



***University of Illinois***  
***Diversity Briefing***

**Material Originally Prepared for the  
Board of Trustees Retreat**

**July 21, 2010**

***Updated October 1, 2010***

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## History of Updates

| Date of update  | Purpose of update  | Updated figures and pages   |
|-----------------|--|---|
| October 1, 2010 | Update prospective student, transfer student, and undergraduate student sections to most recently-available data | <p>Modified "Notes about Race and Ethnicity" to include new race and ethnicity guidelines</p> <p>Figure 5 - Illinois Community College Graduates by Race / Ethnicity – updated to replace 2008 data with 2009 data</p> <p>Figure 7 - First-time Transfer Students Enrolled at U of I – updated to replace 2009 data with 2010 data</p> <p>Figures 8 and 9 – Figures were renumbered and notes added</p> <p>Figure 11 - CIC 2009 Undergraduate Enrollments – replaced 2008 data with 2009 data</p> <p>Figure 13 - First-Time Freshmen Applicants, Admits, and Enrolled by Race / Ethnicity – updated to replace 2009 data with 2010 data</p> |

## Preface

**Diversity can be broadly defined to include all aspects of human difference including but not limited to, race, ethnicity, gender, age, sexual orientation, religion, disability, socio-economic status, and status as a veteran.** –Adapted from *“Now is the Time: Meeting the Challenge for a Diverse Academy”*

The University of Illinois and each of its campuses share a commitment to a welcoming environment for these various groups as well as geographical diversity. We embrace the diversity of voice, view, and idea that comes from an inclusive environment. We acknowledge the contribution that diversity brings to the academic excellence of the institution. We capitalize on the distinctive strengths and contributions of the students, faculty, and staff of the three University campuses. In today’s ever-increasing multicultural and global world, our academic programs, public service, and research would all be diminished without the perspectives and experiences that come with individuals and groups of varying backgrounds. Diversity in all its facets must be integrated into the fabric of the University for all of our students, faculty, and staff to excel.

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This document provides an overview of diversity at the University of Illinois. A brief examination of relevant data is presented with key challenges and current and future action steps. This is a summary and therefore does not fully encapsulate the many efforts occurring across the University to help us better understand diversity opportunities and challenges and the kinds of actions needed to address our issues. The reading material sent to the Board of Trustees on July 6 included reports on some of these efforts: University-wide Diversity Task Force Update; Urbana campus - “Inclusive Illinois” report; Chicago campus - “Through the Lens of Diversity” strategic thinking process document; and Springfield campus - executive summary of “Diversity Initiatives.” The results from many other ongoing activities such as the diversity scorecard assessment occurring at the Urbana campus, the pathways to black male achievement activities at the Chicago campus and the transformation in the under-represented minority student recruitment and retention profile at the Springfield campus, will guide us further in fostering an inclusive and excellent learning environment.

The data used in this briefing are from a number of sources, and the sources for specific charts are listed on page 23. Most of the data specific to the University of Illinois, such as the race/ethnicity and gender of its students, faculty and staff, are housed in the University’s Enterprise Data Warehouse and are based on self-identified information submitted during the admission application or hiring processes.

## ***Document Key***

Each topic area includes:

- Charts showing data on selected diversity attributes
- *Data Summary* – Examination of the relevant data with pertinent additional information
- *Key Challenges* – Some of the significant challenges faced in trying to encourage the level of desired diversity in a given area
- *Current and Future Action Items* – A sampling of the ongoing activities and proposed actions to facilitate additional diversity

Note: The order in which *Key Challenges* and *Current and Future Action Items* are presented does not imply priority

## ***Notes about Race and Ethnicity***

In 2010, the University, along with virtually all other educational institutions and associated agencies, modified their practices for gathering information on race and ethnicity. The U.S. Department of Education (ED) now requires educational institutions to use a two-part question. The first question is whether the respondent is Hispanic/Latino. The second question asks the respondent to identify one or more races with which he or she identifies. Previously, the University collected information using a one-part question and did not give individuals the opportunity to identify with more than one race.

The ED's final guidance requires separating the category "Asian or Pacific Islander" into two separate categories, one for "Asian" and one for "Native Hawaiian or Other Pacific Islander" and broadens the definition for "Native American and Alaska Native" to include original peoples of North and South America (including Central America).

In order to present a cohesive view of the current diverse state of the University and its environment, data from multiple sources were reconciled to a common race / ethnicity nomenclature. For example, in limited cases, the very small numbers shown in categories such as "two or more races" or "multi-race" were added to "Other". Following is the nomenclature utilized in this document:

*African American* – individuals who identified themselves as 'African American' or 'Black' (dependent on the data source and year) and did not also identify themselves as 'Hispanic'

*American Indian* – individuals who identified themselves as 'Alaskan Native' in addition to those identified as 'American Indian'

*Asian American* – individuals who identified themselves as 'Asian' or, in some limited cases prior to 2010, as 'Pacific Islanders'

*Native Hawaiian/Pacific Islander* – beginning with 2010 data, individuals who identified themselves as having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands

*Latino/a* – individuals who identified themselves as ‘Hispanic’ regardless of whether an additional racial category was also selected

*White* – individuals who identified themselves as ‘White’ or ‘Caucasian’ (dependent on the data source and year) and did not also identify themselves as ‘Hispanic’

*Multi-Race* – beginning with 2010 data, individuals who selected more than one race (African-American, American Indian, Asian American, Native Hawaiian/Pacific Islander, or White)

*Non-Resident Alien* – where shown, includes individuals who are not American citizens and who do not hold a permanent visa

*Other* – where shown, includes the relatively small number of individuals who made no race/ethnicity selection, selected two or more race/ethnicity categories (except Hispanic as described above) prior to 2010, or selected a race/ethnicity not described above

# 1. Prospective Students – High School Graduates

Figure 1: Illinois 2009 High School Graduates by Race / Ethnicity

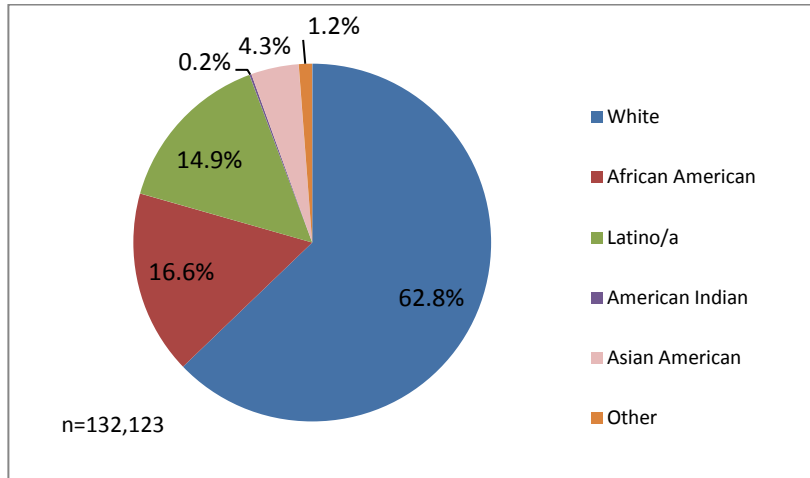
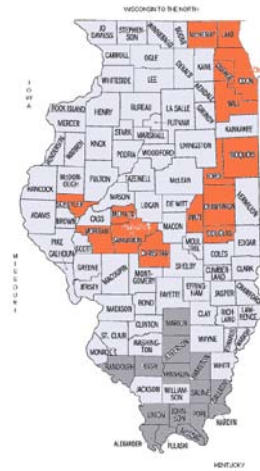


Figure 2: Illinois U of I Students by County



Nearly 80% of current U of I students come from fifteen counties (shown in orange), while less than 1% of students come from the fifteen southern counties in Illinois (shown in gray).

Figure 3: Readiness<sup>1</sup> of Illinois Class of 2002 by Family Income Quartile

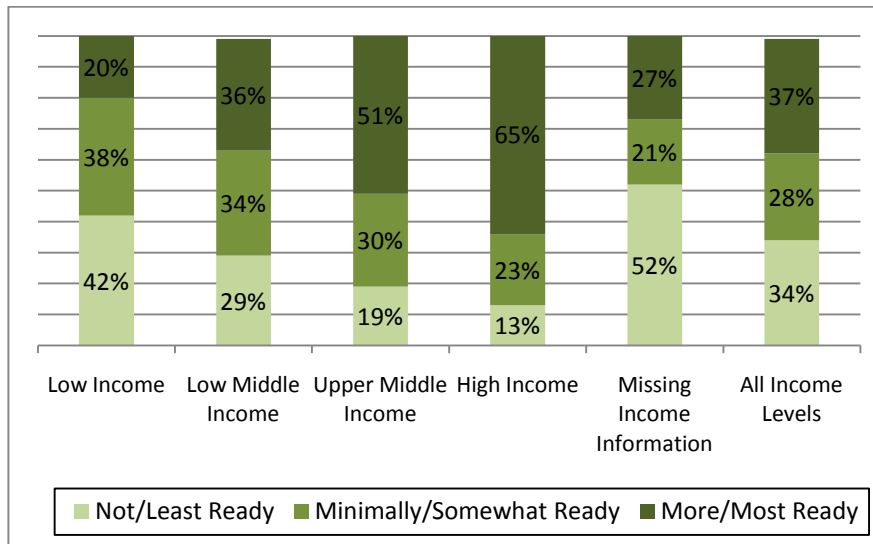
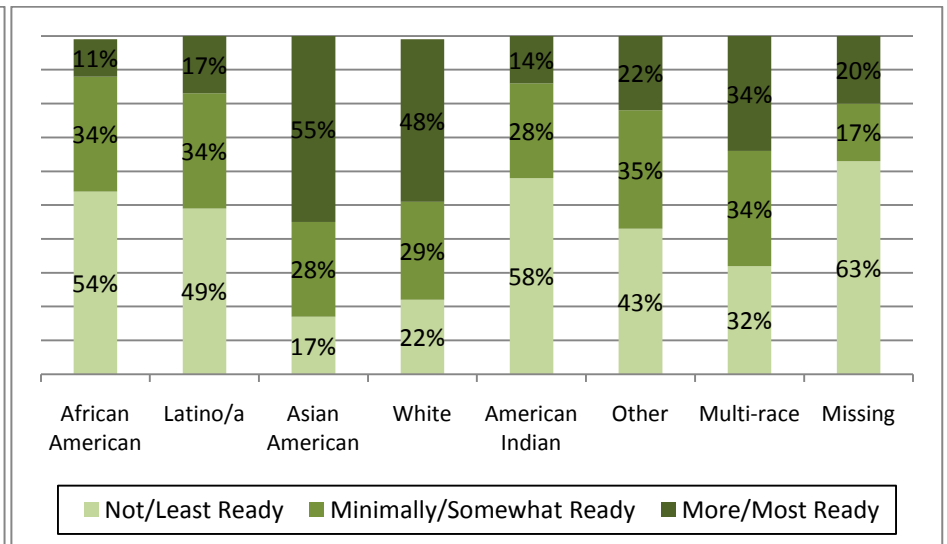


Figure 4: Readiness<sup>1</sup> of Illinois Class of 2002 by Race / Ethnicity



<sup>1</sup> The Illinois Education Research Council (IERC) readiness index is based on a combination of ACT score and high school GPA.  
July 14, 2010

