and graduate underrepresented students on our campus are consistent with the Chancellor's "Statement on Diversity." (attached)
2. The CDIC should affirm the critical role of the Graduate College Fellowship program in fulfilling the goal of increasing and sustaining racial and ethnic diversity in our graduate programs.
3. The CDIC should recommend that the Graduate College Office for Minority Affairs continue to serve as a central site for outreach activities, to identify best practices for recruiting underrepresented students, and to assist departments in their recruiting efforts.
4. The CDIC should endorse the attached proposal for increased funding for the Graduate College Fellowship program. Development of a comparable program that would provide resources to women in areas of underrepresentation would require significant funding beyond what is proposed in this document.
5. The CDIC should express strong support for addressing the needs of non-minority women in areas where they are underrepresented. Since there are a number of programs on campus that address this issue, a new committee with members from these programs should be formed.
6. The CDIC should affirm the valuable contributions made by the Summer Research Opportunities Program, particularly in science and engineering, and the Summer Predoctoral Institute in recruiting and enrolling underrepresented students. In addition, the CDIC should recommend recurring funds for the Summer Predoctoral Institute.

7. The CDIC should consider formation of a new committee to address the needs of students with disabilities.

Respectfully submitted,

Cecilio R. Barrera, Committee Chair

Committee Members:

Alejandro Lugo
Benito Marinas
Louis Miron
Larry Parker
Lamar Murphy
Emily Watts
Colin Wraight
Marian Stone, Staff

Working Draft

Graduate College Fellowships Proposal:

				Year 1		Year 2		Year 3	Out year cost
Masters		\$8,000	40	\$320,000	40	\$320,000	40	\$320,000	
One year Ph.D.		\$15,000	20	\$300,000	20	\$300,000	20	\$300,000	
Three year Ph.D.	1st year	\$17,000	40	\$680,000	40	\$680,000	40	\$680,000	
	2nd year	\$17,000	0	\$0	38	\$646,000	38	\$646,000	
	3rd year	\$17,000	0	\$0	0	\$0	37	\$629,000	\$1,275,000
Total with Fellowships			100	\$1,300,000	138	\$1,946,000	175	\$2,575,000	49.5%
Fellowships awarded			100		100		100		
Medical coverage & unwaived fees for multi-year awards				\$48,000		\$93,000		\$138,000	
Total with medical coverage & fees				\$1,348,000		\$2,039,000		\$2,713,000	

FOR DISCUSSION