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UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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UIUC Center on Democracy in a Multiracial Society,
December 2007

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Recommendations from the 2000-01 Final Report of the Diversity Initiatives Committee	
Recommendation	Progress
1 Establishment of a Center on Democracy in a Multiracial Society	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.
2 Research Board: challenge to add breadth to the projects it supports. Scholarship in humanities and social sciences on par with math and science	Meeting was held with Dr. Zukoski in May 2003 to explain the problems of funding in the Humanities and Social Sciences. I do not know if any changes have resulted from that meeting.
3 Name a chair for Richard and Mildred Barksdale	
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.	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.
5 Increase efforts to recruit and retain faculty in targeted academic departments.	
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.	
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	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. A proposal has been sent to the Chancellor by regarding some of these issues. No response yet.

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Recommendations from the 2000-01 Final Report of the Diversity Initiatives Committee

	Recommendation	Progress
A1	<p>Increase the presence and visibility of academic courses that address disability in UIUC curricula</p> <p>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.</p> <p>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).</p>	

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A2	Create a central fund to underwrite expenses associated with disability accommodations for faculty and staff	No progress
A3	<p>Improve the utilization of universal design principles in all programs, systems and services</p> <p>a. Formally incorporate input from individuals with universal design expertise in all strategic information technology systems planning</p> <p>b. Underwrite the development of instructional resources pertaining to accessible courseware design for faculty and staff</p> <p>c. Support the development of tools that may be used inconspicuously by course developers to create accessible online instructional resources</p> <p>d. Promote standardization in IT procurement practices of CIC institutions related to accessibility standards to improve vendor compliance</p>	There is some progress in these areas. A Committee (Sue Lewis, Pete Siegel, Jon Gunerdon & Anthony Walesby) has been looking at IT issues pertaining to disabilities. The Ed Tech Board was conducting a separate evaluation of material for classroom use.
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	The search for a faculty member with expertise in this area was cancelled due to budget cuts.
A5	Increase scholarship funding for undergraduate students with disabilities by college	
A6	Provide Graduate College fellowships to support the successful recruitment of the most highly qualified graduate students with disabilities	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.
A7	Establish an academic professional position to coordinate faculty/staff accommodations	
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	
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	
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	
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	

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8	Increase hiring of diverse academic professionals particularly in central and campus administration.
9	Increase Graduate College Fellowship funds.
10	Increase fellowship funds for women graduate students in underrepresented areas.

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11 Bolster the outreach activities of the Graduate College to attract the most promising students from underrepresented groups to graduate programs across the campus.	
12 Establish partnerships with historically black colleges and universities, Hispanic serving institutions and tribal colleges to recruit students into graduate programs.	The University of Illinois at Urbana-Champaign, an associate member of the Hispanic Association of Colleges and Universities (HACU), proposes to host a conference Sept. 11-13 that will bring together representatives from HACU member and associate member institutions, professional organizations, government, and industry in an effort to lay the groundwork for new collaborations geared toward improving access to advanced educational opportunities for Hispanic students, particularly in science and engineering. If successful future conferences would be held with HBCU members as well as with Tribal Colleges.
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.	
14 Provide scholarship funding for out-of-state minority undergraduate students and more mid-range Illinois residents.	
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.	Health benefits were extended to unmarried same-sex domestic partners at the Sept. 18 meeting of the Board of Trustees.
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.	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
17 Increase support for and understanding of lesbian, gay, bisexual and transgender issues and members of the campus community. Specific recommendations are provided in <i>Appendix B – Recommendations from Office of LGBT Concerns.</i>	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.
B1 Provide additional funding for the Office for Lesbian, Gay, Bisexual and Transgender Concerns.	Funds have been temporarily provided to increase the space of the office. A request has been made for the increased funding to be made permanent.

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B2	Establish a Task Force on the Status of LGBT People	Chancellor has established a standing committee to deal with LGBT concerns.
B3	Insert the words, <i>actual or perceived gender identity, gender expression, intersex status and sexual practice</i> after the word "sex" in the University nondiscrimination policy	
B4	Sponsor a symposium during the Spring 2003 semester on transgender issues.	
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 is being made on this issue.
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.]	Programming has started. Information is available at http://www.admin.uiuc.edu/brown_jubilee/
20	Ensure that teaching workshops and orientation programs for faculty, staff and graduate students with assistantships include diversity content.	
21	Establish a Graduate College lecture program to bring faculty members from minority-serving institutions to our campus.	
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.	
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. Some specific suggestions are outlined in <i>Appendix C – Working Group Recommendations on Public Outreach</i> .	
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.	

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	Recommendation	Progress
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.	
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: <ul style="list-style-type: none"> 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 	
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	
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	Web site is substantially done. Way of finding and publicizing diversity events across campus needs to be identified. http://www.diversity.uiuc.edu
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.	Proposal 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.

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26	<p>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.</p>
27	<p>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.</p>
28	<p>The recent 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.</p>
29	<p>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.</p>