## Prospective Students – High School Graduates (cont'd)

### **Data Summary:**

- Nationwide, standardized test scores and high school GPA are commonly used as “readiness” criteria for acceptance into four-year colleges
- Recent research shows racial bias in standardized testing although this finding is not universally accepted
- In Illinois, the readiness rates of prospective students from lower income families significantly lag behind those of students from families of higher incomes (Figure 3). Even after taking family into account, the rates for prospective underrepresented minority students lag behind those of Whites and Asian Americans (Figure 4)
- Academically strong prospective minority high school students are highly recruited by other institutions (both within and outside Illinois) where extremely competitive financial and scholarship aid are offered to attract Illinois students away from UIUC, UIC, and UIS

### **Key Challenges:**

- Cognizant of this information, develop innovative ways to maintain the University’s strong commitment to attracting a highly-qualified and diverse student body
- Identify and commit necessary resources to develop innovative recruitment strategies in financially challenging times

### **Current and Future Action Steps:**

- Develop new and enhance existing successful models for student/staff volunteer programs in K-12 schools with a focus on 8-12 grades
- Investigate opportunities to offer college preparatory courses through innovative residential and online programs
- Develop new and enhance existing successful models for pre-college summer academic programs such as transition programs, extensive unique department and college academic camps, 4-H state-wide camps, mentoring, and internship pre-college programs, etc.
- Develop new and enhance existing geographic diversity through recruitment efforts in underrepresented counties; See Figure 2 for U of I county representation
- Increase University allocations of funding (corporate and private donor) for academic camps, scholarships and financial aid

## 2. Prospective Students – Transfer Students

Figure 5: Illinois Community College Graduates by Race / Ethnicity

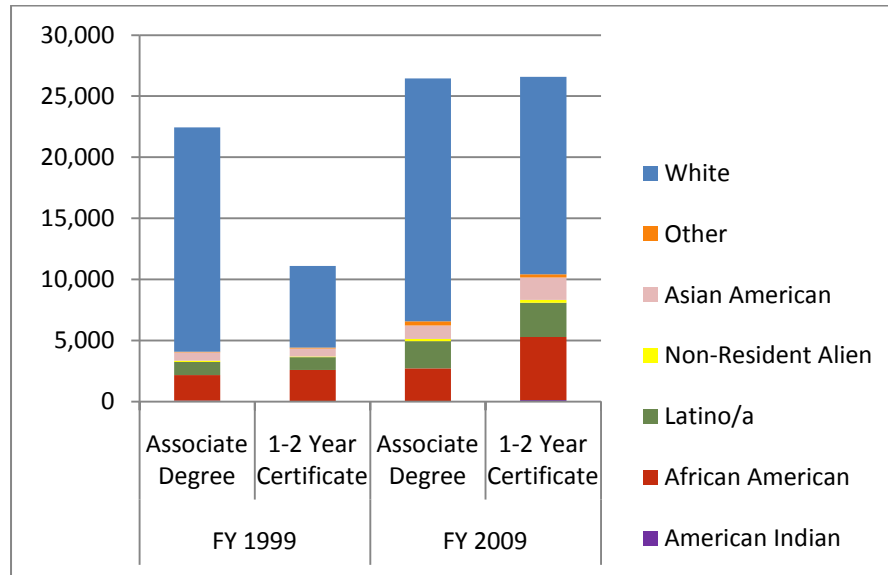
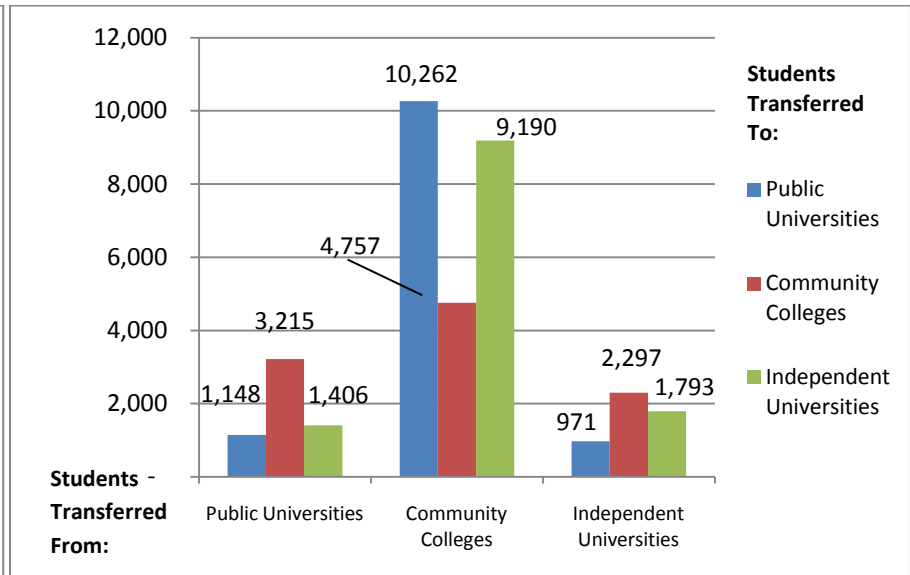


Figure 6: Fall 2008 Illinois Colleges and Universities Transfer Data



### Data Summary:

- Illinois community colleges provide an affordable and accessible option for Illinois high school graduates (Figure 5)
- Only a small proportion of Illinois community college students transfer to one of the U of I's campuses (Figure 6, 7)
- Community colleges are eager to establish articulation agreements and transfer programs to all three University of Illinois campuses
- Transfer students graduation rates (Figure 8) are significantly higher than for first-time freshmen on all campuses and in all race/ethnicity groups (Figure 9)
- Academically strong community college students from Illinois have been a relatively untapped source of potential U of I students

### Key Challenges:

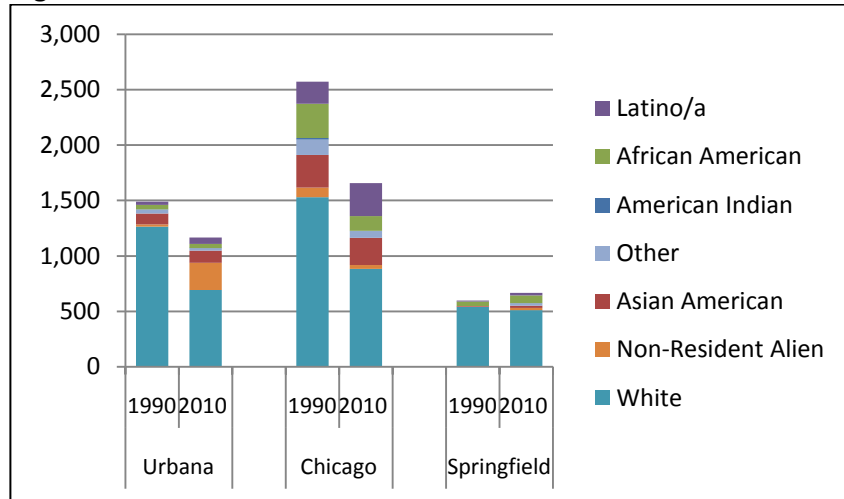
- Better articulation agreements to meet the needs of Illinois community colleges and the standards of the U of I to ensure a smooth transition of students to U of I
- Explore innovative ways to maintain the University's strong commitment to attracting a highly qualified and diverse student body
- Make the U of I affordable, accessible, and welcoming to community college graduates

### Current and Future Action Steps:

- Develop new and enhance existing successful models for student/staff involvement with Illinois community colleges
- Develop new and expand existing models for pre-college summer academic programs to community college students
- Increase University allocations of funding (corporate and private donor) for academic camps, scholarships, and financial aid
- Develop new and enhance existing proven models for working with community colleges to admit and provide needed support systems

Prospective Students – Transfer Students (Supplemental Data)

Figure 7: First-time<sup>2</sup> Transfer Students Enrolled at U of I



Notes:

In addition to those transfer students from Illinois community colleges, Figure 7 includes those students who transferred from other four-year schools, private and proprietary schools, or from out-of-state or foreign institutions.

Both Figure 8 and Figure 9 represent students who graduated from the University of Illinois by 2009.

Figure 8: First-Time Freshman Six-Year Graduation / Retention - 2003 Cohort

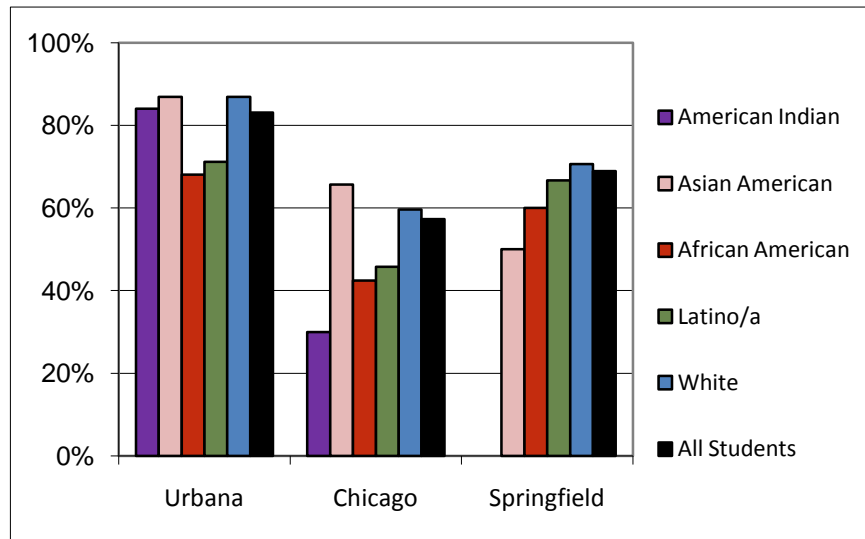
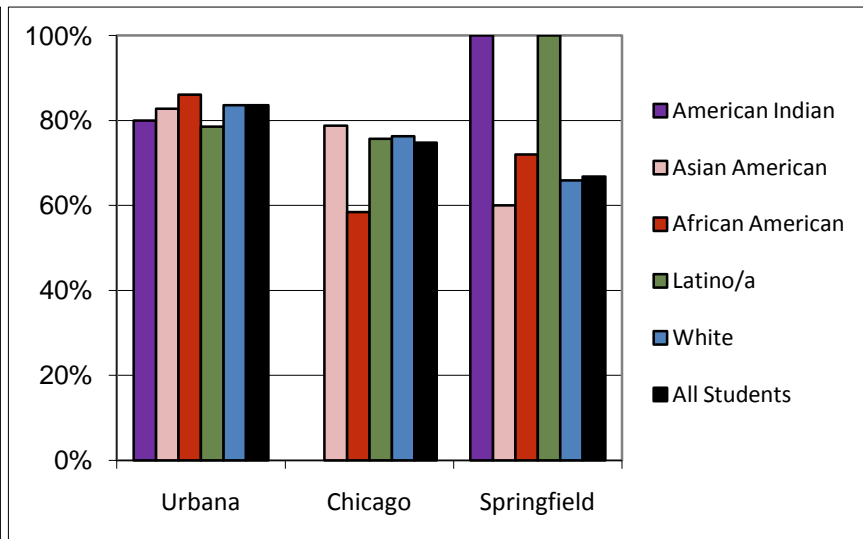


Figure 9: Transfer Student Four-Year Graduation and Retention - 2005 Cohort



<sup>2</sup> "First-time" designates students enrolling at the U of I for the first time or, if freshmen, enrolling at a postsecondary institution for the first time.

