Diversity & Inclusion: Faculty Perspectives

University Senates Conference
COMMITMENT TO DIVERSITY

PROGRESS REPORT ON RECRUITMENT AND RETENTION OF AFRICAN AMERICAN STUDENTS

The U of I System and its three universities offer more than 120 programs that serve primarily underrepresented groups.

Programs range from outreach to encourage students to go to college, academic support for students in college to improve study skills, to help with writing and math, and to provide tutoring; and financial literacy centers, cultural centers, and other support initiatives.

4.5M outreach
11M academic support
3M cultural programs

6-YEAR AFRICAN AMERICAN GRADUATION RATES

ON THE RISE OVER 10 YEARS!

Urbana 68% → 80%
Chicago 34% → 44%
Springfield* 22% → 38%

*four years

6-YEAR ALL STUDENT RATE

AFRICAN-AMERICAN ALL STUDENTS

80% 85%
44% 58%
38% 50%

AND U.S. PUBLIC 4-YEAR INSTITUTIONS

40% 59%

African American graduate rates have improved substantially over the last decade at all three of our universities.

We still have work to do, however, to close the gaps when compared to all students and we are committed to doing so.
COMMITMENT TO DIVERSITY

PROGRESS REPORT ON RECRUITMENT AND RETENTION OF HISPANIC/LATINA/O STUDENTS

The U of I System and its three universities offer more than 120 programs that serve primarily underrepresented groups. Programs range from outreach to encourage students to go to college; academic support for students in college to improve study skills, to help with writing and math, and to provide tutoring; and financial literacy centers, cultural centers, and other support initiatives.

$4.5M outreach
$11M academic support
$3M cultural programs

RETENTION & GRADUATION

6-YEAR HISPANIC/LATINA/O GRADUATION RATES

ON THE RISE OVER 10 YEARS!

Urbana
67% → 82%

Chicago
40% → 55%

Springfield*
33% → 46%

*four years

COMPARSED TO ALL-STUDENT RATE

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<th>HISPANIC/LATINA/O</th>
<th>ALL STUDENTS</th>
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<tbody>
<tr>
<td>Urbana</td>
<td>82%</td>
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<td>53%</td>
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Hispanic/Latina/o graduation rates on the rise

Rates for Hispanic/Latina/o students show strong improvement over the last decade. We are working continually to improve them.
How It Works: Safe Zone 2.0

Attend Safe Zone Fundamentals:
A basic awareness and knowledge session that prepares participants for the four advanced continuing education sessions. Three hours or successfully test out online. http://www.uis.edu/lgbtq /programs/SafeZone

Then two Continuing Education Sessions:
Complete one: Transgender, Religion, Bisexuality, or Safe Dating & Relationships. 2 hours each.
Complete one: Transgender, Religion, Bisexuality, or Safe Dating & Relationships. 2 hours each

Congrats! You’re a Safe Zone member! Hang your sign.

Complete remaining two sessions at your leisure to complete your sign:
Transgender, Religion, Bisexuality, or Safe Dating & Relationships. 2 hours each.

Safe Zone

Complete your sign! Each continuing education session earns a star signifying your attendance.

Register online at http://www.uis.edu/lgbtq/programs/SafeZone
Engaged Citizenship
Common Experience (ECCE)

General Education Learning Outcomes:

• Recognize individual social responsibility within a larger community.
• Practice awareness and respect for the diversity of cultures and people around the world.
• Reflect on how involvement, leadership, and respect for community occurs at local, regional, national, or international levels.
• Identify how economic, political, and social systems operate now and have operated in the past.
• Engage in open-minded, ethical decision-making, action.
• Distinguish the possibilities and limitations of social change.
Teaching diversity and inclusiveness in the classroom
Diversity Mission

Promote an organizational culture and structure that honors diversity through integration of the principles of access, equity, and inclusion into all aspects of university processes and practices.
Diversity Mission

Promote an organizational culture and structure that honors diversity through integration of the principles of access, equity, and inclusion into all aspects of university processes and practices.