### 3. Undergraduate Student Enrollment

Figure 8: Undergraduate Enrollment by Race / Ethnicity

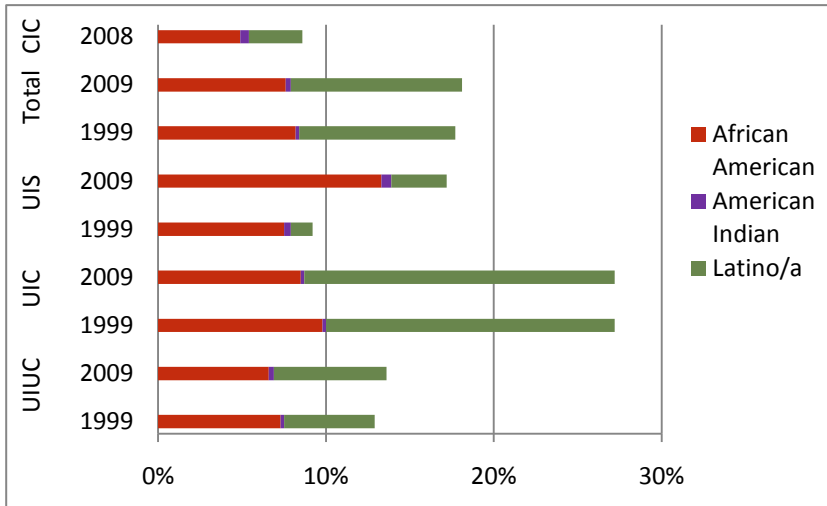
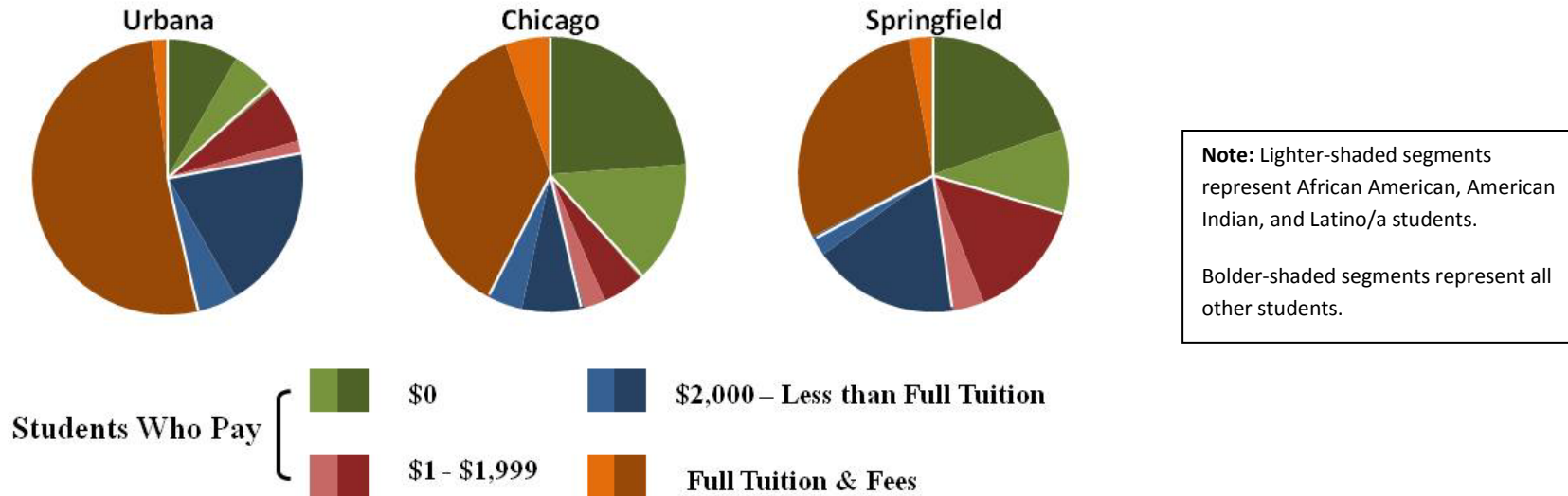


Figure 9: CIC 2009 Undergraduate Enrollments

| Institution                   | African American | Latino/a | American Indian | Combined |
|-------------------------------|------------------|----------|-----------------|----------|
| <b>U of I - Chicago</b>       | 8.5%             | 18.5%    | 0.2%            | 27.1%    |
| <b>U of I - Springfield**</b> | 13.3%            | 3.3%     | 0.6%            | 17.2%    |
| Univ. of Chicago              | 6.1%             | 9.2%     | 0.3%            | 15.6%    |
| <b>U of I - Urbana</b>        | 6.6%             | 6.7%     | 0.3%            | 13.7%    |
| Northwestern                  | 5.5%             | 6.4%     | 0.1%            | 12.0%    |
| Michigan State                | 8.1%             | 2.9%     | 0.7%            | 11.6%    |
| Michigan                      | 5.8%             | 4.1%     | 0.6%            | 10.6%    |
| Ohio State                    | 6.6%             | 2.6%     | 0.3%            | 9.6%     |
| Penn State                    | 4.1%             | 3.5%     | 0.1%            | 7.9%     |
| Minnesota                     | 4.6%             | 2.4%     | 0.7%            | 7.7%     |
| Indiana                       | 4.6%             | 2.6%     | 0.3%            | 7.4%     |
| Wisconsin                     | 2.7%             | 3.8%     | 0.5%            | 6.9%     |
| Nebraska                      | 2.5%             | 3.7%     | 0.6%            | 6.8%     |
| Purdue                        | 3.4%             | 2.9%     | 0.6%            | 6.8%     |

\*CIC = Committee on Institutional Cooperation \*\* UIS is not a member of CIC

Figure 10: Financial Aid 2009 Student Assistance Analysis



Undergraduate Student Enrollment (cont'd)

Figure 11: First-Time Freshmen Applicants, Admits, and Enrolled by Race / Ethnicity - 2000 and 2010

| Race/Ethnicity                          | Urbana |        |      |        | Chicago |        |      |        | Springfield |        |      |       |
|---|--------|--------|------|--------|---------|--------|------|--------|-------------|--------|------|-------|
|   | 2000   |        | 2010 |        | 2000    |        | 2010 |        | 2005        |        | 2010 |       |
| <b>American Indian/Alaskan Native</b>   |        |        |      |        |         |        |      |        |             |        |      |       |
| Applicants                              |        | 31     |      | 39     |         | 29     |      | 26     |             | 3      |      | 3     |
| Admits                                  | 26     | 83.9%  | 26   | 66.7%  | 15      | 51.7%  | 14   | 53.8%  | 2           | 66.7%  | 1    | 33.3% |
| Enrolled                                | 12     | 46.2%  | 6    | 23.1%  | 7       | 46.7%  | 5    | 35.7%  | 2           | 100.0% | 0    | 0.0%  |
| <b>Asian</b>                            |        |        |      |        |         |        |      |        |             |        |      |       |
| Applicants                              |        | 2,859  |      | 3,802  |         | 2,273  |      | 2,519  |             | 53     |      | 62    |
| Admits                                  | 1821   | 63.7%  | 2788 | 73.3%  | 1661    | 73.1%  | 2031 | 80.6%  | 32          | 60.4%  | 49   | 79.0% |
| Enrolled                                | 833    | 45.7%  | 991  | 35.5%  | 838     | 50.5%  | 787  | 38.8%  | 11          | 34.4%  | 11   | 22.4% |
| <b>Native Hawaiian/Pacific Islander</b> |        |        |      |        |         |        |      |        |             |        |      |       |
| Applicants                              |        |        |      | 57     |         |        |      | 85     |             |        |      | 0     |
| Admits                                  |        |        | 41   | 71.9%  |         |        | 51   | 60.0%  |             |        | 0    |       |
| Enrolled                                |        |        | 26   | 63.4%  |         |        | 25   | 49.0%  |             |        | 0    |       |
| <b>African American</b>                 |        |        |      |        |         |        |      |        |             |        |      |       |
| Applicants                              |        | 1,289  |      | 1,799  |         | 1,584  |      | 2,429  |             | 82     |      | 487   |
| Admits                                  | 940    | 72.9%  | 852  | 47.4%  | 606     | 38.3%  | 837  | 34.5%  | 19          | 23.2%  | 162  | 33.3% |
| Enrolled                                | 478    | 50.9%  | 359  | 42.1%  | 286     | 47.2%  | 293  | 35.0%  | 7           | 36.8%  | 53   | 32.7% |
| <b>Latino/a</b>                         |        |        |      |        |         |        |      |        |             |        |      |       |
| Applicants                              |        | 948    |      | 1,919  |         | 1,825  |      | 3,535  |             | 13     |      | 156   |
| Admits                                  | 777    | 82.0%  | 1244 | 64.8%  | 928     | 50.8%  | 1883 | 53.3%  | 8           | 61.5%  | 92   | 59.0% |
| Enrolled                                | 408    | 52.5%  | 508  | 40.8%  | 487     | 52.5%  | 737  | 39.1%  | 3           | 37.5%  | 24   | 26.1% |
| <b>White</b>                            |        |        |      |        |         |        |      |        |             |        |      |       |
| Applicants                              |        | 12,503 |      | 13,083 |         | 4,287  |      | 5,277  |             | 294    |      | 515   |
| Admits                                  | 7981   | 63.8%  | 9824 | 75.1%  | 2892    | 67.5%  | 4014 | 76.1%  | 236         | 80.3%  | 432  | 83.9% |
| Enrolled                                | 4250   | 53.3%  | 3945 | 40.2%  | 1110    | 38.4%  | 1196 | 29.8%  | 111         | 47.0%  | 195  | 45.1% |
| <b>Multi-Race</b>                       |        |        |      |        |         |        |      |        |             |        |      |       |
| Applicants                              |        |        |      | 563    |         |        |      | 370    |             |        |      | 32    |
| Admits                                  |        |        | 397  | 70.5%  |         |        | 228  | 61.6%  |             |        | 24   | 75.0% |
| Enrolled                                |        |        | 144  | 36.3%  |         |        | 80   | 35.1%  |             |        | 9    | 37.5% |
| <b>Non-Resident Alien</b>               |        |        |      |        |         |        |      |        |             |        |      |       |
| Applicants                              |        | 822    |      | 5,817  |         | 288    |      | 389    |             | 28     |      | 35    |
| Admits                                  | 348    | 42.3%  | 3001 | 51.6%  | 77      | 26.7%  | 200  | 51.4%  | 7           | 25.0%  | 11   | 31.4% |
| Enrolled                                | 120    | 34.5%  | 907  | 30.2%  | 23      | 29.9%  | 50   | 25.0%  | 1           | 14.3%  | 2    | 18.2% |
| <b>Unknown/Others</b>                   |        |        |      |        |         |        |      |        |             |        |      |       |
| Applicants                              |        | 353    |      | 231    |         | 380    |      | 259    |             | 20     |      | 31    |
| Admits                                  | 223    | 63.2%  | 159  | 68.9%  | 243     | 63.9%  | 149  | 57.7%  | 7           | 35.0%  | 19   | 60.4% |
| Enrolled                                | 78     | 35.0%  | 58   | 36.2%  | 92      | 37.9%  | 45   | 30.0%  | 3           | 42.9%  | 5    | 28.1% |
| <b>Total Applicants</b>                 |        | 18,805 |      | 26,747 |         | 10,666 |      | 14,519 |             | 493    |      | 1,289 |

## Undergraduate Student Enrollment (cont'd)

### **Data Summary:**

- The undergraduate student body at each of the University's campuses includes a higher percentage of African American and Latino/a students than nearly all CIC institutions (Figure 11) but a lower percentage of American Indian students
- Application data shows that underrepresented student populations are applying for admission but fewer who are admitted are enrolling (Figure 13)
- U of I tuition rates are among the highest in the CIC. To offset high tuition, all three campuses provide merit- and need-based financial aid to significant numbers of students (Figure 12)

### **Key Challenges:**

- Affordability and Access
  - Rising Tuition –transferring instructional costs from state to student – makes community colleges more attractive
  - Difficulty in centralizing information about all department, college, and University available scholarships so all students are equally aware
  - Increase graduation rates: on-campus job placement is shown to increase student graduation rates
- Support Systems
  - Academic culture and transition programs offered varies by college and campus
- Financial Aid
  - MAP, ISAC funding is critical but vulnerable
    - Number of eligible students has increased without an equivalent increase in appropriations
    - Amount appropriated dependent on state budget decisions
  - Continuous challenge: increasing supplementary financial aid and need- and merit-based scholarships

### **Current and Future Action Steps:**

- Support systems
  - Develop new and enhance existing cultural centers, academic advising, tutoring, and transition programs
  - Develop new and enhance existing programs that engage students with their major department early on; research has shown higher success and rates of matriculation when this occurs
  - Develop new and enhance existing academic/volunteer community opportunities such as the East St. Louis Research Action Project
- Financial Aid and Scholarships
  - Develop new and enhance existing on-campus job placement that is shown to increase matriculation
  - Develop new and enhance existing centralized source of information about programs such as PAP and other campus/college financial aid and scholarship programs
  - In 2009-2010 the President's Award Program (PAP) awarded 3,500 students from underrepresented minority groups, underrepresented counties, and from low-income families a total of \$10,671,794. The merit-based scholarship varies from \$1,000 to \$4,000, but lags behind cost of tuition and competitive offers from other institutions

## 4. Graduate Students

Figure 12: Graduate Students by Race / Ethnicity

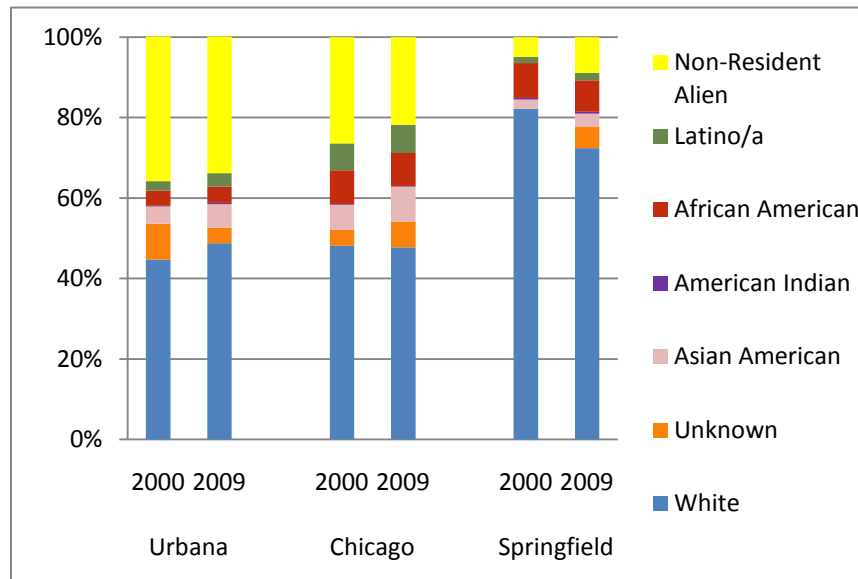
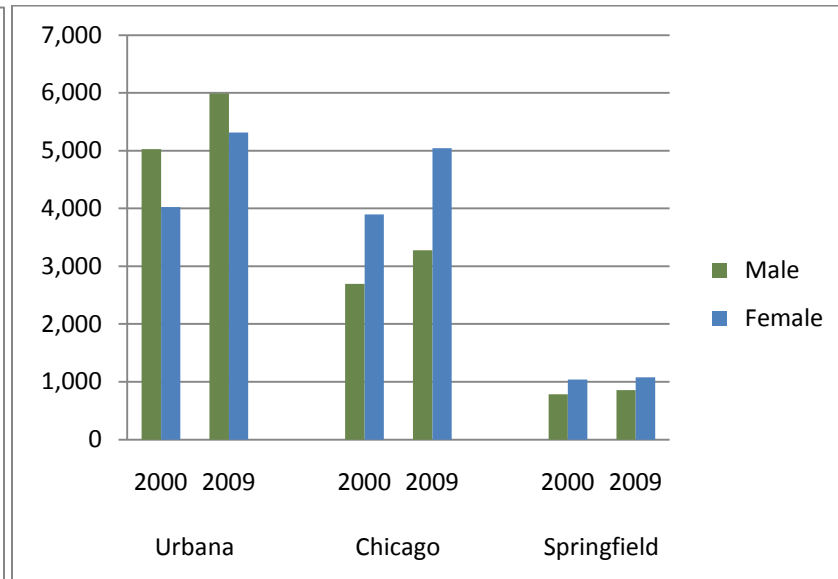


Figure 13: Graduate Students by Gender



### Data Summary:

- All three campuses individually exceed the CIC universities average percentage for underrepresented minority in combined professional and graduate students in 2008 (Figure 16)
- The graduate enrollment of women students has increased from 2000 to 2009 while that of minority students has been modest (Figures 14, 15)

### Key Challenges:

- Make graduate study attractive to underrepresented students by communicating clear career paths and opportunities
- Students (majority and minority) are often at a different stage of life and therefore a “living wage” is important; child care another issue

### Current and Future Action Steps:

- STEM Gender Support (WISE and WIE)
- Fellowships
  - Abraham Lincoln Fellowship, Whitney M. Young Fellowship
  - Diversifying Higher Education Faculty in Illinois Program (DFI) provides graduate support to maintain minorities in the academic pipeline. The State has a good program in the DFI Program except that it was cut to 50% last year resulting in a decrease in support to U of I students of 0.5 million; Impress upon state that such pipeline programs have to continue
  - Summer Research Opportunity Program (SROP), Graduate Pathways to Success Program (GPS), Ronald E. McNair Post-Baccalaureate Achievement Program
- Develop new and enhance existing recruitment programs such as the Urban Health Program (UIC) and those of the Department of Educational Policy Studies (UIUC)

Graduate Students (Supplemental Data)

Figure 14: Fall 2008 Graduate and Professional Enrollment by Race / Ethnicity

|                                   | African American |          | Latino/a |          | Native American |          | Total    |          | All Graduate and Professional |
|-----------------------------------|------------------|----------|----------|----------|-----------------|----------|----------|----------|-------------------------------|
|                                   | <u>N</u>         | <u>%</u> | <u>N</u> | <u>%</u> | <u>N</u>        | <u>%</u> | <u>N</u> | <u>%</u> | <u>N</u>                      |
| <u>CIC Universities</u>           |                  |          |          |          |                 |          |          |          |                               |
| <b>U of I at Chicago</b>          | 819              | 8.1%     | 784      | 7.7%     | 19              | 0.2%     | 1,622    | 15.9%    | 10,170                        |
| <b>U of I at Springfield*</b>     | 140              | 7.7%     | 21       | 1.2%     | 7               | 0.4%     | 161      | 8.8%     | 1,822                         |
| University of Michigan            | 719              | 4.8%     | 517      | 3.4%     | 79              | 0.5%     | 1,315    | 8.7%     | 15,034                        |
| University of Chicago             | 445              | 4.6%     | 344      | 3.5%     | 24              | 0.2%     | 813      | 8.3%     | 9,757                         |
| <b>U of I at Urbana-Champaign</b> | 509              | 4.3%     | 421      | 3.6%     | 39              | 0.3%     | 969      | 8.2%     | 11,829                        |
| Michigan State University         | 483              | 4.7%     | 296      | 2.9%     | 64              | 0.6%     | 843      | 8.2%     | 10,305                        |
| Ohio State University             | 673              | 5.0%     | 296      | 2.2%     | 47              | 0.3%     | 1,016    | 7.5%     | 13,503                        |
| Northwestern University           | 398              | 4.0%     | 315      | 3.2%     | 18              | 0.2%     | 731      | 7.3%     | 9,955                         |
| Indiana University                | 329              | 3.8%     | 265      | 3.0%     | 33              | 0.4%     | 627      | 7.2%     | 8,728                         |
| University of Iowa                | 260              | 3.1%     | 265      | 3.2%     | 49              | 0.6%     | 574      | 6.9%     | 8,329                         |
| University of Wisconsin           | 333              | 3.0%     | 349      | 3.1%     | 71              | 0.6%     | 753      | 6.7%     | 11,258                        |
| Pennsylvania State University     | 198              | 3.1%     | 170      | 2.6%     | 16              | 0.2%     | 384      | 6.0%     | 6,418                         |
| Purdue University                 | 274              | 3.3%     | 191      | 2.3%     | 31              | 0.4%     | 496      | 6.0%     | 8,328                         |
| University of Minnesota           | 525              | 2.8%     | 386      | 2.1%     | 136             | 0.7%     | 1,047    | 5.6%     | 18,583                        |
| Total CIC Universities            | 6,105            | 4.2%     | 4,620    | 3.2%     | 633             | 0.4%     | 11,351   | 7.9%     | 144,019                       |

CIC: Committee on Institutional Cooperation

\*U of I at Springfield is not a member of CIC

## 5. Professional Students

Figure 15: Professional Students by Race / Ethnicity

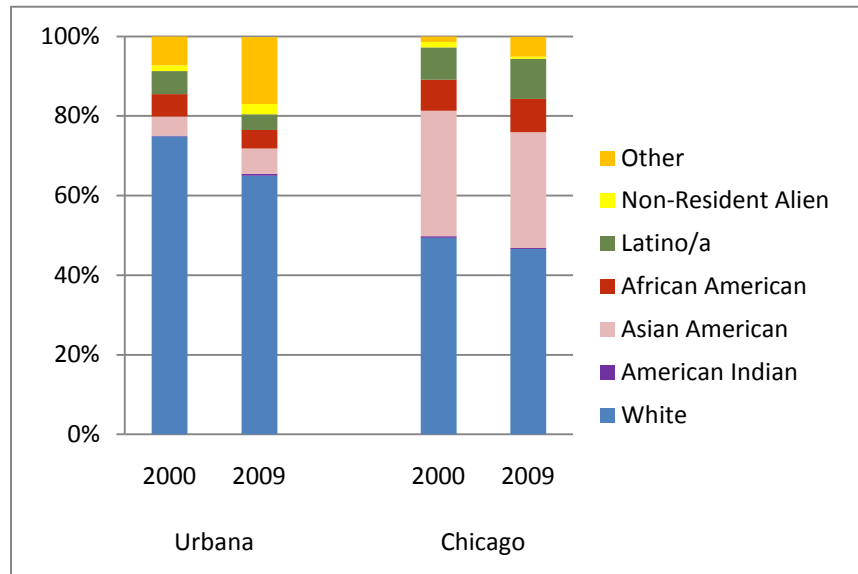
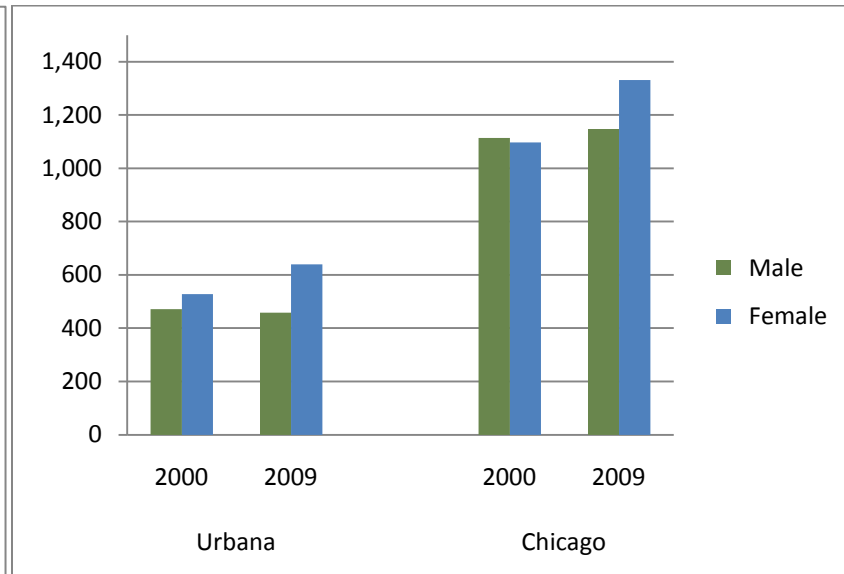


Figure 16: Professional Students by Gender



Professional programs at Urbana: law, vet med, and speech & hearing science, and at Chicago: dentistry, medicine, pharmacy, and physical therapy.