**Percent Underrepresented Faculty: National vs. UIC**

- **Non-Track**
  - UIC: 11%
  - National Highest Research Activity Universities: 8%
  - National Degree Granting Institutions: 10%

- **Tenure-Track**
  - UIC: 11%
  - National Highest Research Activity Universities: 9%
  - National Degree Granting Institutions: 10%

- **Tenured**
  - UIC: 10%
  - National Highest Research Activity Universities: 7%
  - National Degree Granting Institutions: 10%

*Percentage distribution of full-time instructional faculty in degree granting and highest research activity universities (N=115), by tenure status and selected race/ethnicity: Fall 2015. UIC data is Fall 2016.*

Source for national data is the U.S. Department of Education, National Center for Education Statistics. *IPEDS Human Resources Survey.*
Diversity

Mission

Promote an organizational culture and structure that honors diversity through integration of the principles of access, equity, and inclusion into all aspects of university processes and practices.

UNDERGRADUATES

- Latino: 31%
- White: 32%
- Asian: 22%
- Other: 8%
- Black: 7%

FACULTY

- White: 61%
- Asian: 18%
- Latino: 5%
- Other: 11%
- Black: 5%
Hispanic-Serving Institutions–Science, Technology, Engineering, or Mathematics (HSI-STEM) Grant
AIXA ALFONSO  
Associate Professor

Education:  PhD, University of Wisconsin–Madison

Regulation of Neuronal Polarity and Acquisition of Neuronal Fate in C. Elegans

The work that goes on in my laboratory attempts to elucidate the mechanism(s) involved in (1) sorting and trafficking of neuronal specific proteins (cell biology) and (2) specification of neuronal identity (developmental biology). Our approach has been to isolate and characterize mutations that disrupt these processes with the goal of understanding the role of the wild type products in the process. Specifically we use the soil nematode Caenorhabditis elegans (C. elegans) as a model system to analyze (1) the role of the clathrin adaptor protein UNC-11 (C elegans AP180) in the trafficking of the synaptic vesicle (SV) protein synaptobrevin (SNB) and (2) the role of basic helix loop helix proteins such as HLH-3 in the differentiation and function of neurons.

Our analysis of unc-11 mutants has revealed that the UNC-11/AP180 protein is necessary to regulate the assembly of clathrin coats and is involved in the trafficking/sorting of the integral SV protein SNB (Nonet et al., 1999). Synaptobrevin is essential for generating fusion-competent SVs; it is one of the three components in the complex that mediates SV fusion. In C. elegans unc-11 encodes a family of protein isoforms: we have invested a significant amount of effort in the analysis of their
CHICAGO DOCTORS USE STEM CELLS TO CURE SICKLE CELL DISEASE
Diversity Speaker Events

Events to examine the future of African American studies
Roundtable of African American scholars

Discussions to improve knowledge of Civil Rights issues
Civil liberties issues explained

Panel to examine media’s role in racial, political discourse
Scholars, journalists to discuss African Americans in the news
UIUC adds requirement in U.S. minority culture

Previous Gen-Ed requirement:
All students must take EITHER a non-western cultural studies course OR a US minority studies course.

New (Fall 2018) Gen-Ed requirement:
All students must take BOTH a non-western cultural studies course AND a US minority studies course.

Dr. Ronald Bailey, Head of the Department of African American Studies and chair of the Committee on Race and Ethnicity that proposed the new approach.
Diversity training for UIUC faculty search committees

Office of Diversity, Equity, and Access, working with a faculty committee (DRIVE), has created diversity training for faculty search committees:

• Building a diverse applicant pool
• Avoiding unconscious bias in evaluating candidates
• Tips and tools to improve the search process

Dr. Wendy Heller, Head of the Department of Psychology, and chair of the DRIVE committee.

Being a Change Agent in the Search Process

Office of Diversity, Equity, and Access
Created by Dr. James Anderson, Interim Dean of Education, the series brings noted experts in diversity in higher education to UIUC.

*I Am "The People": Understanding Latina/o Educational Pathways from the Perspectives of Scholar and Subject of Inquiry*

Dr. Michelle Espino, University of Maryland
Minding the Gap: The Distance Between Compositional Diversity & Institutional Transformation
Dr. Dafina-Lazarus Stewart, Bowling Green State University

Scholar Activism and Self-Care in an Era of #BlackLivesMatter
Dr. Stephen John Quaye, Miami University

Developing & Retaining Leadership Talent: Fostering Advancement for Diverse Faculty & Staff
Dr. Pamela Eddy, College of William and Mary
Opportunities and Challenges

- Monitor and improve climate of inclusion
- Implement system-wide diversity training
- Redouble efforts to hire and retain diverse faculty
- Promote diverse faculty into senior and leadership ranks
- Embed values and ideas in future strategic planning
Special thanks to all contributors to this presentation, especially,

UIUC Public Affairs
UIS Campus Relations
UIC Campus News