### **Data Summary:**

- Both Urbana and Chicago have increased enrollment of women in professional programs from 2000 to 2009 (Figure 18). There has been a small increase in minority enrollment at the Chicago campus (Figure 17)

### **Key Challenges:**

- Financial aid
  - Students (majority and minority) are often at a different stage of life and therefore a “living wage” is important; child care is another issue
  - Higher cost, less flexible schedules, and fewer assistantships for professional students

### **Current and Future Action Steps:**

- Develop new and enhance existing programs such as the Urban Health Program (UHP) with its long and successful history of attracting, retaining, and graduating underrepresented professional students
  - Early Outreach Initiative of the UHP - one of the first comprehensive P-20 Educational Models in the country – should be promoted
- Develop and enhance strong, productive partnerships with the community (task forces, community service boards, Community Advisory Council) and with business leaders

## 6. Faculty

Figure 17: Tenure System Faculty by Race / Ethnicity

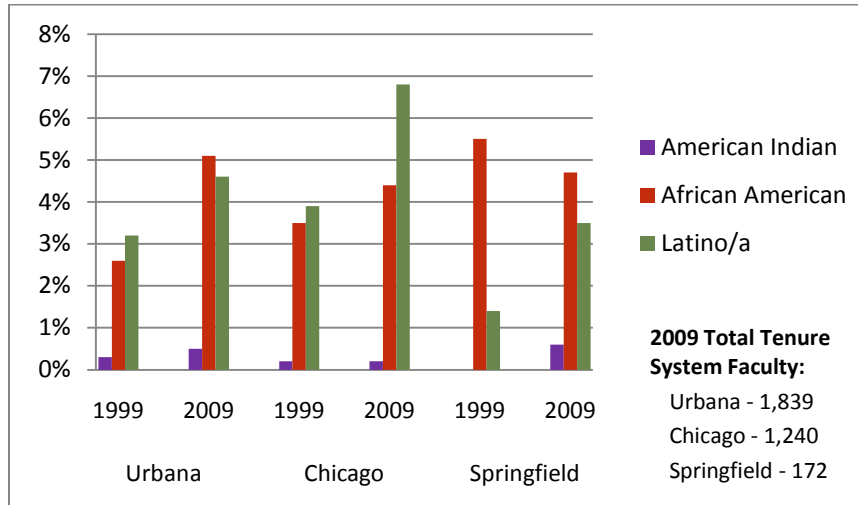


Figure 18: Tenure System Faculty by Gender

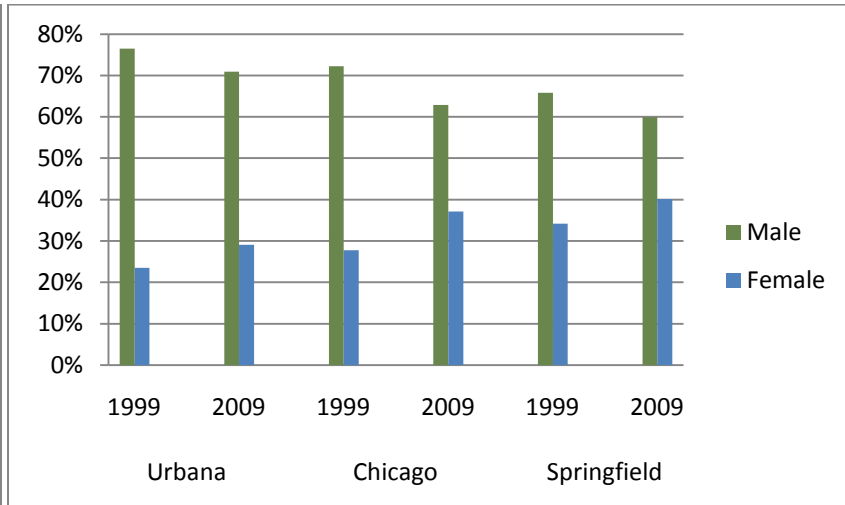


Figure 19: Faculty in STEM<sup>3</sup> Disciplines by Race / Ethnicity

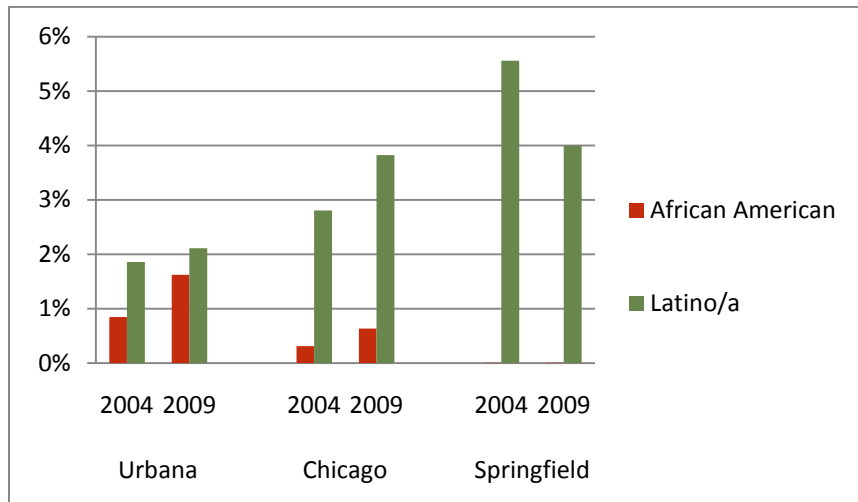
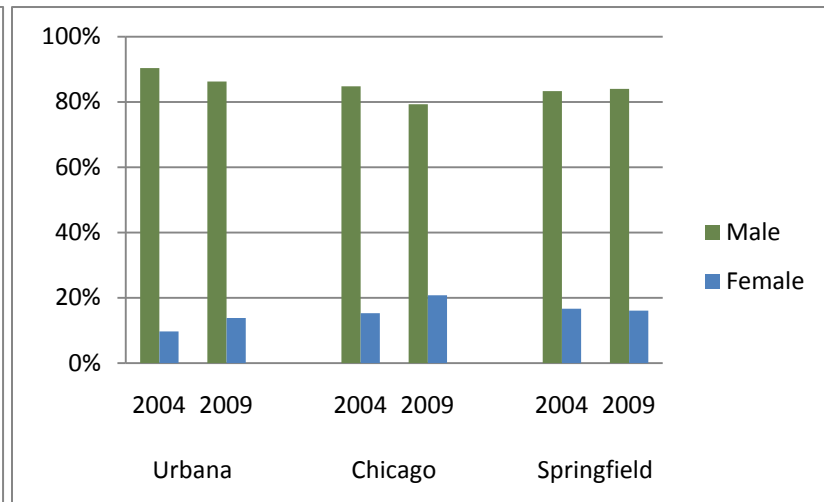


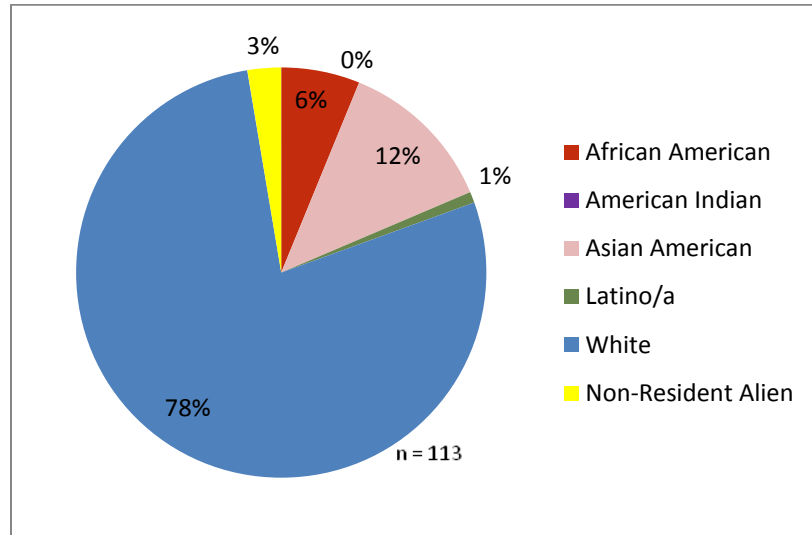
Figure 20: Faculty in STEM Disciplines by Gender



<sup>3</sup> STEM – Science, Technology, Engineering and Mathematics (does not include College of Medicine)

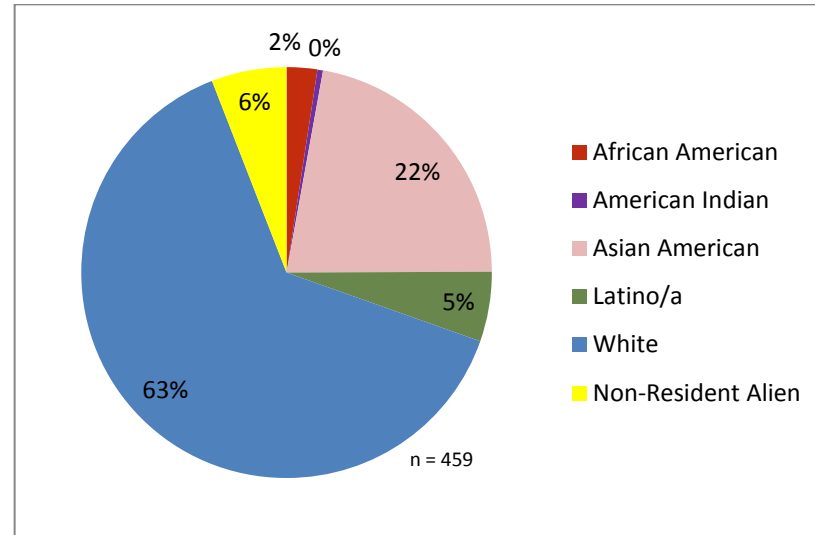
Faculty (Supplemental Data)

Figure 21: Urbana Full-time Faculty in Colleges/Departments Granting Professional Degrees



Professional degrees at Urbana: law, vet med, and speech & hearing science.

Figure 22: Chicago Full-time Faculty in Colleges/Departments Granting Professional Degrees



Professional degrees at Chicago: dentistry, medicine, pharmacy, and physical therapy.

## Faculty (cont'd)

### **Data Summary:**

- The percentages of total underrepresented faculty have been increasing steadily in the last decade but the growth is not uniform in all the disciplines
- Thus the percentages in the STEM disciplines and professional degree granting colleges, reflect a lower representation (Figures 21, 22, 23, 24)
- The percentages of women in the tenure system have also increased
- Both in terms of gender and race/ethnicity, the University of Illinois faculty population is more diverse than its CIC peers
- Thus, UIC (10%) and Urbana (8.9%) rank 1 and 2 in the CIC institutions with respect to percentage of total African American / Latino-a/ American Indian faculty

### **Key Challenges:**

- The rate of recruitment of underrepresented faculty is often equivalent to their departure to other institutions. Therefore retention is a major issue
- The competition in the academic marketplace is especially stiff for traditionally underrepresented faculty for many reasons:
  - The pipeline is not robust – and the academy has to be made more attractive as a career; more underrepresented undergraduate students need to be attracted to graduate school which in turn will need to a greater pool for the professoriate
  - Extensive data shows that traditional methods of recruiting introduce unconscious biases in hiring
  - Retention is a major issue for all excellent faculty and especially those in high demand areas and where the pool is limited
  - Factors include competitive salaries, research facilities, failing infrastructure, adequate number of colleagues in discipline, increasing regulatory burdens, especially state regulations in public institutions, and inadequate mentoring, benefits
  - Data shows that cluster hires to create a conducive environment whether it is for gender (STEM) or specialty subareas are important in retaining faculty and maintaining a diverse environment; this requires sustained and committed resource allocation
- Increase diversity in all disciplines and remove unconscious biases

### **Current and Future Action Steps:**

- Methods of recruiting are being altered by reaching out to non-traditional sources of advertising, opportunity networking, and development of modules for training search committees to recruit for diversity and avoid subconscious biases
- To make the pipeline more robust, programs such as SROP, DFI, Bridge to the Doctorate, Urban Health Program, need to be strengthened
- Adopt a culture of “hiring our own” trainees
- Greater emphasis on proactive rather than retention measures for U of I faculty; retention is difficult at the stage when counter-offers have to be made
- Develop and enhance existing career development and mentoring programs for faculty
- Develop new and enhance existing work-family friendly policies and programs
- Warm the climate by creating an inclusive and welcoming environment and fostering diverse and academic dialogue

## 7. Academic Professionals and Staff

Figure 23: Full-Time Academic Professional Staff -

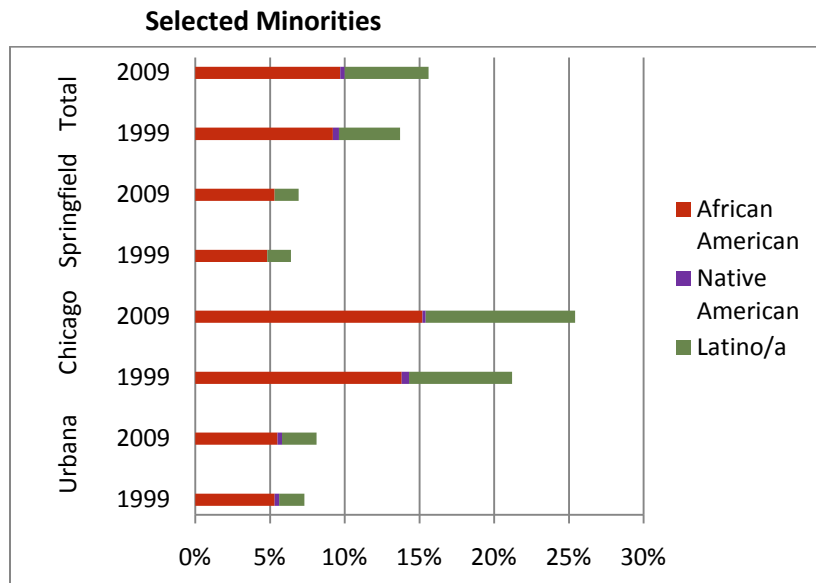
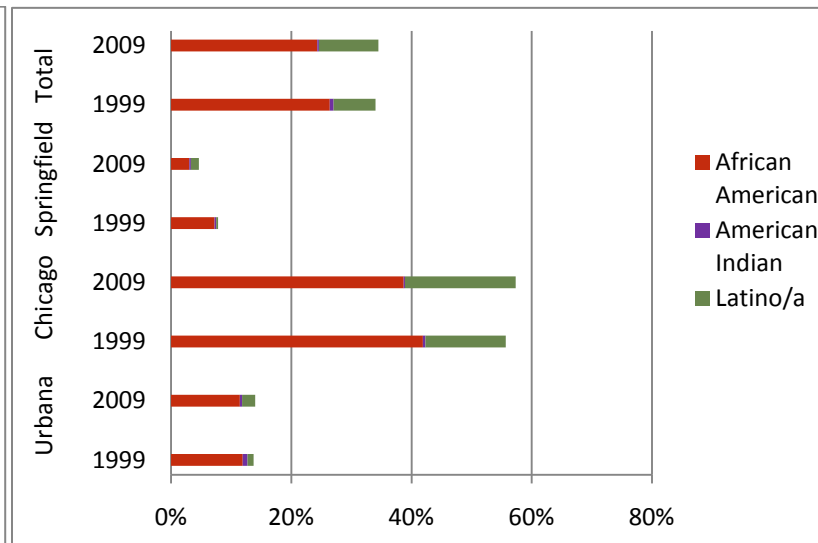


Figure 24: Full-Time Civil Service Staff – Selected Minorities



### Data Summary:

- Total numbers of academic professional positions has substantially increased in the last decade (Figure 25)
- The numbers of Latino/a and African American academic professional staff have increased at an even greater rate in the past ten years
- Despite the decline in overall numbers of civil service staff across the campuses, the percentage Latino/a staff has increased (Figure 26)

### Key Challenges:

- Geographical location may be a factor in recruiting but also a factor in retention; in Chicago, U of C and Northwestern are key competitors for highly qualified academic professionals
- Local demographics a factor in recruiting staff in Urbana and Springfield (Figure 28); relocation is not practical for many potential AP and civil service employees
- Lack of defined career paths and limited career/professional development opportunities for academic professionals
- Creating an inclusive environment for underrepresented academic professionals and civil service staff

### Current and Future Action Steps:

- Provide better academic professional promotion opportunities and succession planning
- Develop new and enhance existing professional development opportunities for academic professionals
- Develop new and enhance existing opportunities for spousal/partner hires
- Utilize Greater Chicago Higher Education Recruitment Consortium (GC HERC) to recruit and provide increased knowledge of opportunities for spouse hires

Academic Professionals and Staff (Supplemental Data)

Figure 25: Illinois 2008 Population Estimates by Race / Ethnicity

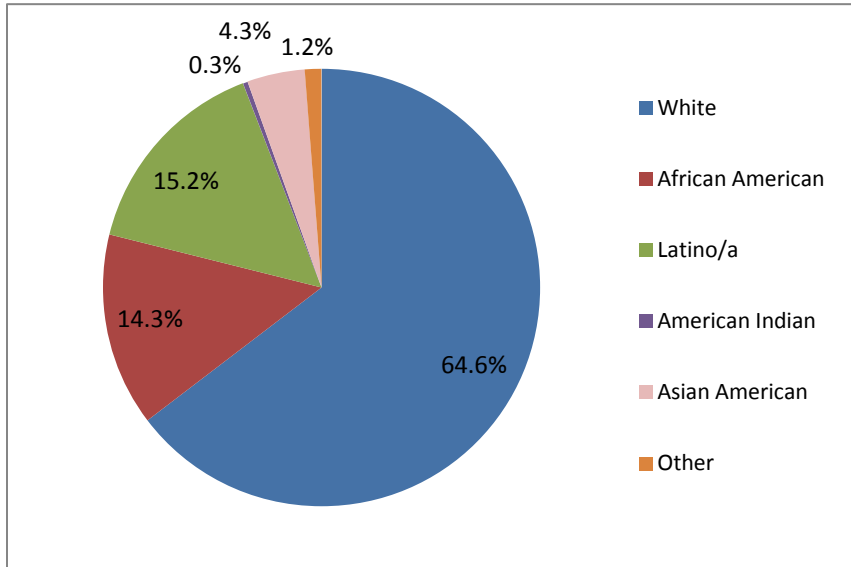
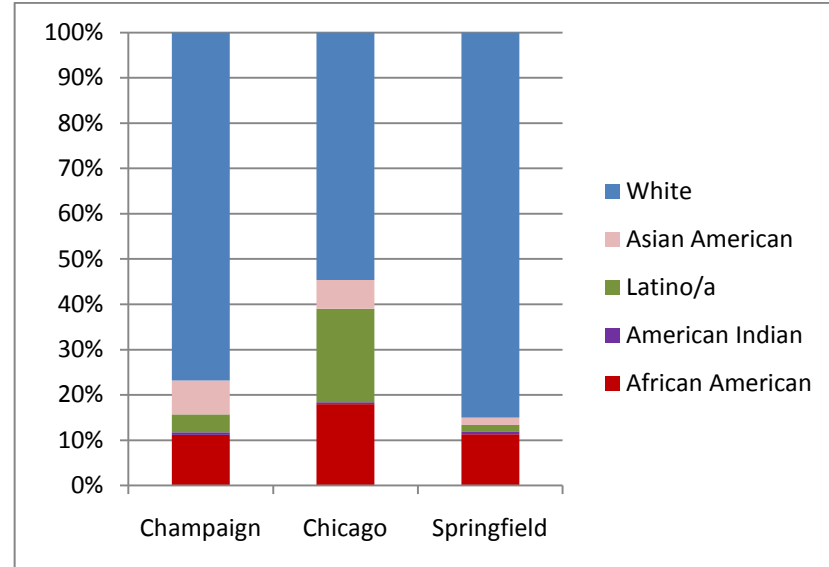
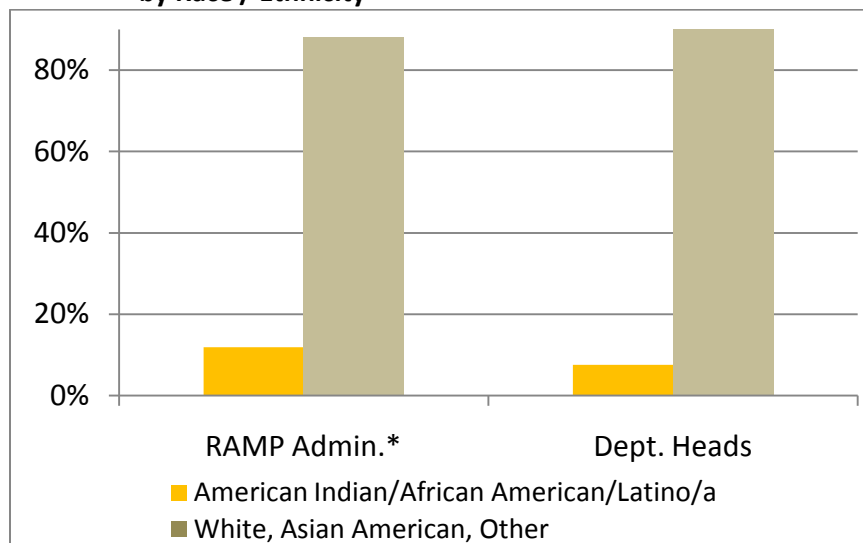


Figure 26: Local Multi-County Populations by Race / Ethnicity

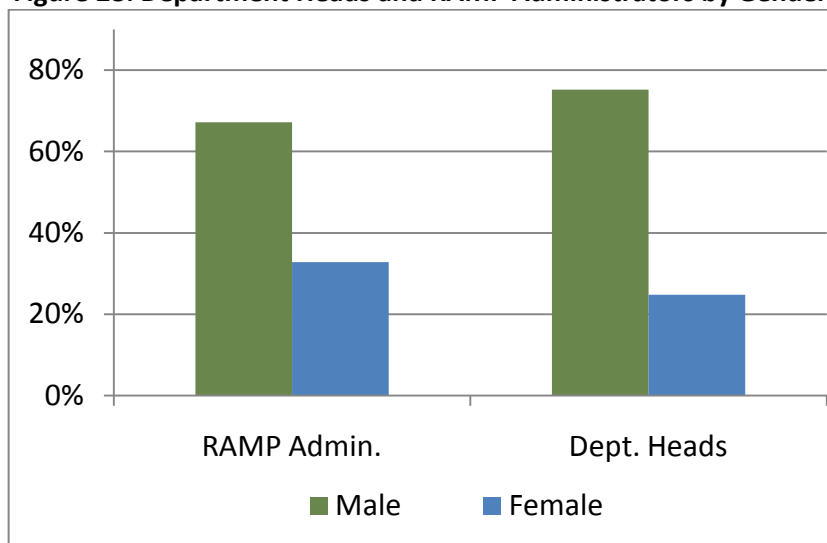


## 8. Department Heads and RAMP Administrators

**Figure 27: Department Heads and RAMP Administrators by Race / Ethnicity**



**Figure 28: Department Heads and RAMP Administrators by Gender**



\* RAMP – (Resource Allocation Management Program); IBHE, defined this to detail budgeting processes. RAMP administrators are individuals who are executive, and/or administrative, and have primary responsibility for organizing and directing the institution (e.g. Chancellors/ VCs/Deans/ President/VPs/Senior Administrators)

**Data Summary:**

- The University has not quite achieved the same level of diversity in its department heads and RAMP administrators as it has in its faculty and students
- While the RAMP administrators reflect the gender distribution in the tenured faculty, this is not the case for department heads
- Similarly, there is greater diversity in the RAMP administrators as compared to the department heads

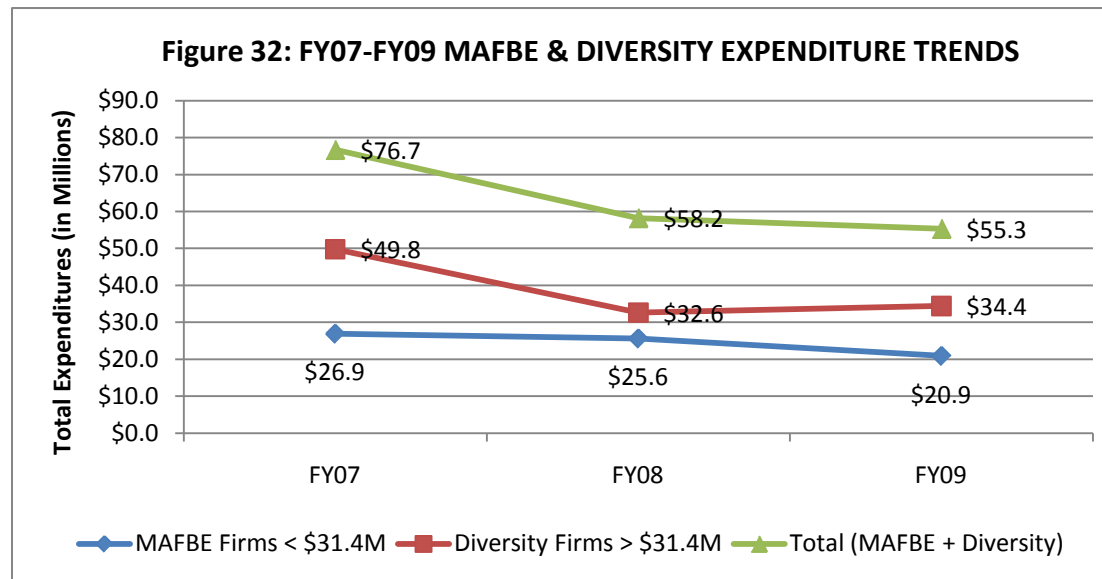
**Key Challenges:**

- Enhance the gender, race, and ethnicity diversity among department heads and RAMP administrators
- Many of the issues pertaining to faculty retention also apply to department heads and RAMP administrators
- Need to impart the notion that hiring for diversity and excellence are not mutually exclusive, but inclusive
- Provide adequate leadership training opportunities (succession planning) to develop a robust pipeline
- Make the administrative milieu inclusive to diverse opinions and administrative leadership an attractive career progression

**Current and Future Action Steps:**

- Increase the programs for leadership training opportunities for faculty and administrative staff; the existing CIC-Academic Leadership and Heads Training Programs are excellent examples and should be emulated and expanded
- Make enhancing diversity as one of many goals for unit heads and deans and regularly (annually) assess outcomes
- Embrace diversity as a core value of the University with a strong commitment from the leadership

## 9. Purchasing and Contracting Activity



### Analysis:

- As construction activity declined, so too did MAFBE/diversity expenditures
- Data sources are U of I MAFBE reports and procurement system records. Fiscal Year 2010 data is not yet available

### Challenges:

- Budget cuts leading to reduced expenditures
- Procurement Code that requires awards to the lowest, responsive, responsible bidder
- Limited ability to capture minority subcontracting expenditures outside of construction
- Have selected existing in-house capabilities in many of the same areas as minority/diversity firms

### Legal Considerations:

- The MAFBE Act and procurement processes are limited by equal protection principles of constitutional law as interpreted by federal courts reviewing various diversity practices
  - Illinois Procurement Code: bids awarded to lowest “responsible and responsive” bidder. Although bidder may be required to show evidence of “good faith efforts” to achieve goals, achievement of such goals likely cannot be included as strict requirement
  - Federal judicial decisions, including principles from University of Michigan admissions cases:
    - Courts will look very closely at a program that relies on race-based preferences and have placed a very demanding standard of proof on institutions whose race-based programs have been challenged-- the so-called “strict scrutiny” standard
    - Under strict scrutiny, a program must serve a **compelling institutional interest**, and be **narrowly tailored** to further that compelling interest:
  - Courts have found diversity is a compelling institutional interest in higher education in the area of admissions

- Goals vs. Quotas: In contracting cases, race-based mandatory set-aside or quota programs are deemed inherently suspect because of reliance on race as a decisional determinant. Federal judicial decisions have held that solicitations for bids may not include *requirements* of some percentage of race-based participation (achieved either through prime or subcontractors). The one situation in which courts would permit the use of mandatory quotas or set-asides is when an institution first makes a finding that it has engaged in intentional discrimination and that mandatory quotas are narrowly tailored to remediate such past discrimination

### **Current and Future Action Steps:**

- Continue to enhance vendor workshops, outreach activities and notification of bid opportunities. 2010 UIC MAFBE Conference was very successful. Participation increased by 66% over 2009 (397 vendors, an increase of 125% over a two-year period)
- Capital Programs has recently updated the Qualifications Based Selection Policy for Architects and Engineers. Specifically, language has been added that clarifies our expectation and goals for the inclusion of minority and female business enterprises in qualification-based proposals. This includes measures to formally assess goal achievement as one of several criteria in proposal evaluation
- SB 351 facilitates the establishment of MAFBE subcontracting goals in the construction area. The University is currently developing a policy and evaluation program to evaluate a vendor's good faith efforts to satisfy MAFBE goals. Under this policy, failure to provide sufficient documentation of demonstrated good faith efforts to secure sufficient MAFBE participation may result in a finding that a bidder is not "responsible" and result in the rejection of bids or proposals
- UIC is establishing a goal for a designated percentage increase in spend with MAFBE vendors for units across the campus for FY11. This would primarily be for purchases below the bid level, but all MAFBE dollars would count. Unit progress toward their goals will be shared with the Chancellor and others in order to make the procurement process more transparent
- The process for selection of vendors for small construction contracts (those under the bid limit) is being reviewed to broaden the opportunity for minority vendors at all campuses. Capital Programs will continue its initiative to offer a training program that provides construction management operations and technical skills to local minority and female construction contractors. The inaugural class had a graduation rate in April 2010 of 100% from the eleven-week program
- UIC will establish a program to pre-qualify minority vendors in selected areas so their catalogs can be posted in iBuy and department orders below the bid threshold can be submitted electronically, funding permitted. The program may also be expanded to the other campuses if the vendors are willing to serve the geographical areas
- Work will also begin on developing MAFBE /diversity subcontracting goals and procedures for large purchases outside of the construction area, funding permitted

### **Policy Considerations:**

- The Board of Trustees may wish to consider the following questions:
  - Should there be a Board policy regarding expected MAFBE and/or diversity participation in purchases/construction?
  - Should overall diversity goals be set that apply to all fund sources to extend beyond MAFBE requirements on state-funded expenditures?
  - Should goals be campus specific to reflect their respective geographic opportunities?
  - How can the University best pursue legislative changes to enhance MAFBE/diversity participation?
  - How can management help the Board in setting the goals?

## 10. Examples of Other Aspects of Diversity

### Persons with Disabilities

#### **Data Summary:**

- Disability types include, Learn, ADHD/ADD; Psychological, Developmental, Mobility, Blind/Low Vision, Deaf/Hard of Hearing, Systemic/Chronic Health Issues
- Numbers of students with disabilities is increasing on all campuses. FY2010 self-identified students with disabilities: Urbana 1,083 (up 3.3% from 2009); Chicago 382 (up 11%); Springfield 181 (up 23%). Some disabled students do not need to seek accommodation as accommodation is built into campus life. “Disabled” does not include all the enrolled students who have disabilities. Students with psychological disabilities account for the majority of increase in FY2010.
- Disability Resources and Educational Services at Urbana is world-renowned for promoting accessibility using current and emergent information technologies.
- Continuing to proactively identify/support students at risk due to the impact of undiagnosed and unaccommodated cognitive and psychological disabilities
- Eight-seven percent of Beckwith residents earn Illinois degrees, and 90 percent obtain employment or enter graduate/professional school within one year
- Last year, Urbana provided instructional programming in disability sports for over 200 youth with physical disabilities. National leadership in disability sports highlighted by Illinois’ 15<sup>th</sup> national championship in men’s wheelchair basketball and having 25 Illinois student athletes selected to national teams.

#### **Key Challenges:**

- Sustaining our ability to provide highly effective support services for a rapidly growing population of students with cognitive and psychological disabilities
- Meet increasing demand for services, accessibility requirements & compliance with ADA & the ADA Amendments Act (ADAAA, 2008) with limited resources
- Financial aid for students with disabilities who qualify for reduced course load and for low income students due to costly or long term medical treatments
- Access and maintenance of older construction and buses
- Meet requirements of the Illinois Informational Technology Accessibility Act (web accessibility and accessible technology)
- Promote Universal Design for Instruction among faculty and teaching assistants to serve students with diverse learning styles and educational needs
- Provide training opportunities for administrators, staff, faculty, graduate, and undergraduate student employees to learn about disability
- Conceptualize accessibility and disability as a dimension of all University practices and procedures at all stages and levels
- Develop a social support system for students on campus, including classroom and campus housing to reduce sense of isolation from home support system
- Ensure that all curricular media (print, visual, and auditory content) are delivered to students with disabilities in an accessible format, with comparable quality and timeliness as are afforded students without disabilities.
- Ensure that emergent information technologies that are being considered for adoption by the University, such as ebook readers, are accessible to all students including those with significantly impaired vision

#### **Current and Future Action Steps:**

- Sharing information regarding the most effective practices in recruiting, supporting, and graduating students with disabilities
- Continue to work collaboratively with IT vendors, University faculty, and staff across the state and through the CIC to promote greater accessibility in emergent technologies
- Include “disability” and members of the disability community as participants of the University and campus diversity strategic planning process at all levels
- Partnerships between and across campuses: Computer Labs, Facilities Management, Classroom Learning Environment, Student Development, etc.
- Monitoring and follow up on all three campus online reporting accessibility systems
- Develop and enhance campus Digital Accessibility Expo’s, exhibits, and disability awareness events on campus (deaf culture, transition from college to employment, Disability Art and Culture, stories of people with mental disabilities, and other topics in the future)
- Expand Joint projects with the Chancellor Committees and the Department of Disability and Human Development, DBTA Great Lakes ADA Center
- Training workshops and orientation sessions between and across campuses: libraries, bus drivers, colleges, teaching assistants, and others

Lesbian, Gay, Bisexual and Transgender and Queer (LGBTQ\*) Students, Faculty, Staff, and Alumni

**Data Summary:**

**National**

From Rankin, *Campus Climate for Gay, Lesbian, Bisexual, and Transgender People: A National Perspective*, 2003

- Forty-three percent of the respondents rated the overall campus climate as homophobic
- Nearly 30 percent of the respondents have personally experienced harassment due to their sexual orientation or gender identity within the last 12 months
- Twenty percent of all respondents feared for their physical safety because of their sexual orientation or gender identity, and 51 percent concealed their sexual orientation or gender identity to avoid intimidation

**University of Illinois**

- All three campuses have LGBTQ Centers.
- UIC was one of three universities to receive an "A" grade from the Illinois Safe Schools Alliance in its statewide report card on LGBTQ presence in higher education and teacher preparation
- University of Illinois has some of the finest scholars on Gender and Sexuality Studies

**Key Challenges:**

- University environments mirrors the larger society in that it reflects and contains racist homophobic and/or heterosexist attitudes and beliefs that are oppressive and devaluing of LGBTQ people and the lack of Inclusive environments, resources, and facilities in all parts of campus
- Decreasing and/or inadequate resources (financial, staff, and physical space), which impacts student recruitment, retention, and academic success
- Inability to track relevant retention trends beyond personal knowledge and anecdotal evidence
- Infrastructure of University does not allow adequate flexibility for policy changes when needed
- Remaining inequities for same-sex couples who participate in domestic partnership benefits (i.e., tax and eligibility)
- Raising awareness about LGBTQ people and their intersecting, multiple identities (e.g., race, class, immigrant status, religious affiliation, and ability)
- Recruit and retain diverse LGBTQ faculty and staff to be scholars and/or professionals in their field, role models, and mentors
- Sustain LGBTQ research across multiple disciplines by emerging scholars and seasoned scholars

**Current and Future Action Steps:**

- Support LGBTQ centers' efforts on development and fundraising initiatives
- Hold all diversity centers harmless in times of budget cuts
- Promote safe zone and diversity trainings (which includes LGBTQ) for all faculty, staff, students, and especially new hires
- Support all campuses conducting a campus climate survey at least every five years
- Increase marketing of U of I to prospective students, faculty, and staff as LGBTQ inclusive
- Increase advocacy and support for transgender students in the creation of more gender neutral, single sex restrooms, easier ability to change name and gender identity on University records, transgender sensitive housing options, and broader health insurance coverage
- Increase LGBTQ alumni support by continuing LGBTQ graduation ceremonies, alumni events, and communication in U of I Alumni Association materials
- Recognize pre-eminence of U of I as a major Midwest center for LGBTQ research, including continued promotion of seed funding grants for LGBTQ research

\* Please note: Language is always changing and fluid; many young people identify as LGBTQ, but many may not due to cultural differences; queer is a re-appropriated, positive term that for some is empowering and denotes political, social, and community activism

## 11. Notes Regarding Charts and Data

The data used in this briefing are from a number of sources, and much of it is obtained from the University Office for Planning and Budgeting in the “*Profile of Students, Faculty, and Staff by Racial/Ethnic Group, Gender, and Disability*” (the ‘Green Book’; latest edition November 2009, distributed to the Board of Trustees). Most of the data specific to the University of Illinois, such as the race/ethnicity and gender of its faculty and students, is housed in the University’s Enterprise Data Warehouse and is based on self-identified information submitted during admission application or hiring processes. Comparative data was obtained through the Illinois Board of Higher Education, the U.S. Department of Education Integrated Postsecondary Education Data System (IPEDS), and the U.S. Census Bureau.

| Figure | Figure Title  | Page   | Source and Notes  |
|--------|---|--------|---|
| 1      | Illinois 2009 High School Graduates by Race / Ethnicity           | Page 1 | ISBE End-of-Year Reports, 2009.   |
| 2      | Illinois U of I Students by County                                | Page 1 | U.S. Census Bureau County Population Estimates.   |
| 3      | Readiness of Illinois Class of 2002 by Family Income Quartile     | Page 1 | <i>The Demographics and Academics of College Readiness in Illinois</i> . Policy Research Report: Illinois Education Research Council 2005-3 <a href="http://ierc.siue.edu">http://ierc.siue.edu</a>   |
| 4      | Readiness of Illinois Class of 2002 by Race / Ethnicity           | Page 1 | <i>The Demographics and Academics of College Readiness in Illinois</i> . Policy Research Report: Illinois Education Research Council 2005-3 <a href="http://ierc.siue.edu">http://ierc.siue.edu</a>   |
| 5      | Illinois Community College Graduates by Race / Ethnicity          | Page 3 | 1998-2008, IBHE Illinois Higher Education Enrollments and Degrees System. May not include transfer program students who transfer without a degree/certificate.  |
| 6      | Fall 2008 Illinois Colleges and Universities Transfer Data        | Page 3 | IBHE 2009 Databook. Independent includes Not-For-Profit, For-Profit and Out-of-State institutions.  |
| 7      | First-time Transfer Students Enrolled at U of I                   | Page 4 | IPEDS, Planning and Budgeting & Data Resources and Institutional Analysis, UIC.   |
| 8      | First-Time Freshman Six-Year Graduation / Retention - 2003 Cohort | Page 4 | 1994-2003 cohorts, Enterprise Data Warehouse, 2001-2003 cohorts, UIS Institutional Research Office. First-time, full-time, and degree seeking freshmen who have graduated or are still enrolled at the end of the sixth year.   |
| 9      | Transfer Student Four-Year Graduation and Retention - 2005 Cohort | Page 4 | 1997-2005 cohorts, Enterprise Data Warehouse. First-time degree seeking transfers who have graduated or are still enrolled at the end of fourth academic year.  |
| 10     | Undergraduate Enrollment by Race / Ethnicity                      | Page 5 | 1999 and 2009, IPEDS, Planning and Budgeting.   |
| 11     | CIC 2009 Undergraduate Enrollments                                | Page 5 | 2009, IPEDS, Planning and Budgeting.  |
| 12     | Financial Aid 2009 Student Assistance Analysis                    | Page 5 | Data are reported for full-time undergraduate students taking at least twelve semester credit hours. Includes all forms of student assistance except loans and employment: Pell grants, ISAC awards, private scholarships, institutional awards, and grants, and tuition waivers, both need-based and non need-based awards. Tuition and mandatory fee rates include the actual assessed amounts for both in-state and out-of-state students, excluding room and board. |

|    |  |         |   |
|----|--|---------|---|
| 13 | First-Time Freshmen Applicants, Admits, and Enrolled by Race/Ethnicity - 2000 and 2010 | Page 6  | 2000-2010, Enterprise Data Warehouse. As of September, 2010.  |
| 14 | Graduate Students by Race / Ethnicity  | Page 8  | 2000-2009, IBHE Fall Enrollment Survey, Planning and Budgeting. Enrollments include on-campus, off-campus, and home-study.                            |
| 15 | Graduate Students by Gender  | Page 8  | 2000-2009, IBHE Fall Enrollment Survey, Planning and Budgeting. Enrollments include on-campus, off-campus, and home-study.                            |
| 16 | Fall 2008 Graduate and Professional Enrollment by Race / Ethnicity                     | Page 9  | 2008, IPEDS Peer Analysis.  |
| 17 | Professional Students by Race / Ethnicity  | Page 10 | 2000-2009, IBHE Fall Enrollment Survey, Planning and Budgeting. Enrollments include on-campus, off-campus, and home-study.                            |
| 18 | Professional Students by Gender  | Page 10 | 2000-2009, IBHE Fall Enrollment Survey, Planning and Budgeting. Enrollments include on-campus, off-campus, and home-study.                            |
| 19 | Tenure System Faculty by Race / Ethnicity  | Page 11 | October 10 payfiles, 1999 and 2009 IPEDS categorizations, Planning and Budgeting. University employees are reported by campus where they are located. |
| 20 | Tenure System Faculty by Gender  | Page 11 | October 10 payfiles, 1999 and 2009 IPEDS categorizations, Planning and Budgeting. University employees are reported by campus where they are located. |
| 21 | Faculty in STEM Disciplines by Race / Ethnicity  | Page 11 | IPEDS Master files. Data reported by IPEDS campus.  |
| 22 | Faculty in STEM Disciplines by Gender  | Page 11 | IPEDS Master files. Data reported by IPEDS campus.  |
| 23 | Urbana Full-time Faculty in Colleges/Departments Granting Professional Degrees         | Page 12 | IPEDS Master files. Data reported by IPEDS campus.  |
| 24 | Chicago Full-time Faculty in Colleges/Departments Granting Professional Degrees        | Page 12 | IPEDS Master files. Data reported by IPEDS campus.  |
| 25 | Full-Time Academic Professional Staff – Selected Minorities                            | Page 14 | 1999 and 2009, IPEDS, Planning and Budgeting.   |
| 26 | Full-Time Civil Service Staff – Selected Minorities                                    | Page 14 | 1999 and 2009, IPEDS, Planning and Budgeting.   |
| 27 | Illinois 2008 Population Estimates by Race / Ethnicity                                 | Page 15 | Extrapolated from US Census Bureau, Population Estimates Program  |
| 28 | Local Multi-County Populations by Race / Ethnicity                                     | Page 15 | U.S. Census Bureau County Population Estimates.   |
| 29 | Department Heads and RAMP Administrators by Race / Ethnicity                           | Page 16 | April 10, 2010 HR/Pay   |
| 30 | Department Heads and RAMP Administrators by Gender                                     | Page 16 | April 10, 2010 HR/Pay   |
| 32 | FY07-FY09 MAFBE & Diversity Expenditure Trends   | Page 17 | U of I Procurement Data   |